FACTORS INFLUENCING EDUCATORS' ENGAGEMENT IN THE SHARING OF EDUCATIONAL KNOWLEDGE IN THE DIGITAL SPHERE

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Abstract: At present, information resources in cyberspace have become an effective supplement for people's acquisition of real-space knowledge, but their scientificity and authoritativeness need to be discussed. Educators have advantages in the field of knowledge sharing on educational topics, but the participation rate in actual activities is not high. With the help of structural equation model, this article conducts an empirical investigation to explore the influencing factors of educators' participation in public knowledge sharing behavior. It is found that action control cognition has a positive impact on both knowledge sharing intention and behavior stages, and that sense of responsibility and outcome expectations will promote educators' participation in public knowledge sharing. To generate knowledge sharing intention, self-efficacy and pseudoscientific risk perception have no significant impact on knowledge sharing intention, while sharing intention and coping plan will have a positive impact on knowledge sharing behavior. On this basis, it is proposed that to improve the knowledge sharing participation of educators, the sharing platform needs to create a relaxed atmosphere and enhance behavioral control cognition; to improve the education staff's sense of responsibility and performance expectations for knowledge sharing; in the face of hot issues that urgently need to be solved, units still need to overall planning; a shared response plan needs to be made consciously in advance.
Keywords: Knowledge sharing; Sharing intention; Sharing behavior; Structural equation model

1 INTRODUCTION

With the rapid development of cyberspace and its penetration into daily life, obtaining information from cyberspace has become an extremely important part of people's lives and work. People's ways of seeking solutions to problems are also changing, and they believe that popular science videos, useful information summaries, and questions and answers in cyberspace are supplements to the acquisition of educational knowledge in real space. However, the scientificity and authoritativeness of cyberspace information are open to question. Some self-media accounts appear to be authoritative and professional, but in fact they piece together content that has not been scientifically proven, making it difficult for people who want to obtain educational knowledge in cyberspace. Obtain the required information accurately and effectively. Universities, scientific research institutions, front-line teachers in primary and secondary schools and other entities have inherent advantages in resources, personnel, platforms, environment, etc. in sharing knowledge on educational topics. Among them, educational researchers can track the latest developments in this subject at home and abroad in a timely manner. In the eyes of the public, it is synonymous with science and authority; front-line teaching and teaching and research personnel have rich teaching and practical experience, so it is easier to achieve good communication effects [1]. Therefore, how to stimulate educators' willingness to participate in knowledge sharing in cyberspace and how to promote educators' continuous participation in knowledge sharing activities have become the focus of attention in the field of educational knowledge dissemination research and practice.

2 RESEARCH REVIEW AND EXISTING PROBLEMS

If we want to explore the factors that influence educators' participation in public knowledge sharing activities, we must have an overall understanding of academic research on the public knowledge sharing behavior of scientific researchers or professional groups. At present, research on this topic is mainly presented in terms of concepts such as knowledge contribution, knowledge sharing, and scientific communication. In order to unify the concept, this study is elaborated in terms of knowledge sharing. Reviewing past research, from the perspective of research topics, the academic community has conducted extensive and in-depth discussions on the objects, media and influencing factors of knowledge sharing among scientific researchers. Specifically, the knowledge sharing audience of scientific researchers is mainly divided into two categories: one is the internal personnel of the scientific research community, including members of the scientific research knowledge community of universities, scientific research teams, journal editors and journalists; the second is the public, that is, science popularization The main audience for popular science content such as papers and popular science videos [2-3]. In recent years, foreign scholars have compared the different obstacles existing in knowledge sharing between academic and non-academic groups. They believe that differences in time and workload, communication methods, cognitive basis of shared objects, and media technology in knowledge sharing among non-academic groups The use of, and how to deal with controversial and sensitive topics are important influencing factors [4]. Secondly, because scientific researchers share knowledge with different objects, the media used for sharing are also different, which mainly include academic journals and virtual academic communities for scientific research groups [5], as well as new media or knowledge question and answer communities for the public.

