

# The Research of teacher's KM-classroom climate and learning attitude

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**Abstract**—This research aims at understanding to explore the relations among high school teacher's KM style, classroom climate, and student's learning attitude. The purpose of this study attempts to understand the actual situation of high school teacher's KM style, classroom climate, learning attitude, and on the other hand, explore their differences of student's background variables. Secondly, the researcher explores the relations among KM style, classroom climate, and learning attitude. The conclusion can be: teacher's KM style from the high school students' perception is that the knowledge application is mostly used, then knowledge sharing, and the last, knowledge creation. The classroom climate from the high school students' perception is generally positive. The students' learning attitude is active, but should be improved. The junior and young high school teachers with less student number will have better KM style. The female, junior, and young teachers whose teaching service is less than 5 years tend to have better KM style. It is found that the effects of female teachers who work downtown with less class numbers tend to have active learning attitude. The high school teacher's KM style and learning attitude are closely related. The students' positive classroom climate will benefit the learning attitude, and the learning attitude will convey positive impact on the teacher's knowledge management. Teacher's KM style and classroom climate will have good predict ability to learning attitude.

**Keywords**—high school student, teacher's knowledge management, classroom management, learning attitude.

The mainstream of the 21st century is knowledge economy, and it plays an important role in the process of learning. It is important to note how learning can be effectively discovered, created and applied, and then, absorbed to produce knowledge effectiveness and finally, fulfills one's ideals, goals, and career development. The purpose of knowledge management is to improve one's

knowledge content, increase technology, competitiveness, group and individual knowledge communication, sharing, and elevate organizational efficiency. Knowledge sharing, creative learning, and the improvement of learning ability and potential development all shape the organizational culture and values; moreover, it will further elevate service efficiency and achieve the individual as well as organizational goals.

As a transmitter of cultural knowledge, the teacher has the duty to do knowledge management well while enriching his/her own knowledge. A teacher plays a good model for the students, and increases better knowledge service. He or she helps them acquire, store, apply knowledge, and then internalize the knowledge to create a new one. Then, he/she will fulfill the goal of education, help train students, and develop his/her nation's economical development.

For all the learning process, high school education is the most important because the youth in the period are rapidly growing, and their development and thought are becoming more mature. The youth will be a talent once they receive better education, which helps their mind grow, and develop their personality, and have correct values of life. As for development process, the high school students are at the critical point of physical and mental development. A teacher's words and acts will significantly influence the student's entire life. A teacher can further understand and handle a students' mental development, proffer them with a good KM learning model, help them acquire more concrete and broader knowledge, and foster them to apply and create knowledge. Then, their mental development will be fully developed.

A teacher's way of teaching will deeply influence the students, and then engenders the change of learning attitude and the difference of learning effects (Chang, 1996) [1]. The classroom climate is thus formed after the teacher and students are learning and acting together in the same class, affecting each member's thought, emotion, attitude style, learning style, and learning motivation. A good relationship between teacher and students will help inspire a student's learning, reduce the problems of classroom management, and sustain the positive classroom climate. A teacher should offer positive KM style, support and participate in the students' activity, understand and pay them a moderate regard. The peers among the students will thus be encouraged and supported, and then further pay more attention to others. A teacher may inspire students to learn, guide them to adapt life, and further explore the vast

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knowledge. In the meantime, a student will be guided to have higher sense of pride, democracy, and be open and earnest to communicate with teachers. Only by so doing, a better and beneficiary classroom climate will thus be established.

