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Teachers' Attitudes and their Influence on Knowledge-Sharing Behaviors with Mediating Roles of Intentions and Social Capital

Li Fuqiang[1], Liu Qian[2], Gao Qian[3*] and Sun Chuncheng[4]

[1]College of Teacher Education, Southwest University, Chongqing, China. E-mail: lifq0359@163.com
[2]College of Teacher Education, Southwest University, Chongqing, China. E-mail: liuq8045@163.com
[3]School of History and Culture, Southwest University, Chongqing, China. E-mail: 549212545@qq.com
[4]Jiangyin Center for Teaching and Learning Development, Jiangsu, China. E-mail: 441923046@qq.com

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Abstract

Knowledge sharing is of great value and significance to the professional development of individual teachers and the overall competitiveness of the teaching and research community. Based on the Theory of Reasoned Action (TRA), this study explores how secondary teachers' attitudes toward knowledge sharing affect their sharing behaviors. Additionally, it investigates the mediating role of intentions to share knowledge and the moderating role of social capital. For this purpose, we conducted an investigation using an adapted scale and carried out statistical analysis on 1397 valid data using AMOS 24.0 and SPSS 26.0. The results indicate that: (1) Attitudes toward knowledge sharing have a significant positive effect on the sharing behaviors of secondary teachers. (2) The intention to share knowledge plays a mediating role between attitude toward knowledge sharing and sharing behavior. (3) In addition to moderating the relationship between intention to share knowledge and sharing behavior, social capital moderates the mediation effect of intention to share knowledge. (4) Social network, social trust and sharing goal moderate the relationship between intention to share knowledge and sharing behavior respectively, as well as the relationship between intention to share knowledge and written sharing, organizational communication, personal interaction and communities of practice. The results are helpful to understand the influence mechanism of attitude toward knowledge sharing on sharing behavior of secondary teachers and provide a clear path for their knowledge sharing practice.

Keywords: *Attitude toward knowledge sharing, Intention to share knowledge, Knowledge sharing behavior, Social capital*

1. Introduction

In recent years, cultivating "Highly qualified, specialized, and innovative teacher team" has become a

* *Corresponding author: Gao Qian, School of History and Culture, Southwest University, Chongqing, China. E-mail: 549212545@qq.com*

consensus in the construction process of teacher staff in China. This is not only the overall objective of contemporary teacher team construction, but also a specific requirement for individual teacher's professional development. The development of teachers' professional knowledge is not only rooted in their own learning and teaching practices, but also influenced by the interaction processes and effects among teachers. The behaviors of knowledge sharing enable teachers to radiate and transmit their educational and teaching knowledge, subject specific expertise, and other related knowledge to others. It maximizes the value of knowledge and raises the overall literacy of the teaching and research community by recognizing and re-integrating relevant knowledge via the process of communication and collision (Feng, 2021).

Practically speaking, on the one hand, there are some issues for Chinese teachers to share knowledge in work (Zhao and Gao, 2024), on the other hand, there is also an urgent requirement for them to share excellent teaching materials and to enhance their professional development (Kim and Ju, 2008). From the perspective of research, the academic community's exploration of teachers' knowledge sharing is still not sufficiently in-depth or systematic enough. Knowledge sharing behavior refers to the subject's own attitude and intention toward sharing, as well as the elements of social capital such as social networks, social trust, and sharing goals between the subject and others. Some researchers suggest that social capital can influence the attitude toward knowledge sharing, which subsequently affects sharing intention and further impacts individuals' sharing behaviors (Cui and Wang, 2020). Some researchers believe that social trust has no direct impact on knowledge sharing attitudes, while social networks and sharing goals significantly affect knowledge sharing attitudes and indirectly affect sharing intentions (Chow and Chan, 2008). There are also researchers suggesting that emotional energy serves as a complete mediating variable between social capital and the intention toward tacit knowledge sharing (Cai *et al.*, 2020), social capital has a mediating effect on knowledge governance of school and teachers' knowledge sharing (Wu, 2020), social trust and social networks have a significant impact on knowledge sharing behavior (Nguyen *et al.*, 2022). Therefore, this study has the necessity and importance on both theory and practice.

According to the Theory of Reasoned Action, an individual's intention to engage in an action is greater when he or she has a positive attitude toward it. Similarly, the stronger the individual's intention to participate in a certain behavior, the more likely he or she is to implement the corresponding behavior (Fishbein and Ajzen, 1975). In other words, an individual's internal attitude and intention significantly influence his or her corresponding behavior. Teachers' knowledge sharing behavior exists between teachers as subjects and teachers as others. Consequently, besides individual internal factors, his or her behavior is also influenced by elements of social capital such as social networks, social trust, and sharing goals (Nguyen *et al.*, 2022; Tan, 2016). In this context, this study explores the relationships among teachers' attitudes toward knowledge sharing, their intentions to share, and their actual sharing behaviors (including different types of sharing behaviors). Additionally, it investigates the impact of social capital from the dimensions of social networks, social trust, and sharing goals.

