

Intrinsic and Extrinsic Motivations of Knowledge Sharing Behaviour in Social Media: The Role of Sharing Enjoyment and Positive Social Outcomes Expectancy

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Abstract

This study examined the influence of Sharing Enjoyment (SE) and Positive Social Outcome Expectancy (PSOE) on Knowledge Sharing Behavior (KSB) in social media among higher education students. Using a quantitative approach, data were collected via online questionnaires from 266 diploma and degree students aged 18-30 from public institutions in Terengganu and analyzed using SPSS 30. This study tested four hypotheses: H1 - Sharing Enjoyment (SE) has significant relationship with Knowledge Sharing Behaviour, H2 - Positive Social Outcome Expectancy (PSOE) has significant positive relationship with Knowledge Sharing Behaviour (KSB), H3 - Sharing Enjoyment (SE) has a significant positive influence on Knowledge Sharing Behaviours (KSB) in social media, and H4 - Positive Social Outcome Expectancy (PSOE) has a positive influence on Knowledge Sharing Behaviour (KSB) in social media. Results revealed significant positive correlations between SE and KSB ($r = 0.545$, $p < 0.01$) and PSOE and KSB ($r = 0.593$, $p < 0.01$). Regression analysis confirmed both predictors significantly influence KSB, with PSOE demonstrating stronger predictive power ($\beta = 0.417$, $p < 0.001$) compared to SE ($\beta = 0.286$, $p < 0.001$). Despite students reporting higher sharing enjoyment levels ($M = 3.77$) than perceived positive social outcomes ($M = 3.48$), extrinsic motivation through anticipated social recognition proved more influential in driving knowledge sharing behavior. These findings underscore the dual importance of intrinsic and extrinsic motivations in online knowledge sharing, with implications for designing social media platforms and educational strategies that leverage both motivational factors to enhance collaborative learning.

Keywords: Knowledge Sharing Behaviours, Sharing Enjoyment, Positive Social Outcome Expectancy, Social Media, Intrinsic Motivation, Extrinsic Motivation, Higher Education Institutions

Introduction

Social media has evolved beyond its primary social interaction function to become a crucial learning tool in the digital age. This platform enables users to innovate within online communities and facilitates convenient knowledge sharing at any time. Educational institutions increasingly utilize social media for knowledge exchange rather than solely for social purposes, supporting collaborative learning and community building. Given drives expanded educational role, understanding the motivational factors that drive students to share knowledge on social media platforms has become essential for optimizing learning outcomes.

Previous literature suggests several reasons that make users engage with social media for knowledge sharing, among them are motivational factors. Knowledge sharing on social media is guided by both intrinsic and extrinsic motivations. While intrinsic enjoyment provides the initial drive and internal satisfaction, extrinsic expectations of PSOE help reinforce long-term participation. Intrinsic motivator, such as SE reflects the pleasure and satisfaction individual derived from the sharing activity itself. Users contribute knowledge because they find it enjoyable, self-fulfilling, and personally meaningful. Recent studies by Sivakumar et al (2023) confirm that enjoyment strongly predicts online knowledge contribution, particularly in informal and student-driven contexts.

In contrast, PSOE represents an extrinsic motivator, where individuals anticipate rewards such as recognition, reputation, or peer approval from their knowledge-sharing activities. Alshahrani and Pennington (2021) in their study found that social media users expect visibility and collaboration benefits from social media sharing. Similarly, Alasmari and Hu (2024) highlighted that reputation enhancement is one of the strongest predictors of sharing intention across various contexts.

Although prior studies have considerably examined KSB, much of the existing research has focused on employees and organizational contexts (Alasmari & Hu, 2024; Yaqub & Alsabban, 2023), leaving the student population relatively underexplored. This study is motivated by the need to understand how students, outside formal classroom environments, engage in knowledge exchange through social platforms. This gap is significant to discover as students are among the most active users of social media and frequently engage in knowledge exchange outside formal classroom settings, suggesting that this group deserves greater attention. Furthermore, previous studies have often considered intrinsic motivation such as sharing enjoyment and altruism (Cai et al., 2024). However, there remains a lack of integrative studies that examine how these two forms of intrinsic and extrinsic motivation, interact to influence knowledge sharing in social media contexts. By doing so, the research not only extends motivation theory into the digital learning space but also provides practical insights for fostering more sustainable knowledge exchange in online communities. In conclusion, these previous studies suggest that knowledge sharing in social media cannot be fully explained by a single type of motivation. A more comprehensive study on the integration of both motivational dimensions to understand why students actively share knowledge in online

environments is needed. By doing so, the research not only extends motivation theory into the digital learning space but also provides practical insights for fostering more sustainable knowledge exchange in online communities.

