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NEWSLETTER

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## **How Proactive Personality Impacts Knowledge Sharing among Primary and Secondary Teachers: The Roles of Work Engagement and Organizational Innovative Climate**

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**K**NOWLEDGE Sharing is an important means for knowledge generation, accumulation, and innovation of schools and plays a significant role in alleviating teachers' work pressures and upgrading their professional competence. Personality traits of teachers are key factors relating to their psychology and attitudes towards knowledge sharing. This article draws on the job demands-resources theory to examine how proactive personality affects knowledge sharing among primary and secondary teachers and identify the mediating effect of teacher work engagement and the moderating effect of the organizational innovative climate. The purpose of the study is to provide guidance for schools' knowledge management and equalization of educational resources.

Research findings show that:

- i. Proactive personality poses a positive impact on teacher knowledge sharing behavior. Teacher work engagement mediates the relation between proactive personality and knowledge sharing behavior. Teachers with highly proactive personality are more likely to meet job demands by integrating personal and organizational resources and increase engagement in work, consequently enhancing knowledge sharing behavior.
- ii. The organizational innovative climate can effectively moderate the relation between work engagement and knowledge sharing in teachers. To be more concrete, the positive effects of work engagement on knowledge sharing tend to strengthen as the organizational innovative climate intensifies. In other words, the organizational innovative climate generates more resources necessitated by teachers' knowledge sharing activities. In addition, the mediating effect of work engagement on the relation between work engagement and knowledge sharing in teachers is significantly moderated by the organizational innovative climate.

The article suggests that primary and secondary schools should emphasize the importance of proactive personality of teachers in the functioning of personal work resources in their education and instruction management; that schools should give teachers who exhibit more proactive behavior positive feedback and incentives to encourage front-line teachers to integrate their professional development with the improvement of education quality of the school; and that they should create an ideal climate to promote inter-teacher exchange and sharing of teaching expertise and techniques.

*Source: Teacher Education Research, 2023;35(03):66-73.*