2. Literature Review and Research Hypotheses

2.1 Attitude Toward Knowledge Sharing and Knowledge Sharing Behavior

Knowledge sharing behavior is the crucial component of knowledge management, which includes knowledge creation, capture, organization, storage, sharing, and application (Ramayah *et al.*, 2014; Bock and Kim, 2002). It is the act of individuals spreading their knowledge to other members of the organization (Ryu *et al.*, 2003), and also a behavior of organizational members including sharers to re-recognize and reintegrate relevant knowledge. This behavior can transform individual knowledge into organizational knowledge (Li *et al.*, 2006), thereby enhancing the competitiveness and effectiveness of the organization (Yi, 2009).

The teaching and research community is a group composed of relevant teachers who work together to develop, share, and practice educational and teaching knowledge. People's understanding of teachers' knowledge sharing behavior has experienced a process from inter-individual knowledge transfer for expanding knowledge and improving teaching ability (Zhou and Sun, 2006), to individual learning and knowledge reconstruction at the level of professional development (Deng, 2006), and subsequently to the development of teachers' general literacy at the school level (Rismark and Sølvberg, 2001). In other words, individual knowledge

sharing may contribute to other members' knowledge proliferation and professional development, ultimately enhancing the overall competitiveness of the teaching and research community.

Many different factors affect teachers' knowledge sharing behavior, and the attitude toward knowledge sharing is one of the significant aspects at the individual level. The attitude toward knowledge sharing refers to an individual's positive disposition or enthusiasm for sharing his or her knowledge (Chow and Chan, 2008; Bock *et al.*, 2005), which describes individual's perception and evaluation of knowledge sharing behavior. People may make more positive judgments about knowledge sharing, if they believe that it is beneficial. That is, the more favorable an individual's attitude toward knowledge sharing, the more likely he or she is to exhibit knowledge sharing behavior (Cui and Wang, 2020).

Thus, the following hypothesis is formulated:

H_1: Secondary teachers' attitudes toward knowledge sharing directly and positively influence their sharing behaviors.

2.2. Mediating Role of Intention to Share Knowledge

Knowledge sharing intention refers to the extent to which individuals believe they will participate in knowledge sharing behaviors (Chow and Chan, 2008). The attitude and intention toward knowledge sharing are internal psychological tendencies of individuals, whereas knowledge sharing behavior is an external behavior of individuals based on the aforementioned psychological foundations.

According to the relevant research, people's attitude toward a certain behavior is a strong predictor of their intention to engage in that conduct (Chow and Chan, 2008), and their attitude toward knowledge sharing significantly positively influences their intention to share knowledge (Wu *et al.*, 2023). In addition, teachers' intention to share knowledge positively influences their sharing behavior (Cui and Wang, 2020). Knowledge sharing intention serves as a mediator between sharing motivation and sharing behavior (Cao, 2012). That is to say, whether an individual engages in a certain action is determined by his or her intention to do so, which depends on their attitude toward that conduct.

Thus, the hypothesis is proposed as below:

H_2: Sharing intentions mediate the relationship between secondary teachers' attitudes toward knowledge sharing and their sharing behaviors.

2.3. Moderating Role of Social Capital

Social capital exists in interpersonal relationships and facilitates collaboration among organizational members to achieve common goals. It is generally divided into three dimensions: structural capital, relational capital, and cognitive capital. This study adopts the definition of social capital provided by Chow *et al.* who define it through the dimensions of social networks, social trust, and sharing goals. Among them, social networks (also known as structural capital) refer to the extent and accessibility of individuals' connections with others, including social network patterns, density, connectivity, and hierarchical structure (Tichy *et al.*, 1979). Sharing goals (i.e., cognitive capital) refer to the degree to which people share common goals and visions with others (Suti and Sari, 2023). Social trust, also known as relational capital, is the extent to which individuals are susceptible to the influence of others' behavior, in other words, the level of trust developed between individuals during the interaction process, which enhances participants' identification with collective objectives (Nahapiet and Ghoshal, 1998). The theory of social capital helps us understand how psychological and environmental factors influence knowledge sharing behaviors among individuals. In recent years, social capital has been increasingly applied in empirical research in the field of teacher education (Demir, 2021), with the fundamental assumption being that social interaction is an essential source of knowledge and promotes professional development for teachers (Coppe *et al.*, 2022).

From the perspective of the individual teacher, the internal intention toward knowledge sharing of believing that he or she will participate in actions may be transformed into his or her external sharing behavior. From the perspective of the teaching and research community, harmonious interpersonal relationships, the degree of trust among individuals, and sharing goals may have an impact on this transformation. According to empirical research, the more trust teachers have in each other, the more knowledge sharing occur (Shi and Dong, 2022),

the three dimensions of social capital have a positive impact on knowledge sharing behavior (Allameh, 2018; Lee *et al.*, 2021), and social capital has a moderating effect on the relationship between inter-organizational connections and knowledge sharing behavior (Shuja, 2023), as well as the relationship between knowledge sharing behavior and knowledge innovation behavior (Fatemi *et al.*, 2022).