Finally, from the perspective of the influencing factors on knowledge sharing behavior, based on the above different research scenarios, the researchers analyzed the types of knowledge sharing, individual internal psychological factors, practical appeals, funding initiatives, participation experience, cost structure, incentive policies, etc. This paper identifies the factors that influence the participation of scientific researchers and professional groups in knowledge sharing [6], and provides a reference basis for educators to analyze the influencing factors of knowledge sharing.

After combing through the existing research, we can conclude that there have been useful explorations at home and abroad on knowledge sharing among scientific researchers and other professional groups, but there are still areas worthy of further discussion. Existing explorations have mainly focused on the factors that trigger knowledge sharing intention, and few people are interested in the mechanism of intention-driven knowledge sharing behavior. With the deepening of research, relevant scholars believe that the two stages of "intention-behavior" can be used to present the occurrence mechanism of knowledge sharing behavior. Compared with other behavior occurrence theories, such as rational behavior model and planning model, this theory has The investigation of related factors is more comprehensive and has more explanatory power [7]. In summary, this study will explore the public knowledge sharing behavior of educators in cyberspace based on the action process orientation.

The influencing factors of educators' participation in public-facing knowledge sharing behaviors are analyzed with the help of structural equation model, which provides theoretical guidance for a more reasonable development of educators' participation in cyberspace knowledge sharing activities.

Lead and support.

3 RESEARCH HYPOTHESES

This study attempts to analyze the influencing factors in educators' knowledge sharing activities from the "intention-behavior" process. Based on this, using this theory
The following research hypotheses are put forward:

3.1 Intention Generation Stage

The extent to which educators are willing to participate in knowledge sharing is the knowledge sharing intention that needs to be measured. Based on existing research results and the special scenario of online knowledge sharing among teachers and staff, this study selected self-efficacy, outcome expectations, and educational pseudoscience risk perception as influencing factors to explore.

Bandura, a famous contemporary American psychologist, defined self-efficacy as "people's degree of confidence in their ability to use their skills to complete a certain work behavior." Educators in online virtual communities spontaneously engage in knowledge sharing by answering questions from community members and proactively publishing relevant information resources in an environment that is not their job and unfamiliar to them. The degree of confidence in this behavior is the self-efficacy of educators in cyberspace knowledge sharing. Researchers have also confirmed that individual self-efficacy will positively affect knowledge sharing intention [8]; there is reason to believe that the higher the confidence that educators have in their own professional knowledge structure, the easier it is to have the intention to share knowledge in cyberspace. Therefore, the hypothesis is proposed:

H1: Self-efficacy has a positive impact on educators' intention to share knowledge in cyberspace

Hu Changping [9] defined outcome expectations as an individual's expectations for status, prestige, attention, knowledge, help, etc. obtained after performing a behavior. Outcome expectations are the main driving force for knowledge sharing in cyberspace from the perspective of social exchange theory. Some researchers have found that personal outcome expectations have a significant positive impact on the knowledge sharing intentions of online community members [10]. Therefore, the hypothesis is proposed:

H2: Outcome expectations have a positive impact on educators' intentions to share knowledge in cyberspace

Studies have proven that the higher the risk perception ability of knowledge sharers, the easier it is to participate in knowledge sharing and share risk information with others. For example, some researchers believe that when a knowledge sharer has a higher risk perception and identification ability of the environment and related information, the greater the possibility of being willing to share the risks and harmful consequences of this information with others. [11] The theoretical literacy and practical experience of educators provide them with favorable conditions for sensing and identifying the risks of pseudoscientific information disseminated in cyberspace in fields such as parenting styles and educational methods. Based on this, it is proposed that the stronger the educator's risk perception of educational pseudoscience, the easier it is for them to have knowledge sharing intentions. Therefore, the hypothesis is proposed:

H3: Pseudoscience risk perception ability has a positive impact on educators' intention to share knowledge in cyberspace