Attitude is an individual's potential psychological response and disposition to the people, events, and so on (Chang, 1991) [2] [21]. It is also an accumulation of experience and result of learning that guide one's extra behavior. Attitude is a subjective mental status of the action of readiness as well as behavior tendency (Li, 1984)[3]. It affects one's inner readiness towards a specific object (Wang, 2001) [4]. The experts [5] [6] [7] [8] [9] [20]) discover that learning attitude will significantly influence the result of learning. Thus, the learning attitude is not inborn from genes, but acquired by the environment. It is a phenomenon, not an essence. Thus, it is changeable. By proper consultation, the school education can develop a student to establish a positive learning attitude. A positive learning attitude will benefit students' learning; a negative attitude will impede their learning. Learning attitude is composed with a learner's cognition, affects, and intention. The affect of learning attitude is usually followed with the cognitive factors caused by emotions. It will cause responses by the learner's subjective needs toward the learning object, learning content, and learning result. In other words, any learning object, learning content, and learning result that will fit the learner's need will engender positive and affirmative affects, or it will engender negative effects. The learning object, content, and result are determined not only by their objective effects, but by a learner's cognitive understanding to a large extent. A teacher should help students establish an accurate learning attitude, change the bad attitude, give a specific demand, and guide them to form a new attitude from their negative attitude. Moreover, he or she should praise the students who change their attitude away from the negative. The positive school and classroom climate as well as the collectiveness of a group will directly affect and effect their learning attitude.

To sum up, the difference of high school teacher's knowledge management will deeply influence the students. Moreover, the peers' interaction will form different classroom climate and their interaction with the teacher will shape different learning attitudes among classes and individuals. However, the variables between the interactions above are worth particular attention for educators. Thus, the researcher attempts to understand the current teaching status quo in order to promote teaching for a better teaching result in terms of the high school teacher's KM styles, classroom climate and learning attitude, in the Kaohsiung County and City.

### **I Goal Of This Research**

*A. Understand the actual situation of the high school teacher's knowledge management, classroom climate, and learning attitude.*

*B. Explore the difference of the high school teacher's knowledge management, classroom climate, and learning attitude from students' background variables.*

*C. Explore the relations among the high school teacher's knowledge management, classroom climate, and learning attitude.*

*D. Explore the important factors of the high school students' learning attitude as to offer a reference for classroom management.*

A teacher's knowledge management can be used as a way for teacher's instruction to the students and guide them to achieve the teaching goal and effect. The guidance adopted includes knowledge sharing, knowledge application and knowledge creation. The classroom climate indicates the each member's collective mental features and disposition in a class, which are produced between the teacher and students, including the tension, learning satisfactory, harmony, teacher's support, and limited expression.

Learning attitude is an inner responsive readiness, which suggests the learner's cognitive, affective, and emotive factors. The response comes from the interaction between the learner's competency, experience, background, teacher's curriculum, and environment in the classroom.

The teacher's knowledge management is a teacher's work style which represents one's management attitude towards knowledge, affecting the classroom climate and curriculum learning. In other words, a teacher's knowledge management plays an important role on the classroom climate. On the other hand, many researches indicate that the different classroom climates will engender different learning attitudes: a positive classroom climate engenders positive learning attitude. Although the learning attitude is affected by many factors, the positive interaction—such as the positive interaction between teacher and students, cooperation, and care—will help classroom climate. In other words, the positive classroom climate will help students' learning attitude.

The relation among the three factors—teacher's knowledge management, classroom climate, and learning attitude—should be explained. Knowledge management suggests a teacher's fusion of work belief and attitude devoted in achieving teaching goals and effects, which form a style of work. A teacher plays an important role who produces and influences the classroom climate, and the classroom climate will affect the learning attitude. The three factors are interacted and influenced by one another and their relation will be changed with one's different background variable. Hence, this is the purpose of this study to understand the relations among the three factors.

### **II. Literature Review**

*A. Teacher's knowledge management*

Teacher's knowledge management is an effective mechanism which stimulates the teacher to acquire the inner and outer knowledge. By this doing, the teacher is able to

acquire knowledge, share knowledge, preserve knowledge, practice knowledge, and invent knowledge. He or she can design his/her own Internet forum to transform and share the knowledge and experience among the colleagues. This can potentially help solve any questions or obstacles of the teachers. By so doing, the teaching quality will be enhanced; the school organization cultures will be improved. However, the definition of the knowledge management differs among the scholars.

[10] [22] indicate that the knowledge management is an effective management and coordination of the information and personnel in an organization. Through the members' knowledge sharing, transformation, and dissemination, the knowledge of an organization will be constantly and continuously re-invented, enriching the knowledge assets, expanding the organizational property and creative wisdom.