Therefore, the following hypotheses are proposed:

H_3: Social capital moderates the effect of secondary teachers' knowledge sharing intentions on their sharing behaviors.

H_4: Social capital moderates the mediation effect of intentions to share knowledge.

Since social capital includes three components, it is further hypothesized that social networks, social trust, and sharing goals respectively moderate the impact of teachers' knowledge sharing intentions on their sharing behaviors, as well as the mediation effect of intentions to share knowledge (Referred to as hypotheses H_{3a}, H_{3b}, H_{3c}).

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

Furthermore, knowledge sharing behaviors primarily include written sharing, organizational communication, individual interactions, and communities of practice, each of which possesses distinct characteristics and functions. Among them, written sharing describes the practice of sharing knowledge through written documents. Sharers in this approach often exhibit strong external motivations and are easily influenced by external rewards. This manner is especially useful for the spread of explicit knowledge since it is straightforward to document and assess sharing behavior. Organizational communication refers to the behavior of sharing knowledge through formal interactions between individuals and organizational (i.e., the teaching and research community) members. Sharers in this context often exhibit strong external motivations, they are easily influenced by rewards at various levels (Bartol and Srivastava, 2002) and commitments to the organization. This approach is conducive to brainstorming and supports personalized sharing of tacit knowledge. Individual interaction refers to the behavior of sharing knowledge through informal interactions between individuals, which is mostly a spontaneous activity under the premise of voluntary. Personalized

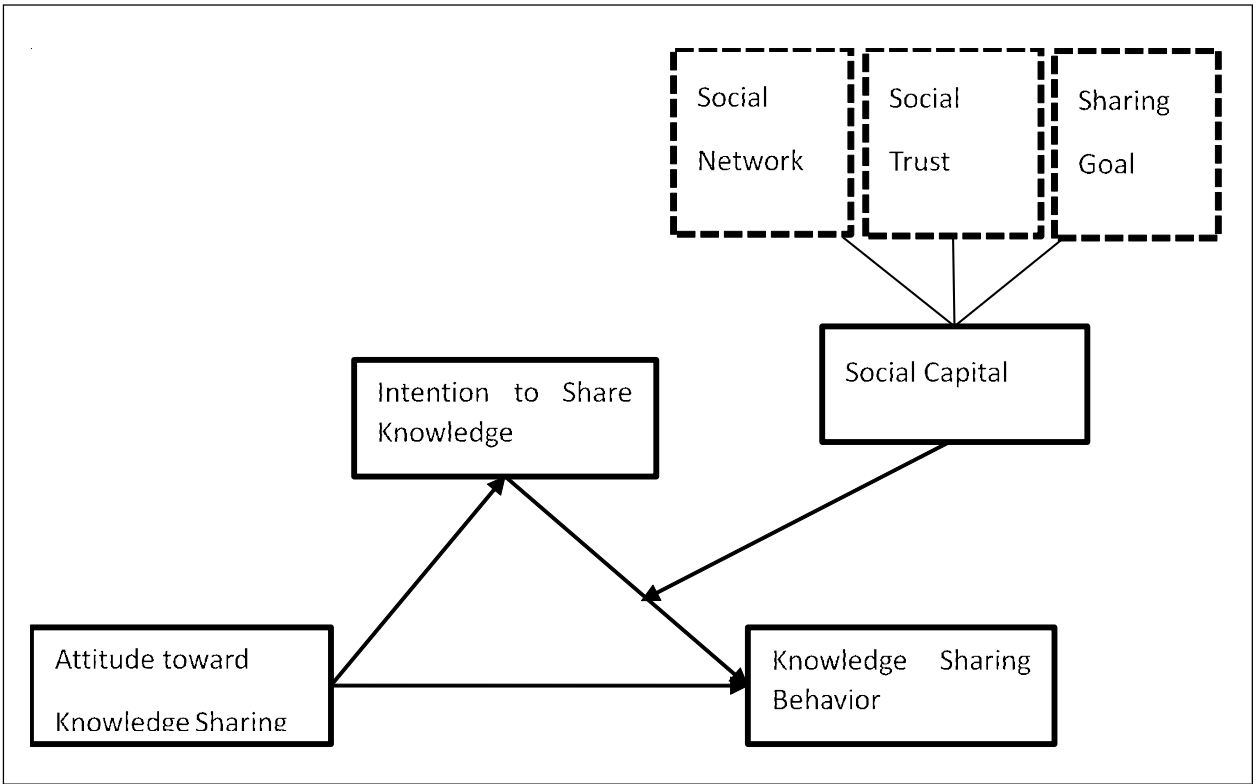

Figure 1: The Overall Research Model of This Study

tacit knowledge may be shared more successfully with this approach. The sharers often have strong intrinsic motivation and are easily influenced by social relationship networks. Community of practice describes the behavior of knowledge sharing through informal interactions between individuals and members of the teaching and research community, where participants voluntarily engage in discussions around topics of mutual interest and have strong intrinsic motivation. This method makes it easier to share tacit knowledge in a tailored way (Ramayah *et al.*, 2014; Yi, 2009).

