

Factors Enabling Social Media: Exploring Knowledge Sharing amid student community for better academic performance

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Abstract

This paper aims to probe how the determinant influences by accessing of social media to share knowledge among the student which enhances their academic performance. The research particularly identifies in this context, the role of various components associated to knowledge sharing, and use of social media among the student's community.

Methodology – This study has adopted a Prevalence study and the data was analysed with structural equation modelling.

Findings – Results approximated to adopt social media tools, which depends upon various associated components. Knowledge sharing attitudes among the student community has helped them more to share their knowledge. However, knowledge sharing approach was determined by the usefulness of knowledge. This was insusceptible from the attempt involved to improvise their academic performance.

Research limitations/implications – Respondents of the survey, were done with the students from educational institution of India, cluster random sampling was used for the research. This limits the inferences made from the findings.

Practicable implications – This study probes useful perceptiveness on executing social media based knowledge management by the student community. Particularly, it highlights the need to draw attention on underpinning factors, which influences knowledge sharing through social media.

Originality – The study which disseminates decisive factors related to knowledge sharing with various tools of social media, thereby prompts and tests a more realistic model which may pave way for knowledge management by student community for academic performance.

Introduction

Learning and Creation happens only when the personal knowledge of the individuals are interchanged (Kogut and Zander, 1992; Nahapiet and Ghoshal, 1998). Thus knowledge sharing and the knowledge generation can happen only if there is a systematic approach.

Leveraging of Knowledge sharing involves both personal and combined knowledge, which articulates personal knowledge into collective knowledge. Social media eases this adoption (Razmerita et al. 2014).

There could be an increasing interest to explore various factors, which facilitate or hinder individuals' knowledge sharing behavior in social media. Recently, researchers introduced various factors influencing individual's tendency in knowledge sharing, as motivation systems, communication technologies, Environment, Trust, costs & benefits, social capital, and management ideology (Bock & Kim, 2001; Wasko & Faraj, 2005; Alavi & Leidner, 1999; Hsu, et al., 2007; Orlikowski, 1993; Bock, et al., 2005; Chiu, Hsu, & Wang, 2006; Kankanhalli, Tan, & Wei, 2005; Koh & Kim, 2004).

Formal and Informal learning classifies, knowledge sharing and social media as tool for enhancing the performance of students. Formal learning happened in a classroom, which helped the teacher and the students to have their interactions using a black board/ computer/ projectors. Informal learning is after formal learning, for enrichment of their knowledge; there may happen social interaction with people or through technology.

Influence of media like print media, news channels and other entertainment channels helps the students to develop new interests, new options, on what they had learnt through formal education and helps them correlate.

During 2000's, the Internet was a breakthrough in technology, after earlier communication methods. It was innovative when compared to the earlier ones, and bridged distances. In the same way today social media tools helped interactions easier for geographically distributed.

Then internet and now google is the key source of information. During the last decade, there are evident changes in the learning mechanism both in formal and informal learning and it was made tranquil with social media. Adoption of social media enhanced access to various resources. Social media also offers novel possibilities to expand and diversify the learning opportunities.

Over past years, social media applications are capable of and widely prized by knowledge workers for their enhanced knowledge collaboration and sharing potentiality (Levy, 2009).

Social media evolution has tremendous growth in all areas than traditional information technology adoption has been embraced from the literature (Parameswaran and Whinston, 2007).

Extrinsic and Intrinsic motivational beliefs are the factors, which impacts on the sharing and seeking of knowledge (Wasko and Faraj, 2000).

Access to knowledge and information through varied sources like public and private helps in the creation, distribution and/or application of knowledge (Davenport, 2011).

Social interactions through social media tools provides channel for information exchange among the cohort, it increased the access of peer reviews, through various resources and information flow increased

drastically. This helped Institutions to create a competitive environment and stimulated greater information seeking and sharing among the Faculty and Student fraternity.

Knowledge flow includes creation, transfer and integration. Collaboration and networking provides new opportunities for creation and sharing which leads to improved academic performance through social media.

We mainly address on convergence of knowledge sharing, academic performance and social media influencing via various factors, and explored the integrated framework combined together as knowledge management.

Social Media

It can be defined as follows:

- Social media tool facilitates, seeking and sharing of information in a quicker way to increase the growth of knowledge.
- Social media allows evolution of information in a more efficient way and at an increasing speed.
- It is assessed that knowledge is currently in the increasing pace and technology eases the gap and facilitates to gain knowledge and proliferate ideas.
- Social media acts as a bridge between human and technology.