This paper will focus on SE (intrinsic) and PSOE (extrinsic) as motivational factors influencing knowledge sharing behaviors. Many papers previously underlined the importance of technology and competencies as the reasons for sharing, but less study highlighted motivational factors such as SE and PSOE, in the context of higher education students. Less is known about these two motivational factors as many previous studies focusing on technology in education context (Zhenyu, F. & Loo S.B, 2024; Fauzi. M.A et al, 2024). By examining SE and PSOE, this study will provide more understanding of whether these two factors are positively related to KSB and to identify which factor exerts more influence on students' KSB in social media. SE and PSOE are important because findings can provide information to platform designers, educators, and community managers in creating environments that not only enhance enjoyment but also strengthen positive social recognition, thereby fostering sustainable knowledge sharing cultures. In relation to this, a study was done with the purpose of examining the relationship of PSOE and SE on KSB in social media, and to determine the influence of SE and PSOE on KSB among students in higher education institutions, by testing these hypotheses:

H1 - Sharing Enjoyment (SE) has a significant relationship with Knowledge Sharing Behaviour (KSB).

H2 – Positive Social Outcome Expectancy (PSOE) has a significant positive relationship with Knowledge Sharing Behaviour (KSB).

H3 - Sharing Enjoyment (SE) has a significant positive influence on Knowledge Sharing Behaviours (KSB) in social media.

H4 - Positive Social Outcome Expectancy (PSO) has a positive influence on knowledge sharing behaviour (KSB) in social media.

Literature Review

Knowledge Sharing Behaviour

Knowledge sharing is a concept that explains and distributing information including organizing ideas, identifying gaps, and fostering learning for both sharer and recipient (Chernenko, 2023). The exchange involves tacit or explicit knowledge, creating new knowledge and promoting competitive advantages within community of practice (Oliveira & Cardoso, 2022). Routine interaction, whether face-to-face or digital, has helped in transforming information into meaningful knowledge within knowledge societies (Fokko, 2022).

In higher education institutions, knowledge sharing behaviours are shaped by personal characteristics, social and technological factors. Kim et al. (2019) found that a strong online identity, self-efficacy, and knowledge-creation self-efficacy, significantly predict knowledge-sharing behaviour on social networking sites. This is supported by Abdul Aziz et al. (2022) agreed that voluntary knowledge sharing among students is driven by these same factors. While Zieba et al. (2024) revealed three distinct student knowledge-sharing profiles: new entrants with neutral behaviour, undergraduates whose sharing was driven by social ties, and mature students influenced by self-concept. Key determinants included compassion, social connectivity, self-concept, and institutional support. These findings reinforce how relational and internal motivators shape knowledge-sharing behaviours. In addition to that,

institutional support, such as the availability of Information Communication Technology (ICT), policies, and infrastructure, is essential in fostering knowledge sharing among students. Social ties play a critical role in facilitating knowledge sharing among students, highlighting the importance of personal connections in promoting a culture of knowledge sharing. This explains that knowledge sharing in digital era commonly takes place online. While recent study by Hu et al., (2025) underlines that not only intrinsic motivation promotes engagement and innovation but also reflects a broader gap in considering extrinsic social outcome motivations in knowledge-sharing contexts.

Based on existing literature, many have mentioned that personal characteristics, social connections, and institutional support are factors that lead to knowledge sharing in higher education institutions. This proves both intrinsic and extrinsic motivations play important roles in explaining why students increasingly rely on social media as a space for meaningful and collaborative knowledge exchanges.

Positive Social Outcome Expectancy

Positive social outcome expectancy refers to individuals' anticipation of gaining social benefits like recognition, acceptance, or enhance reputation through their actions. This expectancy plays a critical role in motivating individuals to contribute information and resources on social media platform (Alshahrani & Pennington, 2021). While in organizational contexts, peer recognition through social media channels enhances engagement and trust (Nayak et al., 2020). Similarly, at the school level, Shodiq et al. (2021) demonstrated that online prosocial behaviors, rooted in empathy and moral identity, reflect the motivating power of positive social outcomes.