Based on the aforementioned presumptions, corresponding parallel hypotheses are developed for knowledge sharing attitude, sharing intention, social capital and written sharing, organizational communication, individual interaction, and communities of practice to further explore the relationships between pertinent variables and various sharing behaviors. The following are the related hypotheses, taking written sharing as an example:

$H_{1Written}$: Secondary teachers' attitudes toward knowledge sharing directly and positively influence their written sharing behaviors.

$H_{2Written}$: Knowledge sharing intentions mediate the relationship between secondary teachers' attitudes toward knowledge sharing and their written sharing behaviors.

$H_{3Written}$: Social capital moderates the effect of secondary teachers' knowledge sharing intentions on their written sharing behaviors. (Social networks, social trust, and sharing goals moderate the effect of teachers' knowledge sharing intentions on their written sharing behaviors respectively, denoted as $H_{3a\text{-}Written}$, $H_{3b\text{-}Written}$, $H_{3c\text{-}Written}$).

Similarly, the corresponding hypotheses for organizational communication, individual interaction, and communities of practice follow.

3. Research Methodology

This study employs a questionnaire survey method and conducts statistical analysis on the relevant data using AMOS 24.0 and SPSS 26.0.

3.1. Sample

This study distributed questionnaires to secondary teachers in China and it took three months to conduct the survey (May-July 2024). Ultimately, a total of 1541 questionnaires were gathered, of which 1397 were valid, with an effective rate of 90.7%. Among them, 563 are male teachers (40.3%) and 834 are female teachers (59.7%): 295 teachers (21.1%) have been teaching for 1-5 years, 201 teachers (14.4%) for 6-10 years, 369 teachers (26.4%) for 11-20 years, and 532 teachers (38.1%) for more than 21 years. Regarding educational qualifications, 6 teachers (0.4%) hold a doctoral degree, 205 teachers (14.7%) hold a master's degree, 1171 teachers (83.8%) hold a bachelor's degree, and 15 teachers (1.1%) hold an associate's degree. In terms of professional titles, 466 teachers (33.4%) hold the title of "Second-grade Teacher or Below in Primary and Secondary Schools", 584 teachers (41.8%) hold the title of "First-grade Teacher in Primary and Secondary Schools", and 347 teachers (24.8%) hold the title of "Senior Teacher or Above in Primary and Secondary Schools".

3.2. Research Instruments

3.2.1. Knowledge Sharing Behavior

The Knowledge Sharing Behavior Scale, developed by Ramayah *et al.* (2014), was used in the study. The scale has 20 items after adaptation, and each item is rated on a 5-point scale from 1 ('never') to 5 ('always'). The alpha coefficients of the four dimensions of the scale range from 0.864 to 0.968, with an overall alpha coefficient of 0.964. According to validity tests, $\chi^2 = 894.762$, df = 165, GFI = 0.936, AGFI= 0.919, CFI = 0.978, TLI = 0.975, RMSEA = 0.056 and SRMR = 0.0360, and the item loadings range from 0.639 to 0.966.

3.2.2. Attitude Toward Knowledge Sharing

The study utilized the Knowledge Sharing Attitude Scale developed by Bock *et al.* (2005). After adaptation, the scale consists of 4 items, scored on a 5-point scale ranging from 1 ('completely disagree') to 5 ('completely agree'). The alpha coefficient of this scale is 0.984. Validity testing indicates that $\chi^2 = 5.241$, df = 1, GFI = 0.998,

AGFI = 0.981, CFI = 1.000, TLI = 0.997, RMSEA = 0.055 and SRMR = 0.0011, with item loadings ranging from 0.956 to 0.978.

3.2.3. Intention to Share Knowledge

The Knowledge Sharing Intention Scale, developed by Bock *et al.* (2005), was used in the study. The scale, after adaptation, consists of 4 items with a 5-point rating system that goes from 1 ('completely disagree') to 5 ('completely agree'). The scale's alpha coefficient is 0.959. According to validity tests, $\chi^2 = 2.408$, df = 1, GFI = 0.999, AGFI = 0.991, CFI = 1.000, TLI = 0.999, RMSEA = 0.032 and SRMR = 0.0020, and the item loadings range from 0.915 to 0.937.

3.2.4. Social Capital

The study utilized the Social Capital Scale developed by Chow and Chan (2008). After adaptation, this scale comprises 8 items, scored on a 5-point scale ranging from 1 ('completely disagree') to 5 ('completely agree'). The alpha reliability coefficients for the three dimensions of this scale range from 0.909 to 0.928, with an overall alpha coefficient of 0.963. Validity testing indicates that $\chi^2 = 100.762$, df = 15, GFI = 0.982, AGFI = 0.958, CFI = 0.993, TLI = 0.987, RMSEA = 0.064 and SRMR = 0.0126, with item loadings ranging from 0.864 to 0.946.