[11] [19] contends that knowledge management suggests the knowledge acquisition and management, including the knowledge acquisition, production, restoration, transformation and application.

**B Classroom climate**

School is a mini society, and the classroom is the basic unit of the society. The classroom climate is significantly influenced by the teacher, who will bring an important impact upon each student's physical and mental development of socialization. The positive classroom climate makes the students learn much better and much more effectively. Thus, how to create a wonderful classroom climate and make the students learn happily and positively is an important task for the teaches. The different definitions toward the concept of classroom climate are epitomized as below:

( A ) [12] holds that the classroom climate is the psychological characteristics that the classroom members share in common.

( B ) . [13] argues that the classroom climate is the collective psychological features and disposition of each classroom members.

( C ) . [14] avers that the classroom climate is the distinctive climate interacted among the teacher, students and the environment. When the climate is formed, it will influence the whole class, affecting each member's thoughts and actions.

**C.Learning attitude**

Attitude can be a person's constant and consistent disposition towards the people and the environment. Further explanation will be elucidated as below:

( A ).Attitude is an action disposition, but not the action itself. The attitude cannot be directly observed; it can only be implied from one's behaviors (such as language and actions). Thus, specifically, the attitude is only a psychological process; generally, it is the psychological process as well as one's behavior.

( B ) The object of one's attitude can be people as well as things. One's attitude towards people is, for example, his/her attitude towards parents, friends, and taxi drivers. One's attitude towards things can be his/her attitude towards the money, costumes and so forth.

( C ) .Attitude is consistent and continuous. Attitude is one part of personality. One's attitude can be changed; however, it requires great time and complicated process. The definitions of the scholars at home and abroad can be below:

a. [15]: attitude is the subjective status and behavioral tendency of an action prepared.

b. [16]: attitude is a habitual inner reaction to a specific object.

c. Lin (1994) [17]: attitude is one's inner reactive disposition interacted by the environment towards the people and the environment.

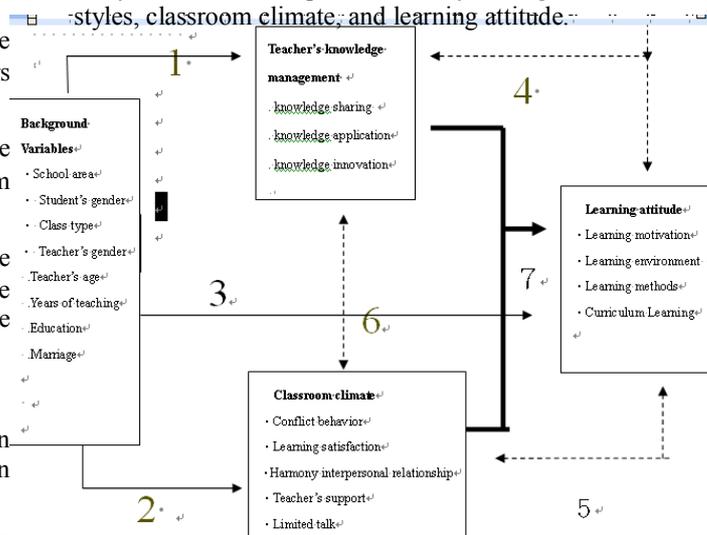
d. [18]: attitude is one's reaction towards an environment or situation through a kind of psychological or spiritual preparation constituted by experience.

**III. Methodology**

The structure of this study can be: motivation, purpose, question, and literature review, which attempt to understand the essence and relation of each variable.

**A. The research structure**

T test and one-way ANOVA are used to explore the teacher's KM styles of different background variables. Pearson product-moment correlation is used to examine the situation among teacher's knowledge management, classroom climate, and learning attitude. Regression analysis is used to explore the study among teacher's KM styles, classroom climate, and learning attitude.



- The t-test and one-way ANOVA are used to explore the differences among the teacher's knowledge management, classroom climate, and learning attitude.
- The Pearson's product-moment correlation is used to examine the relevancy among teacher's knowledge management, classroom climate, and learning attitude.
- The regression analysis is used to explore the expectancy among teacher's knowledge management, classroom climate, and learning attitude.