Sense of responsibility is the emotional attitude of educators regarding their responsibilities and the conscious fulfillment of their knowledge sharing activities in cyberspace. Practitioners such as doctors, educators, and scientific researchers have high industry knowledge barriers, and their professional attributes also have a strong sense of social responsibility. There is a significant correlation between sense of responsibility and knowledge sharing behavior. For example, based on the perspective of social identity, knowledge sharers in virtual communities realize the superiority of their relatively rich knowledge reserves, and the resulting sense of professional pride and responsibility motivates scientific researchers to make knowledge contributions [12]. It can be concluded that the stronger the sense of responsibility of network users, the more conducive it is to promoting the development of the network.

User knowledge sharing. Therefore, the hypothesis is proposed:

H4: Sense of responsibility has a positive impact on educators' intention to share knowledge in cyberspace

3.2 Behavior Generation Stage

Once educators form behavioral intentions for knowledge sharing in cyberspace, it means that the intention generation stage ends and then enters the behavior generation stage. In the process from generating intentions to generating behaviors, educators need to maintain knowledge sharing intentions, adopt response plans, and take actions to control cognition to promote the generation of expected behaviors.

A response plan is a plan in which educators anticipate the obstacles they may encounter and how they anticipate overcoming them during the process of knowledge sharing in cyberspace. Although knowledge sharing intention is an important force in realizing knowledge sharing behavior, this process does not occur in an independent vacuum environment. There may also be other behavioral intentions or needs that may hinder the realization of the goal. Researchers believe that coping plans can prevent other intentions or obstacles, which ultimately affect the execution of the action plan [13]. Therefore, the hypothesis is proposed:

H5: Knowledge sharing intention has a positive impact on educators' coping plans.

Knowledge sharing behavior refers to educators providing relevant experience, knowledge and skills in cyberspace to help others, thereby increasing knowledge, solving problems, etc. [14]. Researchers use the concept of "intention-behavior" to explain the internal decision-making process of individuals making knowledge sharing behavior, and believe that knowledge sharing intention has a significant positive impact on knowledge sharing behavior [15]. For example, personal health behavior intentions can have a positive effect on coping plans for exercise. At the same time, a reasonable and complete response plan also has a positive effect on promoting the occurrence of exercise behavior [16]. In virtual communities, healthcare workers' coping plans for knowledge sharing positively affect knowledge contribution behavior. Although existing research has focused on the medical and health field, there is also the problem of contrast between individuals' strong intention to participate in activities and weak execution. its total knowledge

The issue of sharing is of reference significance. Therefore, the hypothesis is proposed:

H6: Knowledge sharing intention has a positive impact on educators' knowledge sharing behavior

H7: Coping plans have a positive impact on educators' knowledge sharing behavior

In the theory of planned behavior, an individual's behavioral control cognition represents the extent to which he/she can perform controllable behaviors. When educators have an enhanced awareness of their control over knowledge sharing-related behaviors in cyberspace, it will promote specific actions of knowledge sharing. Existing research has shown that action control cognition has a significant impact on students' information adoption intention, students' learning motivation and behavior, and other stages from motivation to intention decision-making.

positive impact. Therefore, the hypothesis is proposed:

H8: Educators' action control cognition has a positive impact on cyberspace knowledge sharing behavior

H9: Educators' action control cognition has a positive impact on cyberspace knowledge sharing intention

Based on the above assumptions, the study constructed a research model of influencing factors of knowledge sharing among cyberspace educators.