In this section, we dwell on how Social Media has an implication on knowledge management. Then we expound the adopted theoretical framework in the study and outline the research hypothesis and model and also explained the findings and the research method. We outline the implications of the study and the findings, for theory and practice. We conclude the key observations which are sought from the insights and expound the directions for future research.

Social media: Knowledge sharing and seeking perspective

Social media has changed drastically on how users contribute their sharing experiences with various individuals (Chuang and [Chang, 2011](#)).

When compared to traditional media, social media contained of more distinct activities for knowledge sharing ([Panahi et al., 2016b](#)).

People seek knowledge, for exhibiting benefit. Intelligent is not within oneself it can be attained through formal and informal communications which helps in the process of attaining insights and expertise. (Ahmed et al., 2016, Yan et al., 2013, Kim and Benbasat, 2012). Social media applications have all endowed knowledge sharing activities of individuals and they can accomplish a variety of access for services, which are available. Knowledge seekers can connect external and internal sources, which lie

beyond the geographical boundaries (Ellison et al., 2015, Herrick, 2016). Social media helps to seek beneficial knowledge with people of similar interests (Yu et al., 2010, Panahi et al., 2016b).

Social Media and perspectives of knowledge management

Social Media broadly refers to that “the end users interact with each other to generate and share information over Web” (Levy, 2009). Contributions and interactions by the end users are visible, tenacious and searchable in the digital environment (McAfee, 2009). Social Media, in a larger scope facilitates interactivity and provides opportunities for interactions and collaboration than communication technology (McAfee, 2009).

The feature that differentiates Social Media and IT are beached by the principles through participation, egalitarianism, collective intelligence and networking (Kamel Boulos and Wheeler, 2007). Social Media facilitates, knowledge sharing (Huang et al., 2010).

Evidences suggest that Social Media applications can enable enhanced innovative opportunities to knowledge (Andriole, 2010; Bughin et al., 2009). Literatures under knowledge management emphasizes on the know-how of the Social Media platform (Weinberger, 2007; Levy, 2009). “Unleash (the) passion for engaging in knowledge sharing and address drawbacks in the current technologies used within organizations” (Al Saleh and Paroutis, 2009, p. 52). The Factors affecting social media adoption is very limited. Chui et al. (2009).

Both attitudes as knowledge sharing (Wasko and Faraj 2005; Kankanhalli et al., 2005a; Lin, 2007) and seeking (Kankanhalli et al., 2005b; Bock et al., 2006; He et al., 2009) have inimitable motivational features, and both are investigated in the literatures separately, and these attitudes are more effective in the knowledge repositories (He and Wei, 2009).

Knowledge Sharing

Knowledge sharing implies knowledge movement between individual to help each-others to progress new ideas; solve problems and to instrument policies and procedures.

Social media platforms facilitate articulation of personal knowledge into a collective one, as Knowledge sharing leverage both personal and collective knowledge (Razmerita et al., 2014).

Today’s scenario, in an emergence, the willingness to share and seek knowledge, which was made available by others, is entailed by the student community using social media. The study provides insights to develop hypothesis for potential quantitative research shows that for both knowledge sharing and seeking, social media, helps to encounter new knowledge, socializing, story-telling, and involves other related activities (Panahi et al., 2016). Hence, Social Media adoption necessitates a link for knowledge

seeking and sharing attitudes. However, the role of knowledge sharing and seeking in an assimilated model; the two streams has been evolved separately. Theory of Reasoned Action (TRA) and Technology Acceptance Model (TAM) explained both the behavioural attitudes through adoption of IT. However, Jennings et al. (2012) in the “extended attitude-behavior framework”, related factors may determine the specific behaviour. The newness of this research is that it extends to social media adoption for knowledge attributes in the integrated model than knowledge management and IT adoption.

Theoretical Framing

To examine IT adoption, theoretical frameworks like Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB) identified significant thing as “diffusion of innovation”.

TRA explains the links between attitude-behaviour framework and IT adoption. There are several scholars entreated TRA and its extensions to explain the association between attitude and behavior and allowed researchers to explain IT adoption models (Al-Debei et al., 2013).