**Figure 1. Research structure.**

## B. Population of research

### (A) . Sampling

The population of this research is the students of the second grade of the high schools in Kaohsiung County and City. Cluster sampling is adopted and divides the students selected into two types: (1) Kaohsiung City and (2) Kaohsiung County. Six schools are selected in the Kaohsiung County and City, which are 12 schools. The students of the two classes of the second grade of the schools selected. Boy students are 382; girl students are 369; total number is 751.

Table I. Sampling of this research

	School type	Sample of schools	Classes of each sampling school	Number of sample	total
Kaohsiung City	Big	2	2	370	751
	Medium	3	2		
	Small	1	2		
Kaohsiung County	Big	2	2	381	
	Medium	3	2		
	Small	1	2		

### (B) . The feature analysis of valid sample.

The questionnaires are 770 units, and 760 unites are received. The percentage is 98.70%. The invalid questionnaires are nine. Thus, the total number of valid questionnaires is 751, which is 98.82%.

### (C) . Methodology

#### 3.2.3.1. The design of questionnaire content

The methodology adopted is self-made, and covers four parts:

(a) . Eight questions for two parts in the basic information of the testee.

(b) . A teacher's KM style is divided into three types: knowledge sharing, knowledge application, and knowledge creation, which are 21 questions.

(c) . the classroom climate is divided into five types: attitude tension, teacher's support, enjoyment, intrinsic motivation, cooperation, and limited expression, which are 38 questions.

(d) . the learning attitude is divided into four types: learning motivation, learning environment, learning methods, and curriculum learning, which are 30 questions.

### (D) . Data analysis

The questionnaires received are numbered in sequence and are registered in the computer. Some questions are missed is taken as missing value, and then processed by SPSS 12. The analysis can be as follows:

#### a. the descriptive statistical analysis to illustrate the feature

- The frequency distribution analysis and percentage are used to understand the statistic dispersion of the background of the valid questionnaires.
- The mean and standard deviation are used to analyze the actual situation of the teacher's KM styles, classroom climate, and learning attitude of the students' perception.

#### b. Hypothesis.

Hypothesis 1: The differences of the teacher's KM styles of the students' perception in different background variables.

Hypothesis 2: The differences of the classroom climate of the students' perception in different background variables.

Hypothesis 2: The differences of the learning attitude of the students' perception in different background variables.

Hypothesis 4: The teacher's KM styles and classroom climate of the students' perception are closely related.

Hypothesis 5: Classroom climate of the students' perception and learning attitude are closed related.

Hypothesis 6: The teacher's KM styles of the students' perception and learning attitude are closed related.

Hypothesis 7: The teacher's KM styles of the students' perception and classroom climate are closed related.

## IV. Result and conclusion

### A. Conclusion

This study can be concluded as below:

(A) . Knowledge application is mostly used, then knowledge sharing, and then knowledge creation in terms of the students' perception of teacher's KM styles.

The KM style is the teacher's KM styles taken to achieve the educational goals and effects. The difference of each teacher's process of socialization and personal belief will change one's knowledge management. The KM styles will be influenced by one's work experience and then intensified and changed. This study discovers that the high school teacher generally have positive educational believe and the byproduct of this educational work. And the knowledge application is mostly used, then knowledge sharing, and then knowledge creation. This indicates that the teachers' hardworking in teaching in order to pursue a direct effect. It is also worth noting that some teachers adopt

knowledge creation for students to adapt the multicultural world.

(B) . The positive classroom climate of the students' perception

The classroom climate indicates the each member's collective mental features and disposition in a class, which are produced between the teacher and students. It is formed by the interaction among the teacher, students, and other factors. It shapes not merely a student's attitude and values, but also his/her learning activity. This study discovers that the classroom climate is moderate; both tension and learning satisfactory are most strongly perceived. In terms of learning satisfactory, most students feel satisfied about the teacher's instruction, peer's interaction, acquiring the knowledge, and teaching content. This suggests the success of education, which is praiseworthy. The tension can also deeply influence a student. It asks the teacher to rethink: to offer the students a more positive, lovely and warm learning environment may avoid any tensions.