On the other hand, recognition and improved reputation are found working as motivational drives in driving knowledge sharing behaviour on social media. Alshahrani & Pennington (2021) found that anticipated visibility, collaboration, and peer recognition encourage the use of social media for knowledge exchange in social media. Additionally, Hosen et al. (2021) agreed that motivation for social reputation and peer acceptance influence knowledge sharing. Supporting this view, Sivakumar et al. (2023) revealed reputation enhancement via social media boosts both knowledge sharing and academic performance among students (Sivakumar et al, 2023). Furthermore, PSOE such as reputation enhancement and social recognition are significant motivators in knowledge-sharing behavior. For instance, Sivakumar et al. (2023) found that reputation significantly drives students' knowledge-sharing behavior via social media platforms. Consistently, recent study by Alasmari & Hu (2024) further confirms that social media factors like peers' approval and reputation are recurrent predictors across 2020-2024. While Hu, J., & Noor, S. M. (2024)) in their reviews found that there are multiple studies highlighted the social benefits and recognition as major motivators for sharing. In short, these findings collectively affirm that positive social outcomes function as powerful extrinsic motivators in the knowledge sharing activity.

In brief, PSOE is powerful extrinsic motivator that shaped knowledge sharing behaviour on social media. Recognition, peer approval, and enhanced reputation always emerge as main drivers, proving that individuals are more likely to contribute when their efforts lead to valued social benefits.

Sharing Enjoyment

Sharing enjoyment refers to the intrinsic satisfaction and pleasure individuals experience when sharing knowledge and assisting others, without expecting rewards or recognition. It reflects the sense of gratification resulted from helping peers and engaging in collaborative learning, which motivates individuals to voluntarily share knowledge in social media and online communities (Hosen et al., 2021; Cai et al., 2024). In the context of higher education, Hosen et al. (2021) found that postgraduate students in Malaysia actively shared knowledge on social media primarily because they enjoyed the process of assisting peers, indicates the dominant role of intrinsic enjoyment in sustaining participation. Similarly, Liu et al. (2022), reported that enjoyment of helping others significantly predicted knowledge sharing on social networking platforms, emphasizing that intrinsic satisfaction is more influential than external incentives.

Mustika et al. (2022), in their study also found that knowledge sharing self-efficacy and enjoyment in helping others have positive and significant effect on intentions to share knowledge. Furthermore, knowledge sharing self-efficacy, enjoyment in helping others and intention to share knowledge have positive and significant effects on knowledge sharing behavior. Similarly, Wang N. et al (2022) also found that intrinsic motivations including enjoyment and self-efficacy mediate the relationship between rewards and tacit knowledge sharing.

More recently, Cai et al. (2024) emphasized that intrinsic motivations such as enjoyment, immersion, and achievement are critical for sustained engagement in online Q&A communities, highlighting the view that intrinsic enjoyment fosters long-term and meaningful contributions to knowledge. Mutually, these findings imply that when individuals perceive knowledge sharing as an enjoyable activity, they are more likely to engage in continuous and voluntary sharing behaviours, making sharing enjoyment a critical factor in understanding knowledge sharing dynamics on social media platforms.

In brief, the literature indicates that sharing enjoyment plays an important part in supporting voluntary knowledge-sharing behaviours on social media, specifically in educational contexts. When individuals derive genuine pleasure from helping others, they are more inclined to contribute continuously and meaningfully, emphasizing that intrinsic motivator that is sharing enjoyment does play role in knowledge sharing.

Social Media and Knowledge Sharing among Students

Knowledge sharing has increasingly shifted toward social media platforms, where users voluntarily exchange information, experiences, and resources. A systematic review by Alasmari and Hu (2024) identified trust, attitude, and social norms as dominant factors influencing knowledge-sharing intentions on social media, highlighting that such platforms create opportunities for both intrinsic and extrinsic motivation. Similarly, Wijaya et al. (2023) emphasized that social media usage enhances knowledge sharing by providing a space for professionals to exchange knowledge while being motivated by social and psychological needs.

The integration of intrinsic and extrinsic motivations highlights the dual role of social media in knowledge sharing. Intrinsic drivers, such as enjoyment, foster personal satisfaction and

voluntary sharing, while extrinsic outcomes, such as social recognition, strengthen individuals' willingness to sustain participation. As noted by Zhang et al. (2024), effective social media platforms create a balance between these motivational factors by designing features that stimulate both enjoyment (e.g., gamification, interactive tools) and recognition (e.g., likes, comments, peer validation).