Theory of Reasoned Action, Technology Acceptance Model and Theory of Planned Behavior

TRA also suggested the strength of behavioral intention of a person’s behaviour(BI) to perform is determined by the particular behaviour (Fishbein and Ajzen, 1975). Attitude is determined by the person’s belief towards performance of the behavior. Ajzen (1985) (i.e.), beliefs, attitude, differ extremely from context to context and from behavior to behavior.

Information Technology Adoption And Its Role On Role Of Attitude

Intended behaviour was affected simultaneously and has been highlighted by various scholars through related attitudes by Jennings et al. (2012), towards attitude-behavior. and was claimed that “closely related and at times opposing attitudes” can be correspondingly important predictors of behavior. Drawing from Jennings et al. (2012), this study reasoned out that adoption of Social Media by Student community is determined for both knowledge sharing and seeking attitudes and their antecedents.

Hypothesis And Research Model

The model excludes the construct “subjective norm” in the context of Student community (Institutions) for varied reasons. Given that Student community enjoy reliance in delivering the service (Mishra et al., 2012; Davenport, 2005), the effect of Social Networks and adoption of a specific behavior may affects the performance (Mishra et al., 2012; Goh et al., 2011).

Bock et al. (2005) mentioned “individuals share knowledge directly with others or indirectly through technology agents”. As conferred earlier, knowledge sharing as one of the key area in Social Media’s

success.

Significance Of The Study

Students access more of social media tools, as they are more conversant with several technical aspects and its settings. In today's competitive environment, to excel and achieve it is a fact that the knowledge does not exist in the mind of individuals, it is vast, and, needs interactions and listening among to lectures and discourses etc., and those interactions need active participation. Social media tools bridged the gap and are preferred by the students-community more than face-to-face situations. (Kabila, 2010). Social media tools enabled by various influencing factors which helped the student community to achieve their desired learning outcomes and to excel in their career prospects and performance through sharing.

Some Of Background Studies And Research Contributions On Social Media And Its Impact On Performance Among Student Community

(Williams, & O'Dowd, 2012, Aguilar-Roca,) says, "Technology when used independently, may not contribute to learning" but it provides an environment to seek and share information and help the students to present activities. (Chen, Lambert, & Guidry, 2010) says "Students, who spend more time on online tools" and online courses fair better. Social media can bridge the gap to provide such environment, which helps the users increase the critical thinking and collaborations. During the course work with other available materials through social media and also while creating and sharing of information, students may send their view among peers for their comments. (Carini, Kuh, & Klein, 2006; Shoshani & Braun, 2007; Mazman & Usluel, 2010).

(Annetta, Minogue, Holmes, & Cheng, 2009; D'Acunti, Benedetti, & Francescato, 2010; Jackson, 2011; Tomai, Rosa, Mebane,) says that "Students who participate in social media as part of a class feel more connected to their peers than those students who do not participate in social media". It helped the student community to group among their peers, it also helped them to have a link with other existing peer groups for information seeking and sharing (Jackson, 2011; Mazman & Usluel, 2010). In addition, it bridges the diversity, and paves way to interact with each other and share their information in a better manner.

"Social media usage within the academic setting not only increases student's performance in exams, but also facilitates peer feedback on assignment, projects, participation in projects/ competitions, because of the ability for students to openly communicate with each other and also help them develop strong relationships among peers" (Kuh, 1993; Leinhardt Rohs, & Meyer, 2010; Arnold & Paulus 2010; Ebner). Further, it helped them preserve information in an easier way and able to understand the contents discussed over a period in the class-room (Heafner & Friedman, 2008; Bryer & Chen, 2012).

At times, it also “Distracted the students from completing their coursework and difficulties in balancing online activities and academic commitments” (Hurt, et.al, 2012).

Nevertheless, though, there are several good aspects of social media can also be used for abuse purposes. These may be set right by establishing necessary guidelines to take care of the behaviour and attitude of the student community. Cyber-plagiarism, cyber bullying, (Chen & Bryer, 2012; Jackson, 2011; Smailes & Gannon-Leary, 2011) stated “The Institutions for establishing standards has to re-inforce these things which may be beneficial among the student community for sharing knowledge”.

“Students who use social media for social interaction are able to move beyond the memorization of material and create products that represent their own voices”; (Lamb & Johnson, 2010; Carini, Kuh, & Klein, 2006; Junco, 2012) says that “The tools may help student seek and share information about their academic course content”.

Do social media really help the students significantly and benefit them in their learning processes. The focus of the paper to find how well, social media helps the student in improving their performance and, overall development with various attributes. (Nystrom, & Cohen, 2004; Rilling, Sanfey, Aronson) says “When there is a face-to-face communication human partners require more emotional involvement, and thus more cognitive effort, than interacting with a computer”.