In addition, before conducting a large-scale survey, this study selected 407 valid samples for testing to verify the effectiveness of the survey tool, and the test data showed that the reliability and validity of the relevant scales were good.

4. Data Analysis and Results

4.1. Common Method Bias and Discriminant Validity Testing

All items were clustered on one factor for confirmatory factor analysis to test common method bias, and the model fitting results were subpar, with $\chi^2 = 31869.221$, df = 594, GFI = 0.218, AGFI = 0.123, CFI = 0.536, TLI = 0.508, RMSEA = 0.194, and SRMR = 0.1342. This suggests that the study does not have a serious problem with common method bias.

To examine the discriminant validity of the four variables—sharing attitude, sharing intention, social capital, and sharing behavior, the study tested the baseline model and the other three alternative competing models (Model A merged sharing attitude and sharing intention, Model B merged sharing intention and social capital, and Model C merged sharing attitude, sharing intention, and social capital). The results are presented in Table 1. As can be seen, the baseline model exhibits the best performance across all fitting indices, suggesting that the variables have good discriminant validity.

Table 1: Model Comparison

	χ^2(df)	CFI	TLI	RMSEA	SRMR
Baseline Model	3168.084（584）	0.962	0.959	0.056	0.0351
Model A	5951.827（587）	0.920	0.915	0.081	0.0552
Model B	5399.024（587）	0.929	0.923	0.077	0.0402
Model C	9828.632（589）	0.863	0.853	0.106	0.0472

4.2. Descriptive Statistics and Correlation Analysis

Table 2 displays each variable's mean value, standard deviation, and correlation analysis results. The four core variables have significant positive correlations, supporting further examination.

4.3. Hypotheses Testing

4.3.1. Testing the Mediating Effect of the Total Model

This study tested the hypothesized mediating effect in AMOS 24.0, using Bootstrap and setting up 5000 samplings. Table 3 displays the total effect, direct effect, and indirect effect of knowledge sharing attitudes on

Table 2: Descriptive Statistics and Correlation Analysis of Variables

	Mean Value	Standard Deviation	Attitude toward Knowledge Sharing	Intention to Share Knowledge	Knowledge Sharing Behavior	Social Capital
Attitude toward knowledge sharing	4.209	0.716	1.000			
Intention to share knowledge	4.019	0.728	0.825**	1.000		
Knowledge sharing behavior	3.544	0.700	0.520**	0.597**	1.000	
Social capital	3.961	0.701	0.779**	0.823**	0.577**	1.000

Note: **p<0.01

Table 3: The Influence of Knowledge Sharing Attitude on Sharing Behavior—Sharing Intention as a Mediating Variable

Item Knowledge Sharing Attitude → Sharing Behavior	Point Estimate	SE	Z	BC 95% CI	
				Lower	Upper
Total Effect	0.372	0.032	11.63	0.312	0.439
Direct Effect	0.049	0.035	1.40	-0.025	0.114
Indirect Effect	0.323	0.034	9.50	0.259	0.394

sharing behaviors. Meanwhile, the model fit indicator is $\chi^2/df = 3.914$, GFI = 0.922, AGFI = 0.907, CFI = 0.975, TLI = 0.971, RMSEA = 0.046, SRMR = 0.0387, overall, the model fit is good.

According to Table 3, it can be seen that the total effect is significant (Z = 11.63>1.96, Bias-corrected 95% CI does not include 0), supporting hypothesis 1, which illustrates that teachers' attitudes toward knowledge sharing have a significant positive impact on their sharing behaviors. The indirect effect is also significant (Z = 9.50>1.96, Bias-corrected 95% CI does not include 0), while the direct effect is not significant (Z = 1.40<1.96, Bias-corrected 95% CI includes 0). This indicates that sharing intentions demonstrate a significant mediating effect in the relationship between knowledge sharing attitudes and sharing behaviors, which are complete mediations, thereby supporting hypothesis 2.

4.3.2. Testing the Moderation Effects of the Total Model

To test the moderating effects of social capital and its three dimensions (social networks, social trust, and sharing goals), the study employed the Process plugin in SPSS. Teachers' gender, teaching age, professional title, academic qualifications, and teaching stage served as control variables, with Bootstrap resampling set to 5000 iterations.

In the path of "sharing intentions → sharing behaviors", the regression coefficient of the interaction term is 0.188, with t=12.155, and P=0.000<0.05, indicating a statistically significant level. This suggests that social capital plays a positive moderating role in the impact of teachers' knowledge sharing intentions on their sharing behaviors. Meanwhile, the product term of the moderating effect (sharing intention x social capital) can explain a variation of 0.057 of the dependent variable, with an F-value of 147.751 (p<0.001). This demonstrates that the change in R^2 reaches a significant level, and the moderating effect is indicated.