Social media is becoming a significant tool for people, especially students, to communicate and sharing information. Online social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behaviour (Ansari & Khan, 2020). In addition, previous studies have shown that social media can facilitate the sharing of information and ideas among students, leading to increased learning and collaboration. Social media usage studies reveal that Facebook, Instagram, LinkedIn, and Twitter are highly popular among higher education students. Social media functions such as documents exchange, virtual communication, knowledge formation and individual motivation like reputation are main factors that higher education institutions can leverage to encourage knowledge sharing and improve learning performance among tertiary students. (Hosen et al., 2021). In support of this, the study by Sivakumar et al, (2023) also found that there are significant implications for higher education institutions and supported the idea that social media can be effectively used for knowledge sharing in academic settings. Findings also suggest that using social media platforms can be beneficial for promoting knowledge sharing among students.

Overall, it is evident that both intrinsic motivations such as enjoyment and extrinsic motivations such as recognition and reputation have become reasons why social media being used as a vital medium for knowledge sharing by students in higher education. These platforms do not only enhance collaborative learning and peer interaction but also foster sustainable knowledge-sharing cultures. By integrating features that balance enjoyment and social validation, social media can be a medium to affectively support academic knowledge exchange and improve learning performance.

Research Methodology

The respondents in this study were higher education students from public university in the state of Terengganu, Malaysia. Data collection was conducted via a questionnaire distributed through Google Forms. The questionnaire consisted of six sections, namely demographic information, technology self-efficacy, information self-efficacy, positive social outcome expectations, sharing enjoyment, and knowledge sharing behaviour. The questions were adapted from Barton & Dexter (2020) and Han & Knowles (2021), where each question is measured using a five-point Likert scale ranging from 1 for Strongly Disagree to 5, for Strongly Agree. A simple random sampling method was employed to select the participants. There are 266 returned responses and 100% of the responses were used for analysis purpose. The data were then analysed using SPSS version 30. This paper focuses on examining the relationship between Sharing Enjoyment (SE) and Positive Social Outcome Expectancy (PSOE) towards Knowledge Sharing Behaviour (KSB) in social media as outlined in the framework below. Both variables are hypothesized to positively influence knowledge sharing behaviour (KSB) in social media. While SE enhances the sense of personal satisfaction, PSOE provides external validation and reinforcement. This framework provides the basis for testing the four hypotheses of this study.

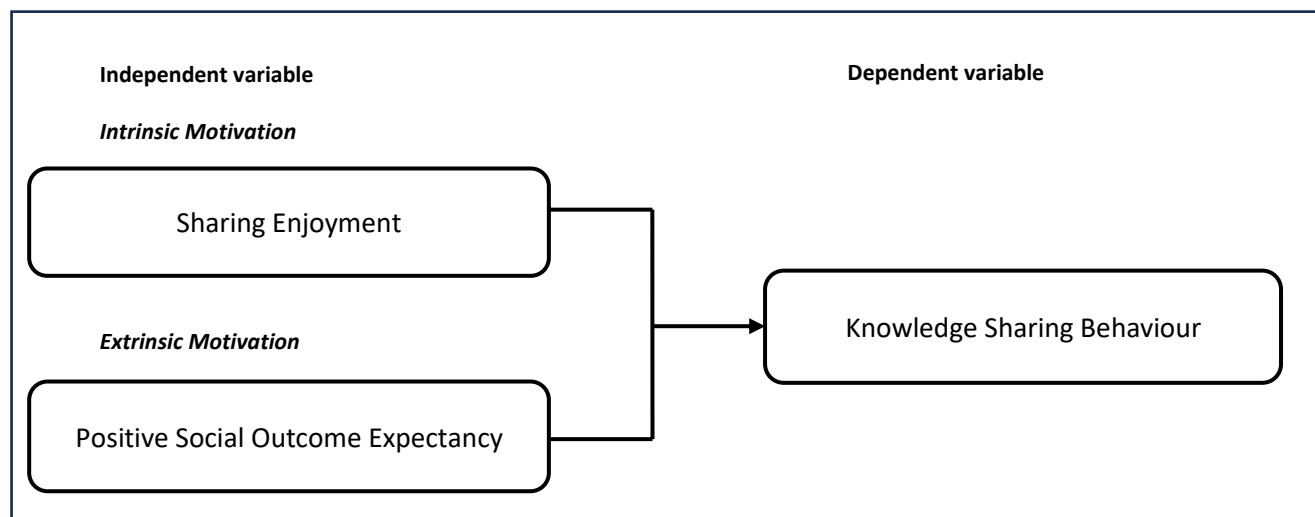


Figure 1: Framework

Finding and Discussion

Table 1

Reliability

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Knowledge Sharing Behaviour (KSB)	.857	.857	5
Positive Social Outcome (PSO)	.811	.812	3
Sharing Enjoyment (SE)	.825	.827	3