4 QUESTIONNAIRE DESIGN

In order to ensure the content validity of the questionnaire, this study is based on mature scales on the topic of cyberspace knowledge sharing at home and abroad, and makes appropriate adjustments and modifications based on the professional characteristics of educators. The research questionnaire (Table 1&2) was designed as a five-point scale and measured the degree of agreement with the relevant issues (5 means strongly agree, 1 means strongly disagree). Due to certain quality and trust issues in open knowledge community resources, and the anonymity of the user group, it is impossible to confirm whether the knowledge sharer is an educator. This study chose to obtain research samples from universities, primary and secondary schools, education administration departments, etc. to ensure the quality and representativeness of the sample data. In the end, 1043 online questionnaires were collected. After excluding questionnaires that took less than 30 seconds to fill out, a total of 896 valid questionnaires were obtained, with an effective rate of 85.9%. There were 421 males and 475 females among the subjects; 582 primary and secondary school teachers, 203 university teachers, and 111 staff members of educational research institutions and educational administration departments. Distribution of education level: 519 people have bachelor's degree, 288 people have master's degree, and 89 people have doctorate; the age of the subjects is 70 people under 26 years old, 113 people between 26 and 30 years old, 329 people between 31 and 40 years old, 368 people between 41 and 50 years old, 51 people —16 people are 60 years old; 31 people have participated in cyberspace knowledge sharing for less than 6 months, 184 people have been from 6 months to 1 year, 169 people have been from 1 year to 2 years, and 512 people have been participating in cyberspace knowledge sharing for more than 2 years.

Table 1 Measurement items of variables

Variable	References	Question	Question Content
		SE1	Whether or not to share my knowledge in cyberspace is primarily up to me
Self-Efficacy		SE2	It is easy for me to share my educational theory and practical knowledge in cyberspace
		SE3	I have confidence in knowledge sharing in cyberspace

	Kyra Hamilton et al[17]	SE4	I have complete control over whether my knowledge is shared in cyberspace
	Janet Yang et al[11]	ER1	If knowledge sharing in the field of education is carried out in cyberspace, I think we can gain more recognition and respect.
Expected Results		ER2	If knowledge sharing in the field of education is carried out in cyberspace, I think it can help online media maintain its influence.
		ER3	If knowledge sharing in the field of education is carried out in cyberspace, I think it can help other groups in cyberspace enrich their knowledge reserves.
Pseudoscience Risk Perception Ability		PRP1	I feel that the current cyberspace education information and knowledge are mixed and the quality is not high.
		PRP2	I'm worried that some people will easily believe some educational pseudo-scientific information.
		PRP3	I feel that mixed educational information and knowledge is a serious risk to the public

Table 2 Measurement items of variables

Variable	References	Question	Question Content
	Kyra. Hamilton et al[17]	RE1	I believe it is my responsibility to share relevant knowledge in the field of education in cyberspace
Sense Of Responsibility	Janet Yang et al[11]	RE2	Even if other jobs and activities are beneficial to me, I think it is not right to interrupt and leave the knowledge sharing in cyberspace now.
		RE3	I think I need a long term educational knowledge sharing event in cyberspace
Shared Intent		SI1	I anticipate that I will share knowledge in cyberspace
		SI2	I am convinced that I will share knowledge in cyberspace
		RP1	If my job or other activities affect my original plan to share knowledge in cyberspace, I will make corresponding response plans in advance.
Response Plan		RP2	If difficulties arise that hinder sharing activities, I have a specific response plan to continue knowledge sharing
		RP3	I also know what to do if knowledge sharing is not carried out according to the original time, frequency, etc.
	Liu Rui et al[7] Zhou Junjie et al[18]	AC1	My knowledge structure will have an impact on my knowledge sharing in cyberspace
Action Control Cognition		AC2	My ability to express myself will have an impact on my knowledge sharing in online space
		AC3	The resources I have will have an impact on my knowledge sharing in online space
		AC4	My judgment of the difficulty of a sharing task will have an impact on my knowledge sharing in cyberspace
Sharing Behavior		SB1	I will take the initiative to share knowledge in online space
		SB2	I devote myself to sharing knowledge in the field of education in cyberspace
		SB3	I will spend a certain amount of time sharing knowledge in the field of education in cyberspace

5 STRUCTURAL EQUATION MODEL ANALYSIS

5.1 Measurement Model Analysis

5.1.1 Reliability
This study used Cronbach's coefficient to test the reliability of the scale used. The confirmatory factor analysis results are shown in Table 2. The Cronbach's coefficient of each variable is greater than 0.9, which is higher than the test standard of 0.7, indicating that the measurement scale of each variable has high reliability and can effectively measure each variable.