Interaction diagram was created based on the mean ±1 standard deviation as the criterion (Figure 2), showing that the relationship between sharing intentions and sharing behaviors is stronger in the high group of social capital than in the low, thereby validating hypothesis 3. Further tests were conducted to examine the moderating effects of the three dimensions of social capital—social networks, social trust, and sharing goals,

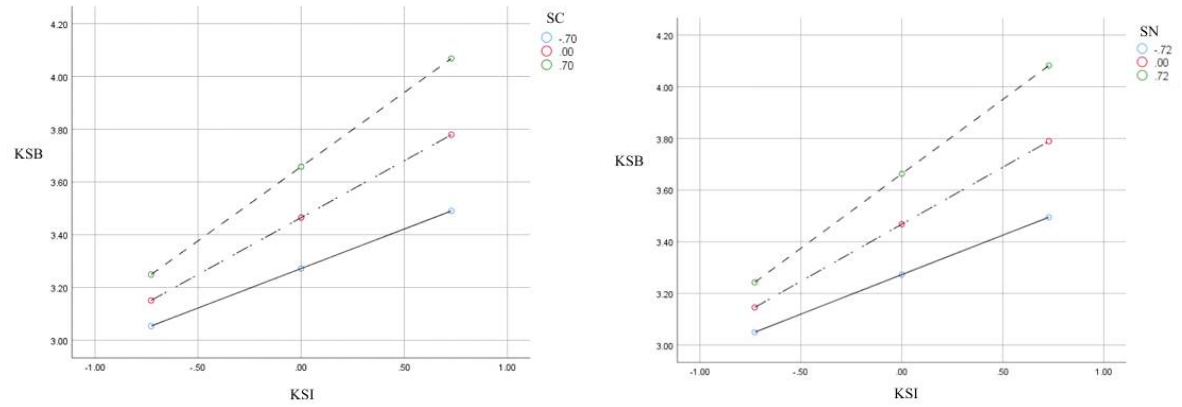

Figure 2: The Moderation Effect of Social Capital (SC) on the Effect of Knowledge Sharing Intention (KSI) on Knowledge Sharing Behavior (KSB)

and the results are presented in Model 3a, Model 3b, and Model 3c in Table 4. Similarly, interaction diagrams were created using the mean ±1 standard deviation as the criterion (Figures 3-5), indicating that social networks, social trust, and sharing goals all play a positive moderating role in the impact of teachers' knowledge sharing intentions on their sharing behaviors.

With social capital as the moderating variable, the moderated mediation index value in the mediating path of "sharing attitude → sharing intention → sharing behavior" is 0.161, with a 95% CI of [0.112, 0.203], achieving

Table 4: Verification Results of Moderating Effect

	M_3	M_{3a}	M_{3b}	M_{3C}
Constant	3.201***	3.213***	3.195***	3.194***
Sharing intention	0.431***	0.441***	0.498***	0.509***
Social capital	0.275***			
Social networks		0.271***		
Social trust			0.180***	
Sharing goals				0.174***
Gender	-0.101**	-0.105***	-0.100**	-0.105***
Teaching age	0.023	0.022	0.026	0.026
Professional title	0.068**	0.062*	0.069**	0.067*
Academic qualifications	0.112***	0.116***	0.110***	0.113***
Teaching stage	0.078*	0.083*	0.078*	0.083*
Sharing intention × Social capital	0.188***			
Sharing intention × Social networks		0.188***		
Sharing intention × Social trust			0.178***	
Sharing intention × Sharing goals				0.181***
R^2	0.465	0.469	0.453	0.452
ΔR^2	0.057	0.058	0.052	0.055
F	147.751***	152.819***	132.940***	138.391***

Note: *p<0.05, **p<0.01, ***p<0.001.

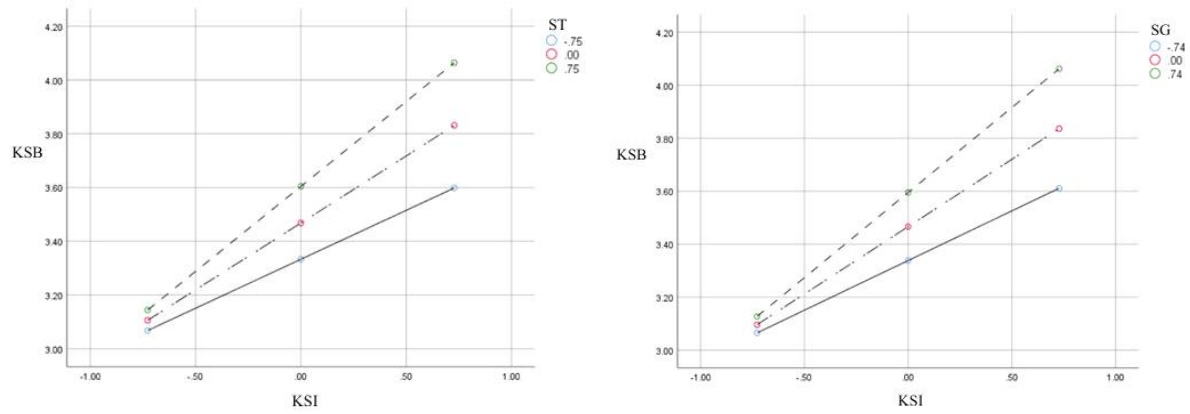

Figure 3: The Moderation Effect of Social Network (SN) on the Effect of Knowledge Sharing Intention (KSI) on Knowledge Sharing Behavior (KSB)