To assess the internal consistency of the measurement scale used for KSB, PSOE, and SE, reliability test is done to validate the instruments. The reliability is measured using Cronbach's Alpha (α), and the result is shown in table 1 above. KSB scores 0.857, indicate good reliability (Hair, 2022). The five items used are highly consistent and considered reliable. While for PSOE, Cronbach's Alpha (α) of 0.811, also indicate good reliability, and the three items used to measure positive social outcome are internally consistent. As for SE, Cronbach's Alpha (α) of 0.825 indicates good reliability and the three items used to measure SE are reliable and strong to measure sharing enjoyment among respondents. All constructs have good reliability, which the values recorded are above 0.800, (Hair, 2022), mean no modifications need to be done.

Table 2

Descriptive Statistics

	N	Mean	Std. Deviation
Knowledge Sharing Behaviour (KSB)	266	3.2880	.71190
Positive Social Outcome Expectancy (PSOE)	266	3.4799	.73759
Sharing Enjoyment (SE)	266	3.7707	.76427

A descriptive analysis was conducted to examine respondents' general perception of the study constructs. The mean values provide an overview of the central tendency of responses and indicate how strongly respondents perceived each motivational factor. The findings suggest that respondents generally enjoy sharing knowledge, recorded (3.7707), which aligns

with previous literature stating that intrinsic motivation plays a crucial role in KSB (3.2880). This aligns with prior literature highlighted that sharing enjoyment fosters knowledge contribution on online setting (Zhang et al., 2021). The moderate mean of PSOE (3.4799) indicates that respondents recognize some level of social benefits. However, the mean score for KSB (3.2880) is slightly lower than the other two variables. These results suggest that respondents generally perceived KSB on social media as enjoyable than achieving social recognition and acceptance itself.

While descriptive result is used to understand participants' perceptions, the mean values score cannot determine whether these perceptions influence respondents' actual behaviour. Therefore, multiple regression was done to test the hypothesis relationship between SE, PSOE and KSB.

Table 3

Overall finding of the study (Correlation & regression)

Hypothesis	Description	Correlation (r)	Regression (β)	p-value	Result
H1	Sharing Enjoyment (SE) has a significant relationship with Knowledge Sharing Behaviour (KSB).	0.542**	–	< 0.001	Supported
H2	Positive Social Outcome Expectancy (PSOE) has a significant relationship with Knowledge Sharing Behaviour (KSB).	0.593**	–	< 0.001	Supported
H3	Sharing Enjoyment (SE) has a significant positive influence on Knowledge Sharing Behaviour (KSB).	0.542**	0.286	< 0.001	Supported
H4	Positive Social Outcome Expectancy (PSOE) has a significant positive influence on Knowledge Sharing Behaviour (KSB).	0.593**	0.417	< 0.001	Supported

To examine the relationships between KSB, SE, and PSOE among students in higher education institutions, correlation analysis was done with the purpose to determine the strength and direction between these variables. The finding shows that there is a positive correlation between KSB and SE where $r = 0.542$, suggests that students who enjoy sharing information in social media are more likely to engage in knowledge sharing activities. The correlation is moderate to strong relationship, implies that other factors may also play a role in influencing KSB, where the higher enjoyment is associated with greater knowledge sharing. Therefore, *H1 is supported*.

Meanwhile for the relationship between PSOE and KSB, $r = 0.593$ was recorded. It means there is moderate to strong positive correlation between the two variables. This indicates that students who perceived positive social outcome from knowledge sharing are likely to engage more on knowledge sharing behaviours. As compares to SE and KSB, PSOE and KSB are slightly higher in correlation, meaning that this variable has strong positive correlation, implies that positive social outcome has imposed stronger motivation for students to share knowledge, *hence H2 is supported*.

