
NEWSLETTER

The Relationship between Principal Authentic Leadership and Teacher Knowledge Sharing: An Empirical Analysis Based on the Self-Determination Theory

By Mao, Y., Zhang, W., & Guan, D.

Correspondence to: Wanying Zhang, Beijing Normal University, China. E-mail: wanyingbnu@163.com

TEACHER knowledge sharing is a process in which teachers collaborate to boost their understanding and construction of knowledge by integrating fragmentary knowledge owned by individuals into a shared knowledge system. It helps promote common development in teachers as well as enhance the school's quality of knowledge base as an educational community. Nevertheless, the teacher may tend to keep their knowledge private to maintain their professional distinctiveness. Also, educational and instructional expertise is often interwoven into the education process, and its implicit nature is an impediment to its sharing. Hence, teacher knowledge sharing has become a pronounced issue in modern school management. Recent research in this area reveals that the principal leadership style has a significant impact on the teachers' knowledge sharing behavior. This study investigates the relationship between principal authentic leadership and teacher knowledge sharing, as well as its influencing factors, from the perspective of the self-determination theory.

Research Findings:

- Principal authentic leadership can positively predict teacher knowledge sharing. This leadership style ensures the security of the behavior of publicly sharing information in teachers and prompts their realization of the significance of mutual support.
- The effect of principal authentic leadership on teacher knowledge sharing is moderated by the teacher's perception of insider status. Stronger perceptions of insider status elicit positive behaviors in teachers; enhanced teacher perceptions of organizational membership lead to significant elevation of the knowledge sharing intention in them.
- Social-emotional skills of teachers mediate the relationship between principal authentic leadership and teacher knowledge sharing. Principal authentic leadership is effective in improving the social-emotional skills of teachers, driving them to showcase their value by sharing information with co-workers.

The authors of the study proposed the following suggests: (i) Enhance the authentic leadership capability of school principals to ensure the teachers' rights to voice their opinions; (ii) foster the teachers' perceptions of insider status, bolster their social-emotional skills, and promote their identification with the school's mission and values; (iii) Increase the teachers' agency in the school's development and improve their job satisfaction to instigate their active engagement in knowledge sharing.

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