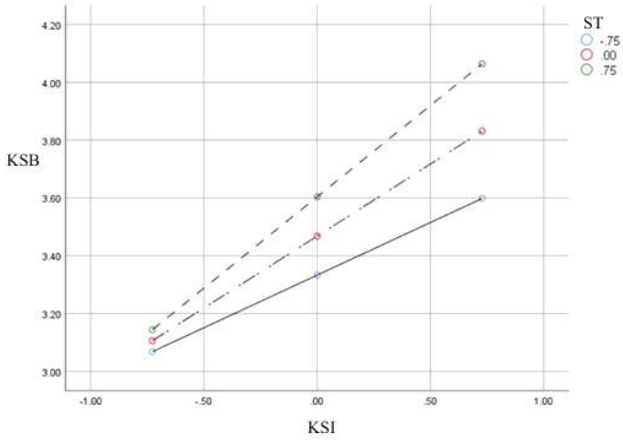

Figure 4: The Moderation Effect of Social Trust (ST) on the Effect of Knowledge Sharing Intention on Knowledge (KSI) Sharing Behavior (KSB)

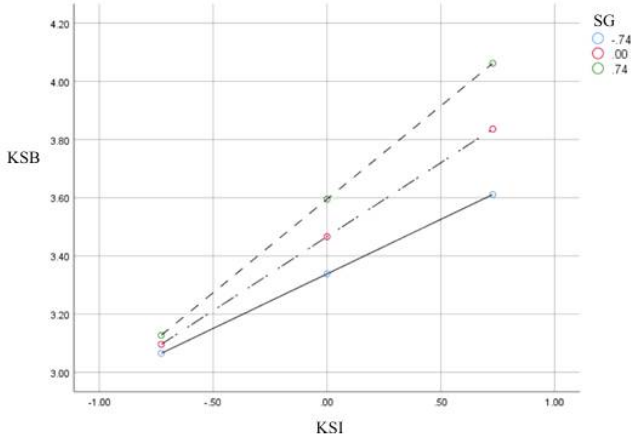

Figure 5: The Moderation Effect of Sharing Goal (SG) on the Effect of Knowledge Sharing Intention on Knowledge (KSI) Sharing Behavior (KSB)

a statistically significant level. This suggests that the moderated mediation effect is significant, thereby the hypothesis 4 has been validated. In other words, social capital significantly moderates the mediating path of "sharing attitude → sharing intention → sharing behavior". When the moderating variables are social networks, social trust, and sharing goals, the moderated mediation index values are 0.161, 0.155, and 0.156, respectively,

with 95% CI values of [0.111, 0.202] [0.105, 0.195] and [0.106, 0.195]. This indicates that social networks, social trust, and sharing goals also significantly moderate the mediation path of "sharing attitude → sharing intention → sharing behavior" respectively.

4.3.3. Testing the Mediating and Moderating Effects in Sub-Models

The four dimensions of sharing behaviors (written sharing, organizational communication, individual interaction, and communities of practice) were analyzed respectively to verify the mediating effect of sharing intentions and the moderating effect of social capital. In order to better understand the specific relationships among variables in the sub model, we also examined the mediating effect of sharing intentions between sharing attitudes and four dimensions of sharing behaviors (written sharing, organizational communication, individual interaction, and communities of practice) respectively, as well as the moderating effect of social capital on the relationship of sharing intentions and four dimensions of sharing behaviors.

The mediation effects were tested in AMOS 24.0, using Bootstrap with 5000 samples. According to the Bias-corrected 95% CI in Table 5, sharing intention demonstrates a significant mediation in the relationship between knowledge sharing attitude and written sharing, organizational communication, individual interaction, and communities of practice.

Table 5: The Influence of Knowledge Sharing Attitude on Four Dimensions of Sharing Behavior—Sharing Intention as a Mediating Variable

Item	Total Effect		Direct Effect		Indirect Effect	
	BC 95% CI		BC 95% CI		BC 95% CI	
	Lower	Upper	Lower	Upper	Lower	Upper
Sharing attitude → Written sharing	0.250	0.384	-0.228	-0.002	0.334	0.532
Sharing attitude → Organizational communication	0.370	0.520	-0.083	0.127	0.335	0.508
Sharing attitude → Individual interaction	0.489	0.658	-0.011	0.217	0.361	0.566
Sharing attitude → Communities of practice	0.481	0.650	-0.042	0.198	0.382	0.584

The moderation effects of social capital and its three dimensions on the relationship between sharing intentions and the four dimensions of sharing behaviors are shown in Table 6. In the path of "sharing intention → written sharing / organizational communication / individual interaction / communities of practice", social capital and its three dimensions were used as moderating variables respectively. The regression coefficients of the interaction product terms have reached a statistically significant level, indicating the existence of the moderating effects, all of which are positive.

