

Geraei, Ehsan; Abdoli, Afsaneh; Shiri, Rezvan (2024). Sources of Knowledge Acquisition in the Education System from the Point of View of Excellent Teachers and Employees in the Field of Knowledge Enhancement in Lorestan Province. *Journal of Knowledge-Research Studies*, 3 (4): 77-100.

Doi: [10.22034/jkrs.2024.63545.1110](https://doi.org/10.22034/jkrs.2024.63545.1110)

URL: [https://jkrs.tabrizu.ac.ir/article\\_18968.html?lang=en](https://jkrs.tabrizu.ac.ir/article_18968.html?lang=en)

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Publisher: University of Tabriz

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## Sources of Knowledge Acquisition in the Education System from the Point of View of Excellent Teachers and Employees in the Field of Knowledge Enhancement in Lorestan Province

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Received: September, 15, 2024; Revised: November, 16, 2024

Accepted: November, 17, 2024; Published: December, 21, 2024

### Abstract

**Purpose:** Acquiring knowledge is essential for the educational system to adapt to environmental changes, promote innovative education, and gain a competitive advantage. This study aims to identify the sources of knowledge acquisition in the education system from the viewpoint of distinguished teachers and employees working in the field of knowledge enhancement in Lorestan Province.

**Methodology:** This applied research adopts a qualitative approach. Data were collected through semi-structured interviews and analyzed using qualitative content analysis. The research participants included outstanding teachers, trainers of workshops and courses, and experts organizing training programs for the education sector in Lorestan during the 1402-1403 academic year. A targeted sampling method was employed, and interviews were conducted with 19 experts in the field.

**Findings:** The interview analysis revealed that knowledge acquisition in the education system occurs through four primary sources: media and communication channels, personal knowledge and experiences, educational and research activities, and interpersonal interactions.

**Conclusion:** By identifying the sources of knowledge acquisition within the educational system and enriching these sources, mechanisms can be created to facilitate easier access to them. This will encourage teachers to acquire new knowledge and experiences, which in turn can improve their professional development. Consequently, this process will contribute to the updating of educational methods, enhancing the teaching and learning experience in the classroom, and advancing the educational system at a national level.

**Value:** Understanding the sources of knowledge acquisition for teachers is crucial for the advancement of the teaching profession. It enables teachers to acquire a distinct set of knowledge that can be effectively transferred to students in a comprehensible manner.

**Key Words:** *Education System, Knowledge Acquisition; Teachers, Lorestan Province*

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## Extended Abstract



Journal of  
Knowledge-Research  
Studies (JKRS)

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Serial Number 10

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**Introduction:** The rapid development of information and communication technologies, alongside the continuous expansion of knowledge, presents numerous challenges for both individuals and organizations. Daily, unforeseen changes occur, often making it difficult to anticipate future demands. To respond swiftly and effectively, both individuals and organizations must actively engage in a continuous learning process and expand their knowledge base. Knowledge is the driving force behind organizational innovation, value creation, differentiation, and the attainment of a competitive advantage. As knowledge acquisition is intrinsically linked to competitive advantage, its significance spans economic, social, political, military, industrial, and educational domains. Particularly within education, knowledge acquisition is vital as it underpins the functioning of a knowledge-based economy and reflects the evolving nature of contemporary education systems. Educational institutions must therefore be equipped with the necessary tools and resources to support knowledge acquisition. In this context, teachers, as the primary agents of the educational system, play a central role in acquiring and utilizing knowledge to improve educational outcomes. The sources through which teachers acquire knowledge encompass a variety of processes and patterns, influencing their teaching practices and interactions with students. The progress, stagnation, or decline of the educational system is largely shaped by teachers, who serve as the core of all educational activities aimed at enhancing the quality of education. Policymakers and researchers have consistently emphasized the importance of identifying and understanding the sources of teachers' knowledge acquisition.

**Purpose:** The purpose of this study is to identify the sources of knowledge acquisition within the education system from the perspectives of outstanding teachers and employees involved in knowledge enhancement initiatives in Lorestan Province. This research aims to shed light on the processes through which educators acquire knowledge to adapt to the evolving educational landscape.