(C) . The high school students' learning attitude needs to be more active, and more reinforced.

The learning attitude is one's attitude towards the learning environment, which concerns a learner's positive or negative behavior disposition and mental readiness to each event by his/her competency and experience. Those with better learning attitude have higher evaluation to their work and they devoted themselves more actively. This study discovers that the high school students' learning attitude is rather active, but not to a better extent. In terms of the learning attitude, the students' learning motivation is better, but there is much space for learning methods. The researcher discovers that the girl students' attitude is more active than the boys. Those in the class with less student number will be more active than those in the class with more student number. Their learning attitude will be more active if instructed by the younger teachers. This is an interesting phenomenon which reminds the teacher to be more attentive to the individual difference. The arrangement of teacher and student number may significantly influence students' learning attitude, which worth the administrative division's particular attention.

(D) . Those high school teachers who are young and junior with less student number have better KM styles.

A teacher's KM style is one's performance of teaching that guides the students' work attitude. The researcher discovers that the group whose class student number ranges around 21-30 has higher scores than the one that ranges around 31-40 in different background variables. The junior teacher s' knowledge management performs better, and they tend to adopt knowledge creation teaching. The students will feel new and fresh for the teacher and will learn by analogy.

(E) The female teacher who teaches less than five years and graduates from university tends to have higher classroom climate.

The classroom climate is the interaction composed among teacher, students and other factors in teaching. It does not only form student s' attitude and values, but also influences their learning activities in class. The researcher discovers that the young and junior female teachers who graduated from university have higher classroom climate than the old and senior male teachers who graduated from the normal university and has more student number. Generally speaking, the female teachers are meticulous and devoted. The junior teachers tend to spend more time on teaching and classroom management. The young teachers are energetic, and have less distance with students. Less student number will help the peers' interaction and increase their team cohesion. The teachers who graduated from university are more diverse and tend to proffer different teaching content and life experience. This will help the classroom climate, which is worth the administrative division's particular attention.

(F) The female students who studies in downtown in the class with less student number have active learning attitude.

Learning attitude is one's inner responsive readiness towards the people and events. This response tends to guide an individual's extrinsic behavior performance. Hence, in terms of learning, the students' learning activity that concerns the people and events (such as the students' attitude to the teachers, teaching materials, and equipment) will have significant impact their learning performance. The researcher discovers that the students who study downtown tend to have more cultural stimulus and their parents are socially and economically superior. Thus, the students in downtown tend to have learning attitude. The girl high school students are more physically and mentally developed and tend to have better learning attitude than the boys.

(G) . The more active the teacher's knowledge management is, the more positive the student's learning attitude will be.

The teachers who has better KM style tend to have better work attitude and tend to identify with their work more. They are more devoted to their teaching. The researcher discovers that the students' perception to teacher's KM style will be related to their learning attitude. In other words, the more positive the teacher's KM style is, the more he/she will devote him/herself. The school administrative division should reinforce to guide teachers to have accurate knowledge management and educational belief, which will benefit their devotion to work.

(H) . The positive classroom climate will have positive impact on one's learning attitude.

Once the positive relationship between teacher and students is established, it will help inspire their learning, reduce any problems of classroom management and benefit the classroom climate. The teacher should support and participate in students' correct activity and try to pay them moderate expectation. The peers among the teachers should praise, support, and respect one another to develop the students' potential, initiate their learning, guide them to

adapt life, and produce their positive learning attitude. The researcher discovers that the classroom climate and learning attitude are closely related, which is worth the administrative division's particular attention.

(I) . The students with positive learning attitude tend to convey positive impact on the teacher's KM style.

Attitude is one's inner responsive readiness towards the people and events, which tend to guide an individual's extrinsic behavior performance. In terms of learning, the students' learning activity that concerns the people and events (such as the students' attitude to the teachers, teaching materials, and equipment) will have significant impact on their learning performance. The researcher discovers that the learning attitude and teacher's knowledge management are closely related. This suggests that the positive learning attitude tends to benefit the teacher knowledge and classroom managements, as well as student's morality and learning performance, which is worth the administrative division's particular attention.