This suggests that students who enjoy sharing information are also more likely to perceive social outcome from the behaviour. Baek et al.,(2023) in their findings found that people are more likely to share information when they believe that their social circle will interpret information similarly to them, meaning that perceived social reinforcement encourages sharing, because the same circle supports by social validation, thus encourages participation in knowledge sharing activities. A strong association between SE and PSOE suggests that students who find pleasure in sharing are also likely to anticipate social rewards, reinforcing their engagement—findings aligned with prior research documenting the interconnected nature of intrinsic gratification and extrinsic reinforcement in knowledge-sharing practices (Hu & Noor, 2024; Alshahrani & Pennington, 2021). Positive outcome such as social rewards like recognition and approval from peers, also influences knowledge sharing behaviour as this validation enhances intrinsic motivation to share knowledge, leading to sustained knowledge sharing activities (Li, Y. & Kong, D. 2022). In addition, enjoyment of sharing knowledge also led to positive social feedback from community thus it encourages ongoing participation in knowledge sharing activities. This analysis explains that both intrinsic motivation (SE) and extrinsic (PSO) are positively related to students' knowledge sharing behaviour in social media which supported H1 and H2.

The table above also presents the result for regression analyses for the study. The result explains that SE is a significant predictor of KSB with a standardized coefficient of $\beta = 0.286$. This suggests that the more students enjoy sharing knowledge, the more likely they are to engage in knowledge-sharing behaviour in social media, indicate SE does influence knowledge sharing. *Therefore, H3 is supported.*

The results also demonstrate that PSOE has a significant positive influence on KSB. Regression analysis shows that PSOE exerts a stronger effect compared to SE, with a standardized coefficient of $\beta = 0.417$. This indicates that students who anticipate positive social outcomes, such as recognition or acceptance from peers, are more inclined to share knowledge through social media. *Hence, H4 is supported.*

Overall, based on the findings, conclusion can be made that *that both intrinsic (SE) and extrinsic (PSOE) motivations are positively related to knowledge sharing behaviour. While regression results refine this by showing that both intrinsic (SE) and extrinsic motivation (PSOE) have positively influenced KSB in which PSOE imposed more influence than intrinsic motivation (SE).* This study provides important insights into the determinants of knowledge sharing behaviour (KSB) in social media when the result is consistent with the hypotheses.

Furthermore, the result also indicates that individuals are intrinsically motivated to share knowledge because they derive satisfaction and pleasure from the act of helping others. The result aligns with findings affirm that students are motivated to share knowledge on social media due to factors like reputation enhancement and peer approval, indicating that social reputation drives sharing behaviour (Sivakumar et al. 2023; Abdul Aziz, R. et al. 2024). Similarly, Hosen et al. (2021) also reported that students are willing to share knowledge influenced by the desire for social reputation and peer approval. The similar reason also confirms in study by Alshahrani and Pennington (2021) in their study on researchers' expectation for sharing knowledge on social media, states that researchers are more actively sharing on social media when they anticipate collaboration and professional recognition.

While Wang N. et al (2022) found that intrinsic motivations including enjoyment and self-efficacy mediate the relationship between rewards and tacit knowledge sharing. In short, these positive outcomes motivate individuals to share knowledge online. The finding reaffirmed by later study (Cai et al., 2024) which states that intrinsic needs such as enjoyment and immersion enhance knowledge sharing. Cai et al., (2024) found that social recognition and reputational gain significantly drive online knowledge contribution, often compensating for intrinsic enjoyment. Thus, this study highlights that students' knowledge sharing in social media is not solely for personal satisfaction but is more strongly driven by the desire to gain social approval and strengthen their online social identity.

The positive effect of SE on KSB ($\beta = .286$, $p < .001$) indicates that individuals are more likely to engage in knowledge sharing when they derive satisfaction and pleasure from the process. In the context of social media, where interactions are frequent and informal, enjoyment may serve as a key driver sustaining active knowledge contributions. Obrenovic et al. (2020) found that altruism is a factor of knowledge sharing, explaining that sharing is based on intrinsic pleasure of helping others. In addition, Abdul Aziz R. et al. (2022) support this finding when they confirm that enjoyment in helping others significantly influences knowledge sharing among postgraduate students, it proves that this intrinsic motivation drives knowledge sharing digitally.

