

Understanding Knowledge Sharing Behavior through Self-Efficacy and Social Motivation Factors

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Abstract

The purpose of this paper is to identify the factors that may influence knowledge sharing behavior when using social media platforms among university students. With today's advancement in learning environments, students frequently depend on social media and online interactions to share their knowledge. Thus, not all students are willing to share their knowledge through social media. Therefore, this study focuses on the variables of information self-efficacy, prosocial behavior, and sharing enjoyment that influence knowledge sharing behavior among students. In this study, a quantitative analysis was conducted with survey data collected from university students. The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique. The measurement model demonstrated high reliability and validity, with Average Variance Extracted (AVE) values above 0.6 and Cronbach's alpha exceeding 0.8 for all constructs. The structural model results revealed that information self-efficacy ($\beta = 0.331, p < 0.001$), prosocial behaviour ($\beta = 0.312, p < 0.001$), and sharing enjoyment ($\beta = 0.160, p = 0.034$) all have a positive and significant relationship with knowledge sharing behaviour. The findings revealed that most students feel confident in using information and are willing to share and engage their knowledge with others. This study supports previous research that highlights the importance of self-efficacy and enjoyment in fostering online learning.

Keyword: Knowledge Sharing Behavior, Information Self-Efficacy, Sharing Enjoyment, Positive Social Outcome Expectancy

Introduction

In today's technological advancements, people socialize, communicate, think, and share information or knowledge using social media platforms has been reshaped. These platforms enable individuals to share information through networks that encourage interactions and strengthen relationships, thus enhancing mutual understanding (Salleh et al., 2020). The efficiency of using social media platforms relies upon dependable internet access and clear content. Social media platforms have the ability to support students' information exchange and cooperation, with their degree of participation often affected by the desire for social connection (Yaqub & Alsabban, 2023; Sivakumar et al., 2023; Liu et al., 2017). Moreover, research by Alhabash and Ma (2017) explained that students are more likely to emphasize leisure and social engagement rather than academic activities when using social media. However, this finding differs from the study conducted by Salleh et al. (2020), which found that students rarely use social media to seek information, suggesting a limited reliance on these platforms for academic purposes. Even though students nowadays are skilled at using online tools and are frequently involved in social networks, their main reason is usually social interaction. They prefer to participate and stay in touch, making sure they keep up with current trends.

Knowledge Sharing Behavior

Knowledge sharing behavior includes the exchange of information, experiences, and skills that make learning and collaboration much more effective. Knowledge sharing works exceptionally in higher education, where it is a crucial factor for academic success and research productivity, especially with the growing role of technology (Njiraine, 2019). Sharing knowledge spreads valuable information, ideas, and techniques that stimulate creativity, collaboration, and partnerships among students (Ponera, 2023). Peer-to-peer active exchanges through social media result in instant, real time discussion, more often by sharing audio, images, and videos related to course materials and academic resources that help learning outcomes (Asterhan & Bouton, 2017).

The current young generation has grown up in an environment where computer literacy is paramount and has developed technological self-efficacy. Students with technological self-efficacy who have higher confidence in their digital abilities are more likely to participate in online knowledge sharing, as their modern technology skills are very effective for communication and learning (Safdar et al., 2021). Research shows that technology self-efficacy is a major factor that strengthens students' willingness to share and thus improves their academic performance on digital platforms (Alsarayreh & Aljaafreh, 2023). Normally, this high level of confidence stimulates collaboration, encouraging students to engage with peers, exchange resources, and seek support, thereby enriching their learning experience.

Digital literacy and attitudes toward technology have a significant impact on self-efficacy and online participation (Getenet et al., 2024). Other elements that influence knowledge sharing behavior are trust, accessibility of technology, and personal enjoyment (Saleh & Samsudin, 2021; Han et al., 2021). Moreover, self-efficacy in knowledge sharing is a trait that unequivocally affects students' willingness to share (Nursyirwan et al., 2023). Zulkarnain et al. (2021) and Abdullah & Abdul Rahman (2021) added that digital competencies play a role in both self-efficacy and openness to sharing knowledge.

Beyond individual traits, knowledge sharing, whether tacitly or explicitly, can lead to new insights and strengthen communities that practice it (Oliveira & Cardoso, 2022). Regardless of the interaction mode, face-to-face or online, knowledge sharing behavior transforms information into meaningful knowledge that sustains knowledge-based societies (Fokko, 2022). Studies in higher education recognize that students' sharing behavior is determined by both personal and social factors. For instance, self-efficacy, online identity, and confidence in creating knowledge strongly predict the likelihood of engagement on social networking platforms (Kim et al., 2019; Abdul Aziz et al., 2022).

Information Self-Efficacy

Information self-efficacy is the high degree of confidence a person has in their ability to find, understand, and share information. This confidence is developed by a wide variety of factors, such as education, learning environment, and access to technology. Backed by research, internet self-efficacy plays an important role in knowledge sharing. Teh et al. (2010) discovered that people who feel confident using the internet are more willing to share knowledge with others. Similarly, Budiyo et al. (2024) argued that social networks help people develop this confidence and promote knowledge sharing because they encourage members to connect, exchange ideas, and learn from each other.