(J) . The harmonious classroom climate significantly influences the students' learning attitude.

The regression predict-ability of this study retains wide support. The research discovers that the teacher's KM style and classroom climate (particularly in Kaohsiung County and City) are predictable for the learning attitude. The variables of each predict ability can be put into thus sequence from strong to weak: harmony among the students, satisfactory, tension, limited expression, support, teacher's support, and control. The factors of learning motivation, learning environment, learning methods, and curriculum learning are predictable in the variables of harmony among students. This indicates that the harmony among the students is predicable in high school students' learning attitude. The researcher discovers that the positive learning attitude of students in Kaohsiung City have to have positive KM styles from the teachers, who guide the students to have positive learning. Then, the students should have more positive interaction with their peers and teachers, help each other, love their own learning environment, exclude negative behavior, establish positive interpersonal relationship, and make the teachers willing to teach. The positive classroom climate will help learning attitude and academic pursuits.

#### V. Suggestion

Some suggestions are made for reference from the research discovery and conclusion.

##### **A. For the educational administrative division**

(A) . Establish the teacher's KM system to elevate his/her professions.

The researcher discovers that the teachers' KM styles significantly influence classroom climate and learning attitude. Their positive knowledge management will help elevate their teaching. However, it is worth noting that only very small number of teachers will adopt knowledge creation in their teaching. This is worth the education

authority's attention. In this changeable society, the teachers have heavy and tough workload, which can be discerned from the retired tendency. However, they have great duty for the offspring and their teaching attitude should be more cautious and careful. The educational authority should esteem the teachers' independence in teaching, mentally affirms and praise them in order to lift their morale. More in-service training programs should be held to reinforce a teacher's professional belief, and on the other hand, activate his/her teaching attitude. The teacher can achieve self-learning and organizational learning mechanism from Internet and informative technology to achieve the students' educational goals.

(B) . Offer more opportunities of in-service training to elevate one's self-growth.

The researcher discovers that the junior and young teachers tend to have more positive classroom climate than the senior and elder ones. This indicates that the educational function tend to be more extensive and culturally diversified in a changeable society. A teacher's social role is changing. Each teacher should consider playing the multicultural and extensive role. One should be armed with the modern knowledge and spirit of service, understand the movement of the era, the development of the education enterprise and the current changes of the society at any moment. It is not sufficient merely for the pre-service training. A teacher should attend the training programs at anytime. The high school teacher's willingness of further education is high. However, their workload is heavy. The educational authority should increase the recruitment of teachers. Thus doing, they can have more time for their further education and teaching. To examine the homework load and realize the independence of teacher's profession is important. Then, they can have more energy for further education, help them to learn, have the team learning, increase their KM ability, reinforce their skills of consultation, and change their teaching attitude to create a better classroom climate for the offspring.

##### **B. For the administrative division**

(A) . Reinforce the teacher's knowledge management

The researcher discovers and concludes that the teachers fail to make best use of Internet. In this era of knowledge economy, it is difficult to acquire sufficient knowledge and skills. Teachers should reinforce their informative ability and broaden and deepen their knowledge for better teaching if they feel helpless in teaching.

(B) . Encourage the teacher's further education to elevate his/her own KM ability

As the proverb goes, "diligence is more important since the knowledge is too vast." A school should encourage the teacher's further education to elevate knowledge ability, and arrange in-service training programs for them, encourage them to offer innovative teaching through further education and in-service training. Then, the acquisition of knowledge, sharing of knowledge, group learning, organizational learning, and creative learning will thus be

achieved. A school should constantly hold presentation of each teacher's result to encourage the teachers to create the knowledge. Moreover, the teachers should constantly reflect how to improve the efficiency of teaching, create teaching content, and form organizational culture.

(C) . Improve teacher's KM ability through planning, training, and evaluation.

A school should enrich the informative equipment and offer sufficient planning and management through detailed planning, employing professional teachers to reinforce the teachers' cognitive training. By evaluation, the teacher's KM ability will be elevated. The school should build a school-feature teaching platform to reduce teachers' time of teaching and administration and elevate the organizational effectiveness.