5.1.2 Convergent validity
This study uses three indicators of loadings, combined reliability and average variance extracted value of confirmatory factor analysis as the basis for evaluating the convergent validity of the model. The factor loadings of each measurement item are shown in Table 3. The standard factor loadings of all measurement items are greater than 0.9. The combined reliability of the latent variables represented by each measurement item is above 0.9. The average variance extracted values of each variable are within 0.8 or above. It shows that the measurement model meets the requirements of various indicators.

Table 3 Confirmatory factor analysis results

Variable	Question	Standard Factor Load	Cronbach's α	Cr Value	Ave Value
SELF-EFFICACY	SE1	0.703	0.959	0.911	0.721
	SE2	0.923			
	SE3	0.892			
	SE4	0.861			
EXPECTED RESULTS	ER1	0.754		0.874	0.699
	ER2	0.867			
	ER3	0.882			
PSEUDOSCIENCE RISK PERCEPTION ABILITY	PRP1	0.857		0.898	0.746
	PRP2	0.876			
	PRP3	0.859			
SENSE OF RESPONSIBILITY	RE1	0.838		0.877	0.707
	RE2	0.721			
	RE3	0.948			
SHARED INTENT	SI1	0.929		0.867	0.767
	SI2	0.819			
RESPONSE PLAN	RP1	0.896		0.932	0.820
	RP2	0.944			
	RP3	0.876			
ACTION CONTROL COGNITION	AC1	0.869		0.942	0.804
	AC2	0.905			
	AC3	0.889			
	AC4	0.922			
SHARING BEHAVIOR	SB1	0.884		0.895	0.740
	SB2	0.852			
	SB3	0.845			

5.1.3 Discriminant validity

from Table 4, the latent variables in this study have high discriminant validity. The square root of the AVE value of each variable in this study is greater than its correlation coefficient, indicating that each variable has good discriminant validity.

Table 4 Discriminant validity test results

	Self-Efficacy	Expected Results	Sense Of Responsibility	Sharing Behavior	Shared Intent	Perceived Risks Of Pseudoscience	Response Plan	Action Control Cognition
Self-Efficacy	0.849							
Personal Outcome Expectations	0.756	0.836						
Sense Of Responsibility	0.476	0.619	0.841					
Sharing Behavior	0.535	0.569	0.579	0.861				
Shared Intent	0.630	0.720	0.730	0.704	0.876			

Pseudoscience Risk Perception Ability	0.343	0.377	0.343	0.235	0.332	0.864		
Response Plan	0.523	0.559	0.469	0.807	0.691	0.202	0.906	
Action Control Cognition	0.505	0.562	0.563	0.829	0.673	0.209	0.873	0.897

5.1.4 Structural model analysis

The results of the model fitness test are shown in Table 5. The fitness indicators of the model all reached the ideal level, and the model fit well. The study used Amos 24.0 software to test the structural equation model. Educators' outcome expectations ($\beta=0.247$, $p<0.05$), sense of responsibility ($\beta=0.332$, $p<0.001$), and action control cognition ($\beta=0.342$, $p<0.001$) have a significant impact on knowledge sharing intentions in cyberspace. has a positive impact, assuming that H2, H4, and H8 are established. Educators' self-efficacy ($\beta=0.136$, $p=0.146$) and educational pseudoscience risk perception ($\beta=-0.016$, $p=0.729$) have no significant positive impact on knowledge sharing intention in cyberspace, hypothesis H1, H3 is not established. Educators' cyberspace knowledge sharing intention has a significant positive impact on coping plans ($\beta=0.785$, $p<0.001$), and hypothesis H5 is established. Educators' knowledge sharing intention in cyberspace ($\beta=0.174$, $p<0.05$), action control cognition ($\beta=0.84$, $p<0.001$), and coping plan ($\beta=0.002$, $p<0.01$) have an impact on knowledge sharing behavior There is a significant positive impact, and hypotheses H6 and H9 are established. There is no significant positive impact on knowledge sharing behavior in cyberspace. Hypothesis H7 does not established.