The influence of social media upon students has also been highlighted. Mohammed, Ibrahim, and Yunus (2021) noticed that students who skillfully use social media for academic purposes usually possess stronger confidence in their academic skills. This confidence encourages them to share their knowledge with classmates. Similarly, Marwa and Ali (2023) proved that information self-efficacy directly increases knowledge sharing behavior among university students via social networks.

In summary, information self-efficacy is closely linked to knowledge sharing behavior. The higher the level of self-efficacy in information processing and handling, whether through education, internet use, or social media, the more likely individuals are to share knowledge with others.

Sharing Enjoyment

Sharing enjoyment refers to the internal pleasure individuals experience from assisting others and participating in collaborative learning, without seeking outside rewards or recognition (Hosen et al., 2021; Cai et al., 2024). This sense of gratification encourages voluntary knowledge sharing on online and social media platforms. In Malaysia, Hosen et al. (2021) explained that students shared knowledge on social media mainly because they enjoyed assisting peers, underscoring the central role of intrinsic enjoyment in sustaining participation. Additionally, self-efficacy and enjoyment also influence students' intentions and knowledge sharing behavior (Mustika et al., 2022).

Recent research in Malaysia further reinforces the significance of intrinsic motivators in knowledge sharing. For instance, Hamzah et al. (2023) indicated that self-fulfillment through sharing enjoyment and positive social outcome expectancy significantly contributes to knowledge sharing among higher education students in Terengganu. Besides, Saleh and Samsudin (2021) also reported that students' own attributes such as self-efficacy, trust, and perceived usefulness of technology are positively linked to their knowledge sharing behavior.

Additionally, students who willingly take pleasure in assisting others, experience a sense of inclusion, and build trust that affect their readiness to exchange their knowledge (Abdul Aziz et al., 2024).

The research concludes that individuals tend to participate regularly and willingly when they perceive knowledge sharing as enjoyable. Accordingly, sharing enjoyment emerges as an important intrinsic motivator that encourages meaningful and sustained knowledge sharing behavior, specifically in educational settings.

Positive Social Outcome Expectancy (PSOE)

Positive social outcome expectancy (PSOE) is defined as an individuals' expectation of receiving social benefits such as acknowledgment, acceptance, or improved reputation through their behavior. This is an important form of gratification in motivating individuals to contribute knowledge and support on social media platforms (Alshahrani & Pennington, 2021). For example, Shodiq et al. (2021) demonstrated that online prosocial behaviors, based on empathy and moral identity, are the motivating factor behind positive social outcomes.

Alshahrani & Pennington (2021) revealed that expected exposure, collaboration, and acknowledgement from peers often encourage the use of social media for knowledge exchange. Similarly, Hosen et al. (2021) explained that cultivating social reputation and peer acceptance motivates knowledge sharing. In addition, Sivakumar et al. (2023) identified that the improvement of reputation through social media enhances both knowledge sharing and academic performance among students and reputation greatly motivates students' knowledge sharing behavior through social media platforms. Therefore, Hu, J., & Noor, S. M. (2024), in their analysis, indicated that multiple studies have emphasized social advantages and acknowledgment as primary motivators for sharing.

Aligned with these perspectives, Lin et al. (2018) demonstrated that positive outcome expectancy mediates the relationship between social influence and internet addiction among high school students. Their analysis showed that students with stronger expectations of positive social outcomes were less prone to problematic internet use. This suggests that positive anticipations surrounding social engagement not only encourage healthy online interaction but also sustain constructive knowledge sharing practices.

Therefore, the purpose of this research is to identify the relationship between information self-efficacy, positive social outcome expectation, sharing enjoyment, and knowledge sharing on social media platforms among university students. It seeks to answer the hypotheses of this study:

- H1: There is a positive relationship between information self-efficacy and knowledge sharing behavior on social media among university students.
- H2: There is a positive relationship between positive social outcome expectation and knowledge sharing behavior on social media among university students.
- H3: There is a positive relationship between sharing enjoyment and knowledge sharing behavior on social media among university students.

Methodology

The purpose of this research is to identify the relationship between information self-efficacy, positive social outcome expectation, sharing enjoyment, and knowledge sharing on social media platforms. This research uses a simple random sampling method, targeting students in higher learning institutions in Terengganu. The questionnaire items, adapted from Han et al. (2021), consist of several constructs. Data were collected through a structured online questionnaire designed using Google Forms, which was distributed to diploma and degree students. A total of 266 valid responses were used for this study, and the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.1.1, due to its suitability for predictive modeling and handling complex relationships among latent variables.

Findings and Discussion

This paper indicates that the demographic profile of the respondents showed that there was an imbalance in gender, with females comprising 226 respondents (85%) compared to males with 40 respondents (15%). This indicates that there was a higher participation of female respondents compared to male respondents. In terms of age distribution, the largest proportion of respondents was in the age category of 18-20 years (148 respondents), representing 55.6% of the total sample. Most of the respondents in this research were from diploma programs, consisting of 68.4% (182 respondents), and degree programs, indicating 31.6% (84 respondents).