Table 6: Verification of the Moderation Role of Social Capital and its Three Dimensions

	Social Capital	Social Networks	Social Trust	Sharing Goals
Sharing intention → Written sharing	0.133***	0.130***	0.130***	0.126***
Sharing intention → Organizational communication	0.191***	0.192***	0.182***	0.184***
Sharing intention → Individual interaction	0.202***	0.206***	0.190***	0.192***
Sharing intention → Communities of practice	0.210***	0.209***	0.196***	0.206***

Note: ***p<0.001

5. Results Discussion and Strategic Recommendations

5.1. Results Discussion

5.1.1. The Relationship Between Knowledge Sharing Attitude and Sharing Behavior of Secondary Teachers

Research indicates that teachers' attitudes toward knowledge sharing have a significant positive impact on their sharing behaviors, which is consistent with the results of previous studies (Cui and Wang, 2020). This study further demonstrates that the attitudes toward knowledge sharing have significant positive impacts on specific sharing behaviors, including written sharing, organizational communication, individual interaction, and communities of practice respectively. It deepens the understanding of relationships between teachers' knowledge sharing attitudes and their sharing behaviors, providing a theoretical foundation for the implementation of teachers' knowledge sharing behaviors. The individual teachers' knowledge sharing behaviors will be more evident if they have stronger attitudes toward sharing their knowledge and they will be more likely to share their knowledge through written sharing, organizational communication, individual interaction, and communities of practice. Different sharing behaviors possess distinct characteristics and functions (Ramayah *et al.*, 2014; Yi, 2009), therefore, a positive sharing attitude may support diverse types of sharing behaviors, which can result in varied knowledge sharing results.

5.1.2. The Mediating Role of Knowledge Sharing Intention

The research shows that teachers' intentions to share knowledge play a mediating role between their knowledge sharing attitudes and sharing behaviors. This conclusion substantiates the relationships among teachers' attitudes, intentions, and behaviors toward knowledge sharing, which are consistent with the corresponding relationships in organizations such as enterprises and research institutions (Wu *et al.*, 2023). This suggests that teachers who have more positive attitudes toward knowledge sharing are more likely to believe that they will share knowledge. Their actions will be more obvious when it comes to sharing knowledge through different channels. This reveals the internal psychological mechanism of teachers' knowledge sharing from one perspective and provides an internal psychological basis for the research of strategies related to teachers' knowledge sharing practices.

5.1.3. The Moderating Role of Social Capital

This study positioned social capital as a moderating variable and demonstrates that social capital, along with its dimensions—social networks, social trust, and sharing goals—significantly moderates the relationships between teachers' knowledge sharing intentions and sharing behaviors, both overall and specific sharing behaviors. Additionally, it has a significant moderating effect on the mediation path of "sharing attitude '! sharing intention → sharing behavior". This implies that the influence of sharing intentions on sharing behaviors, as well as on specific forms such as written sharing, organizational communication, individual interaction, and communities of practice, will increase with the enhancement of teachers' social networks, social trust, and sharing goals. Furthermore, this indicates that, unlike the internal psychological sharing mechanisms of individual teachers related to sharing attitudes and intentions, the relationship between the subject and others in an external way has a positive promoting effect on the relationship between their knowledge sharing intentions and sharing behaviors. This provides a multidimensional external perspective and pathway for the study of teachers' knowledge sharing strategies.

5.2. Strategic Recommendations

Firstly, attention should be paid to stimulating individuals' positive attitudes and intentions toward sharing during the knowledge management process. Knowledge sharing behavior is not only the process of transmitting knowledge from the subject to others, but also the process by which sharing participants re-understand and reintegrate the given knowledge. A positive attitude and intention toward knowledge sharing can better facilitate the occurrence of sharing behavior. Therefore, it is recommended that educational administrators should employ strategies such as guiding and rewarding teachers to help them recognize the value of knowledge sharing, stimulate their positive attitudes and intentions toward sharing, and promote their implementation of sharing practices effectively.

Secondly, educational managers should create a harmonious atmosphere for teaching and research, encourage members to communicate and understand each other, build trust among members, strengthen the teaching and research community's unity by refining sharing goals, and ultimately promote the transformation of individual sharing intentions into effective sharing behaviors.

Thirdly, participants in knowledge sharing should use various approaches to conduct practical activities. To efficiently enhance the sharing effect, sharers can, for instance, use information technology and choose among various sharing behaviors, such as written sharing, organizational communication, individual interaction, and communities of practice, depending on the features and particular context of the sharing content.

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