Furthermore, PSOE emerged as the stronger predictor of KSB ($\beta = .417$, $p < .001$), indicate respondents not just share because they enjoy the sharing behaviour, but because they expect to gain social rewards like appreciation, approval and status in their community. This finding suggests that individuals are motivated to share knowledge when they anticipate recognition, enhanced reputation, or improved social connections because of their contributions. The result also indicates that students are not only motivated by the joy of sharing knowledge but are even more strongly driven by the social benefits and recognition they anticipate receiving. Such findings are consistent with the broader literature on motivation and social media engagement. For instance, Cai et al., (2024) observed that individuals in social media contexts are more likely to continue sharing knowledge when they perceive tangible social rewards. Similarly, a systematic review by Cai et al., (2025) concluded that social outcome expectancy is one of the most consistent predictors of online sharing, reinforcing the strength of this study finding. Nayak et al. (2020) also agree that social recognition received via social media enhances engagement and credibility, contributes to the reason why PSOE imposed stronger influence than SE.

The results indicate that both intrinsic and extrinsic motivations significantly influence knowledge sharing behavior, with extrinsic motivation (PSOE) demonstrating stronger effects. Knowledge sharing on social media appears to be primarily socially motivated, driven by expectations of recognition, acceptance, and reputation enhancement. Self-enjoyment (SE) functions as an intrinsic motivator reflecting personal satisfaction from sharing knowledge, while perceived social outcomes and expectations (PSOE) serve as extrinsic motivators linked to anticipated social rewards. These findings advance understanding of motivational drivers in online knowledge sharing and suggest that social media platforms should incorporate features that enhance both user enjoyment and positive social outcomes, including contribution visibility, peer recognition, and community-building opportunities.

Recommendation

Findings of this study provide deeper insight in terms of practical implication that is useful for higher education institutions. Platform providers and educators should nurture environments that make sharing knowledge more enjoyable, for instance through tasks designed to evoke satisfaction, collaborative tools, meaningful interactions, and acknowledgment of contributors' efforts without necessarily offering extrinsic rewards. Knowledge sharing can be enhanced if higher education institutions provide interactive and engaging platforms where it enables students to be interactive online. For example, creating social media-based assignments, introducing gamification, interactive features, and engaging user experiences. This also implies to the platforms providers where they can work together with the educational institutions, such as to embed the features like AI chatbots for feedback related to the curriculum and promotes more collaborative activities on social media. Higher education institutions also could create inter university social media communities where students can contribute.

This theoretical framing suggests that knowledge sharing in social media environments among students is a dual process, that is SE encourages the initiation of sharing, while PSOE sustains and strengthens ongoing contributions. Therefore, future research can integrate other intrinsic and extrinsic motivational factors for more comprehensive model of KSB in social media context. The study also can be expanded to larger respondents to higher education institutions in different regions. Future study also could investigate whether knowledge sharing activities on social media can improve academic performance among students.

Conclusion

This study investigated how SE and PSOE affect KSB in social media environments. Results indicate that both intrinsic (SE) and extrinsic (PSOE) motivations significantly predict knowledge sharing intentions. PSOE emerged as the stronger predictor, indicating that social recognition and relational benefits outweigh enjoyment in driving knowledge exchange behaviors.

These findings extend knowledge management and social media literature by confirming the dual role of intrinsic and extrinsic motivators in knowledge sharing. Practically, the results suggest that platform designers and educational institutions should implement dual strategies: enhancing user enjoyment through gamification and interactive features while strengthening social outcomes via recognition systems, reputation mechanisms, and peer acknowledgment opportunities to promote knowledge-sharing cultures.

Nevertheless, this study has its limitation as the data were cross-sectional, limiting causal inferences, and were collected within a specific population, which may constrain generalizability. Future research should explore additional predictors, such as trust, reciprocity, or organizational culture, and employ longitudinal or experimental designs to further validate the findings.

To conclude, this study provides evidence that both intrinsic (SE) and extrinsic (PSOE) motivations play a significant role in shaping students' KSB in social media contexts. While the intrinsic value of enjoyment encourages initial engagement, the stronger predictive power of

positive social outcome underscores the importance of external recognition and social benefits in sustaining sharing practices. These findings enrich the understanding of motivational dynamics in online knowledge sharing and highlight the need for educational institutions and social media platforms to foster environments that balance personal satisfaction with social recognition. By doing so, they can better encourage active, consistent, and meaningful knowledge exchange among students in digital learning and networking spaces.

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