Table 5 Model fitness test results

Common Indicators	χ2	Df	p	Chi-Square Degree Of Freedom Ratio χ2/Df	Gfi	Rmsea	Rmr	Cfi	Nfi	Nnfi
Judgment Criteria	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Value	555.477	255	0	2.178	0.811	0.078	0.037	0.938	0.892	0.927
Other Indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR	RMSEA 90% CI			
Judgment Criteria	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1	-			
Value	0.927	0.759	0.938	0.636	0.758	0.046	0.069 ~ 0.086			

6 RESULTS AND DISCUSSION

This study uses the method of structural equation modeling to analyze the impact of various influencing factors on educators' knowledge sharing behavior in cyberspace.
The following conclusions are drawn comprehensively:

6.1 Action Control Cognition has a Significant Positive Impact on the Entire Process of Knowledge Sharing

In the structural equation model analysis, action control cognition has a significant positive impact on educators' online knowledge sharing intentions and behaviors. In particular, the path coefficient of the influence of action control cognition on knowledge sharing behavior is relatively high ($\beta= 0.84$, $p<0.001$). Educators' behavioral control cognition is their judgment of their own professional knowledge structure, sharing content methods, and their level of competence in possible future cyberspace knowledge sharing activities when making knowledge sharing decisions in cyberspace. This judgment is based on the relevant practical experience of educators and the experience of the difficulty of current relevant work tasks. When educators perceive that behavioral control cognitions are consistent with expected standards of behavior, behavior is enhanced
Intention and direct action drive practical action.

6.2 Sense of Responsibility and Result Expectations are the Main Reasons for Knowledge Sharing Intention

First, the structural equation model analysis results show that in the intention generation stage, sense of responsibility ($\beta=0.332$, $p<0.001$) and outcome expectations ($\beta=0.247$, $p<0.05$) have a significant positive effect on educators' intention to participate in cyberspace knowledge sharing. impact, which is consistent with previous research. Social responsibility is a basic requirement of the teaching profession. This is reflected in the fact that even knowledge sharing on non-work field and non-work practice network platforms has an impact on their behavioral intentions. At the same time, this study shows that educators will form their own outcome expectations before knowledge sharing, and positive outcome expectations can strengthen the generation of their own knowledge sharing intentions. Both affect education
The main reason why workers share knowledge online.

6.3 Self-Efficacy and Pseudoscientific Risk Perception have no Significant Impact on Knowledge Sharing Intention

In the structural equation model analysis, the role of self-efficacy and risk perception of educational pseudoscience on educators' intention to participate in cyberspace knowledge sharing was not significant. The reason for this phenomenon may be that people engaged in education have a strong sense of responsibility and hope for spiritual rewards (such as respect and recognition, increased influence) for knowledge work other than work tasks. The risk perception of space education knowledge is not sensitive, and they are not proactive about their own actions in cyberspace.
The perception of the ability to complete practical knowledge sharing is not strong.

6.4 Sharing Intentions and Coping Plans have a Positive Impact on Knowledge Sharing Behavior

In the structural equation model analysis, sharing intention has a positive impact on sharing behavior. It can be seen that after the knowledge sharing intention of the sharers in cyberspace arises, their response plan becomes a key factor for educators to truly implement knowledge sharing behavior. Even if educators have strong sharing intentions and a reasonable understanding of their own behavioral control, and have made corresponding plans for the methods, frequency, content, etc. of knowledge sharing, in real situations, they will be affected by many factors that lead to the failure of knowledge sharing. Events are interrupted or postponed. And if educators make a complete response plan in advance, they can actively respond to unexpected emergencies and effectively maintain knowledge.
knowledge sharing behavior.