(D) . Promote mini-class teaching, inspire replacement control, and reinforce the teaching guidance.

It is academically acknowledged that the mini-class is better for the class with many students. It is worth noting that most teachers in downtown have over-loaded number of students. Today is an era that emphasizes the teaching quality and promoting mini-class and mini-school, we should put these systems into practice, reduce class number, and offer better quality of teaching to create a better classroom climate and learning environment. This will avoid the fact that the teacher will have to adopt worse KM style if he/she is overloaded with too many trifles. In the good classroom climate, a teacher will inspire the students with correct teaching, care, support, praise, and accept the students' emotion and suggestions. Only the harmony between teacher and students is established can the students be more benefited.

(E) . Reinforce adaptive tutoring and balance gender education to guide the male and senior teachers.

The researchers discover that the boy high school students do not apparently perform better in classroom climate and learning attitude than the girls. The teachers should reinforce the different teaching in gender and promote the boys to have self-growth. Give them more praises and less punishment. The balance of the two sexes can thus have equal development. The teachers are encouraged to have more classroom management efficiency, and form positive classroom climate to reinforce the student's motivation. The senior teachers are encouraged to continue further education for another peak of teaching.

### *C. For high school teachers*

(A) . Emphasize the informative ability, team learning, and creative learning

This research discovers that most high school teachers do not have sufficient informative ability. In this era of knowledge economy, a teacher should constantly keep acquiring new concepts, new thoughts, and new knowledge to fit this trend. Teachers should improve their own computer skills and acquire new knowledge through Internet and upload their feedback and creative knowledge

to the resource center of teaching. Teachers can discuss with one another to renew the knowledge.

(B) . Encourage the teachers to constantly acquire, share and apply new knowledge.

In this era of knowledge economy, one is supposed to acquire broad knowledge. Except better informative skills, one should organize learning to create and increase the values added. The organizational members' successful experience is the important asset of an organization, and it allows connecting humans and informative technology. The organizational learning plays an important function for the knowledge workers; we should pay the sharers of knowledge with higher support and affirmation. Once one loves to share, the knowledge power and efficiency will be maximized.

(C) . Emphasize on classroom management and cultivate better classroom climate to elevate students learning ability.

This research discovers that the high school students' classroom climate significantly influences their learning. And the teacher's personality will create and influence the classroom climate, which is what a student will get involved at school. For the high school students, the school offers them the essential psychological support—which will cultivate their life thought—and one's life experience and opportunity for his/her growth and development. Hence, it's important for the school to offer a good learning environment. For this, the educational authority should prudently select the teachers because it is the mediator and shaper of classroom climate. Moreover, it should offer the teachers with more administrative service and elude any irrational disturbance on teaching, which will make them more concentrated to create positive classroom climate and good learning environment.

(D) . Teachers' new concepts, multiple teaching, and positive interaction create the merry parent-teacher cooperation.

As this research indicates, the teacher's knowledge management, classroom climate, and learning attitude are closely related and influence. Teachers should have new concept of knowledge management, and proper teaching attitude. They have professional and independent space to face any new challenges. They begin with the classroom and make it feel like home, a place of warm and freedom and flexible teaching. The multiple teaching will make the teachers absorb new knowledge, constantly keep us learning and pursuing further education, reinforce the interaction between teacher and students, and learn from each other. Teachers should reinforce their own teaching profession, informative profession, English teaching profession, elevating their own cognitive and keeping the same pace with this changeable world. They must be the creator as well as the practitioner. The teachers play the main role in the classroom management, earnestly communicate with the parents, offer effective teaching strategies, create merry climate of parent-teacher cooperation and shape a good image of an educator.

## VI Distance Research

This study found that the operation function of practicing knowledge management needs deep and thorough interviews and consultation before selecting the subjects. Furthermore, communicating with members, creating a liberal atmosphere, integrating resources, and mastering the advantages of a professional leader to create a leaning environment on the Internet. Besides, it is seen that the students agree with the significance of the teachers' practicing knowledge management. The six paths show the significant effects on knowledge innovation from practicing knowledge acquirement, knowledge sharing, and knowledge application.

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