**Methodology:** This applied research employs a qualitative approach, with data collected through semi-structured interviews. These interviews were analyzed using qualitative content analysis. The research participants comprised exemplary teachers, instructors of workshops and training courses, and experts involved in organizing professional development programs within the educational sector of Lorestan Province during the 1402-1403 academic year. The sample was selected using a purposive sampling method, with interviews conducted with 19 experts in the field.

**Findings:** The findings of the analysis indicate that knowledge in the education system is acquired through four main sources:

1. **Media and Communication Channels:** This includes mass media such as educational programs on TV and radio, as well as specialized platforms like Shad (Student Education Network) and LTMS (Learning Management System for Teachers).

2. **Personal Knowledge and Experiences:** Teachers draw on their academic education, field-specific knowledge, job experiences, and personal life experiences to enhance their professional expertise.
3. **Educational and Research Activities:** Engaging in research projects, participating in educational workshops, and studying academic resources contribute to teachers' knowledge acquisition.
4. **Interpersonal Interactions:** Interactions with colleagues, students, and parents play a crucial role in the exchange of knowledge, insights, and teaching strategies.



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**Table 1: Sources of Knowledge Acquisition in the Education System**

Main Categories	Sub Categories	Concepts
Media and Communication Channels	Mass media	The discussion of experts in the field of education from TV and Radio
		Educational programs from "Education Channel" TV
		Educational programs from "4 Channel" TV
		Educational programs from Radio channels
	Specialized media	<i>Shad</i> : The student's education network
		<i>LTMS</i> : A comprehensive system of learning management and education of teachers
		<i>Aruj</i> : A virtual education management system of the Institute
		<i>Itok</i> : A system of training courses in the service of teachers
		<i>Emad</i> : Comprehensive interactive training system for teachers and government employees
	Social networks	Eitta
		Telegram & WhatsApp
		Instagram
		YouTube
	Browsers	Searching and examining the educational methods of different countries
		Searching for successful schools in the world
Knowledge and Personal Experiences	Specialized knowledge	High academic education
		Field of study related to the profession.
		Studying at Farhangian University
		Job experiences
	Prior knowledge	Using innovations and creativity in class and getting the motivation to repeat them
		Solving various challenges and problems in the classroom
		Using the experiences of parents with teaching experience
	Personal experiences	Interact with your children.
		Personal life experiences
Research and Study Activities	Research activities	Implementation of the study Study
		Annual implementation of the action research
		Shahid Hemmat Project
		Shahab Project: Identifying and directing Exceptional Talents
		Cooperation in carrying out research activities
		Writing theses, books, and articles
		Translation of articles and books
	Educational activities	Participation in training courses and workshops
		Participation in in-service classes
		Participating in related training courses outside of education
		Teaching in educational workshops
		Teaching in in-service classes
	Study activities	Studying teaching method books
		Studying teacher's manuals
		Studying books in the field of comparative education
		Studying psychology books
		Reading specialized magazines and articles
Interpersonal Interactions	Interaction with parents and students	Using students' comments and ideas
		Observing student behaviors
		Communication and interaction with parents
	Interaction with colleagues Interaction with peers	Interaction with colleagues in the same field
		observing the activities of colleagues
		Consulting with colleagues
		Using the experiences of senior colleagues
		Doing group activities with colleagues

**Conclusion:** In light of the challenges faced by the educational system, there is a critical need to enhance human capital management within the sector. This can be achieved by strategically adopting knowledge management practices that focus on enriching and facilitating access to knowledge sources. By strengthening these sources and promoting easier access, teachers can be motivated to acquire new knowledge and refine their professional skills. This, in turn, will help modernize educational practices, improving the quality of teaching and learning, and driving the progress of the national educational system.

**Value:** Identifying the sources of knowledge acquisition for teachers is pivotal in improving the teaching profession. By gaining access to a diverse range of knowledge, teachers can transform these insights into effective teaching strategies, ultimately fostering a more dynamic and engaging learning environment for students.

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