7 PRACTICAL IMPLICATIONS

This study uses structural equation modeling to identify influencing factors and their relationships. The research conclusions can provide certain supplements and expansions for research on knowledge sharing behavior, and provide suggestions for encouraging educators to participate in knowledge sharing in cyberspace.

7.1 Sharing Platform Creates a Relaxed Atmosphere and Enhances Behavioral Control Awareness

The enhancement of individual action control cognition will have an impact on behavioral intentions and ultimately affect specific actions. Cognitive ability of behavioral control can reflect the cognition of the actual conditions that teachers can control in various aspects such as knowledge reserves, output methods, sharing time frequency, and sharing platform operations when facing knowledge sharing activities in cyberspace. In the process of recruiting and absorbing educators to participate in knowledge sharing, cyberspace education-themed virtual communities can clearly put forward requirements in terms of knowledge reserves, teaching experience, expression ability, participation level, etc., to help educators understand how to participate in online knowledge sharing. Judge the difficulty. In addition, the cyberspace education-themed virtual community can also provide activities such as online scoring of the quantity and quality of creations for those who have joined the community. For example, some researchers have confirmed through research that the number of user thanks, ratings and the sharer's professional recognition from the platform can be substituted for each other, and suggested that in management practice, the platform should more actively promote the platform professional certification of more outstanding sharers, especially For some new professional sharers. Help educators participating in knowledge sharing to more comprehensively understand their own behavioral control levels, give them a good knowledge sharing behavioral control experience, and promote knowledge sharers to participate in sharing behaviors.

7.2 Improve Educators' Sense of Responsibility and Performance Expectations for Knowledge Sharing

This study found that in the motivation generation stage, sense of responsibility and outcome expectations have a positive impact on educators' knowledge sharing intentions, supporting previous conclusions that outcome expectations are the main driving force for knowledge sharing in online environments. Based on the research results, if operators of cyberspace education themed communities want to encourage and attract more educators to participate in knowledge sharing activities, they should focus on improving users' outcome expectations. After all, educators are engaged in activities outside of their work tasks in cyberspace. They not only need to pay attention to new trends such as high-quality resources, but also need to pay attention to the improvement of their own influence through knowledge sharing in cyberspace. At the same time, the platform can also be used to promote the knowledge sharing deeds of sharers and enhance the sense of responsibility of educators, thereby better promoting their knowledge sharing in cyberspace.

7.3 Facing Hot Issues that Urgently need to be Solved still Require Overall Planning by the Unit

Factors such as pseudoscientific risk perception and self-efficacy do not have a significant impact on knowledge sharing intentions, but they should also be taken seriously. Compared with those working in the medical and health field, educators do not respond promptly to pseudoscientific knowledge disseminated in cyberspace. In other words, for certain public affairs or focus issues in the field of education, even if some biased views begin to appear in cyberspace, it will be difficult to motivate educators to share knowledge about relevant principles and issues on online platforms. Therefore, in areas such as education hot spots that the society is concerned about, relying solely on improving the sensitivity and perception level of educators to educational knowledge cloaked in pseudoscience may not yield good results. Instead, knowledge sharing operators and education are needed. Workers' affiliated units and social non-profit organizations can work together and plan as a whole, and through good activity organization and incentives, encourage educators to pay

attention to timely discovery and adoption of information that is contrary to educational science and theory prevalent on the Internet. Proper reminders in cyberspace to correct the relevant concepts of cyberspace members.

7.4 It is Necessary to Consciously Prepare Knowledge Sharing Response Plans in Advance

Since the knowledge sharing of cyberspace educators belongs to non-working time, when the goals of educators conflict with their normal work tasks and life arrangements, the response plan can better help them solve this difficulty and obstacle, and then carry out knowledge sharing. shared. Therefore, educators can prepare in advance to maintain knowledge over a longer period of time.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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