Results and Hypotheses Testing*Measurement Model*

The measurement model was assessed using factor loadings, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability (CR). As shown in Table 1, all items demonstrated acceptable factor loadings above 0.60 (Hair et al., 2019), ranging from 0.679 to 0.901. AVE values exceeded the recommended threshold of 0.50, confirming convergent validity. In terms of reliability, Cronbach's Alpha values ranged from 0.812 to 0.895, and CR values ranged from 0.869 to 0.927. These results indicate that the constructs used in this study possess satisfactory validity and reliability.

Table 1

Measurement Model Results

Constructs	Items	Factor Loadings	AVE	Cronbach's Alpha	CR
Prosocial Behaviour	Prosocial 1	0.891	0.729	0.812	0.869
	Prosocial 2	0.890			
	Prosocial 3	0.776			
Sharing Enjoyment	Sha1	0.840	0.743	0.827	0.897
	Sha2	0.901			
	Sha3	0.845			
Information Self-Efficacy	Info1	0.859	0.760	0.895	0.927
	Info2	0.870			
	Info3	0.891			
	Info4	0.867			
Knowledge Sharing Behaviour	KSB1	0.841	0.640	0.857	0.898
	KSB2	0.768			
	KSB3	0.860			
	KSB4	0.839			
	KSB5	0.679			

$$R^2 = 0.473$$

Structural Model and Hypotheses Testing

The structural model examined the relationships between information self-efficacy, positive social outcome expectation (prosocial behaviour), and sharing enjoyment with knowledge sharing behaviour. The results are presented in Table 2.

Table 2

Structural Model Results and Hypotheses Testing

Hypothesis	Path	β (Original Sample)	T Statistics	P Values	Decision
H1	Information Self-Efficacy → Knowledge Sharing Behaviour	0.331	4.476	0.000	Supported
H2	Prosocial Behaviour → Knowledge Sharing Behaviour	0.312	4.520	0.000	Supported
H3	Sharing Enjoyment → Knowledge Sharing Behaviour	0.160	2.116	0.034	Supported

Note. Significance levels: * $p < 0.001$, $p < 0.01$, $p < 0.05$.

Discussion of Findings

The findings indicate that all three hypotheses (H1, H2, and H3) were supported.

- **H1:** Information self-efficacy had the strongest effect on knowledge sharing behaviour ($\beta = 0.331$, $p < 0.001$), confirming that students who are confident in their ability to handle and share information are more likely to engage in knowledge sharing on social media. This supports with findings by Hamzah et al. (2024) and Safdar et al. (2021).

- **H2:** Prosocial behaviour also had a significant positive relationship with knowledge sharing ($\beta = 0.312$, $p < 0.001$). This suggests that social motivations such as recognition encourage students to share knowledge. The finding is consistent with Budiyo et al. (2024), who emphasized the role of social incentives.
- **H3:** Sharing enjoyment showed the weakest but still significant effect ($\beta = 0.160$, $p < 0.05$). This explains the importance of intrinsic motivation in encouraging students to share knowledge. This is consistent with previous research by Obrenovic et al. (2020), who explained that the enjoyment of helping others is an intrinsic motivation that substantially encourages knowledge sharing behavior.

Conclusion

The aim of this paper is to identify the influence of information self-efficacy, sharing enjoyment, and prosocial behaviour on knowledge sharing behavior among students using social media as their platform of communication. It is concluded that these three factors related to knowledge sharing behavior, with information self-efficacy contributing the most positively, followed by prosocial behaviour and sharing enjoyment. These findings, similar to the studies of Hamzah et al. (2024) and Safdar et al. (2021), explained that higher information self-efficacy may contribute to higher engagement in knowledge sharing. In addition, Budiyo et al. (2024) also highlighted that social recognition is the main factor influencing knowledge sharing. Even though sharing enjoyment had the smallest effect, it plays an important role as an intrinsic motivator. This is in line with research by Obrenovic et al. (2020) and Marwa & Ali (2023), which found that enjoyment and emotional satisfaction encourage increased knowledge sharing in academic settings. Prabowo et al. (2024) also explained that university environments contribute to the shaping of students' information literacy. Moreover, incorporating interactive online tools could help students share their knowledge with others (Obrenovic et al., 2020). From the findings, it is suggested that universities should encourage environments that improve self-efficacy, promote prosocial recognition, and encourage enjoyment in sharing knowledge. Future research could consider other variables, as well as mediators or moderators that might provide deeper insight into knowledge sharing.

Contribution of the Study

This paper contributes theoretically and contextually to the growing body of knowledge on the knowledge sharing behavior among students. Theoretically, Social Cognitive Theory and Social Exchange Theory are related to information self-efficacy, prosocial behaviour, and sharing enjoyment, which influence students' willingness to share knowledge on social media platforms. Self-efficacy not only gives the individual confidence in handling information but also enhances social participation and engagement in online learning environments. Contextually, this research adds value by focusing on university students in Terengganu, Malaysia, offering insights from a developing country perspective where digital literacy is still evolving. The findings also highlight the importance of fostering self-efficacy and intrinsic motivation in digital learning initiatives, enriching strategies for effective knowledge sharing in higher education.

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