(Junco, Helbergert, & Loken, 2011; Arnold & Paulus, 2010;) says that “Social media tools which include a variety, of web-based tools and services, they are designed to promote community development in collaboration for seeking and sharing of information”. Social media tools facilitate interaction and helped the student community in understanding the conditions and to confine spillover of knowledge onto the rest of the community.

“Given that higher levels of interaction are necessary to accomplish highly interdependent tasks, information seeking and sharing among team members should be even greater where high interdependency exists among members”. (LengnickHall & Lengnick-Hall, 2003) stated, “Reciprocity creates a strong incentive for the student community to work in group and to achieve common goals and to build a strong cohesive relationship”.

From the earlier studies, it is observed that students who utilised social media for learning, associate themselves with educators and improved in their academic course content. (Nelson-Laird & Kuh,2005; Kuh, 2001) says that, “Students who use information technology for academics also contribute and participate in, academic collaboration with, students of different countries, and by participating in community of learners”. (Pike, Kuh, & McCormick, 2011, Kuh, 2009, 2001, 1993; Carini, Kuh, & Klein, 2006 Kuh, et.al., 2008;) says that student who are engaged in social interactions extemporise critical thinking and overall development, which helped them to increase their achievement and learning outcomes. Therefore, students who are engaged in social media activities, increased connections and created communities for better learning, which helped them to improve in their performance.

In this section, we developed a model that enhanced the performance and overall prospects by integrating attitudes towards knowledge sharing and their antecedents through social media tools. The model excluded the constructs “subjective norm” and presents the research model.

Hence, the attitude toward sharing of knowledge among Student community, has a positive influence and the intention in adopting Social Media:

H1. Do Attitude towards knowledge sharing will have a positive influence on the intention to adopt to Social Media applications?

Factors Which Influences Knowledge Sharing

Intrinsic and Extrinsic motivational beliefs could determine Knowledge sharing attitude (Lin, 2007) is as suggested in many of the knowledge management literature. “Enjoyment in helping others” and “knowledge self-efficacy” pertains to intrinsic motivational beliefs (Kankanhalli et al., 2005a; Lin, 2007), Anticipated reciprocal benefits pertaining to extrinsic motivational beliefs (Paroutis and Al Saleh, 2009; Wasko and Faraj, 2000).

H2. Student community’ Motivation in the collective users of Social Media applications

H3. Student community’ Reciprocity in the collective users of Social Media applications

Social media enables transfer of knowledge among the students when there is mutually dependency. The most important factor which is determined by the actors is trust. For both knowledge sharing and seeking trust has been emphasized as an important attitude.

It has been emphasized that trust is more important for both knowledge sharing and seeking (Levin and Cross, 2004; Ardichvili et al., 2003; Desouza et al., 2006). Though trust is conceptualized at interpersonal level, in knowledge management, the notion may not be dyadic. He et al., 2009 revealed that there may not be face-to-face interaction, and the members of the community, may or may not know each other. This is true with Social Media. From this it can be interpreted that trust is an altruistic motive.

H4. Student community’ observed trust as the collective user of Social Media applications.

Adoption Of It In The Role Of Attitude

Intended behaviour has been affected simultaneously with related attitudes has been highlighted in several studies Jennings et al. (2012), it has been claimed that “closely related and at times opposing attitudes” are important predictors. In their study, “they found that in a non-western social context, a son’s marriage behavior was influenced by two closely related specific attitudes – attitude about childbearing and attitude about taking care of aging parents”. This study reveals that adoption of Social Media by Student community could be determined by both knowledge sharing and seeking attitudes of their antecedents.

Hence, we hypothesize that:

H5. Student community' perceived environment has a positive influence on knowledge sharing attitude.

H6. Student community' perceived attitude in the collective users of Social Media applications will has positive influence on knowledge sharing attribute.

During interaction knowledge sharing is appropriate and the feedback is very critical. If the responses are in the way it has been anticipated, we may say that behaviour and the thought flow are at a balance and the role play may be improved as the exchange continues further (Kinch 1973, pp. 55, 77) as it is referred in role theory, the cornerstone of the representative perception on the creation of self-concept(Gecas 1982; Kinch 1963). This may contributes to self-worth (Gecas 1971), which is affected more with proficiency (Covington and Beery 1976) and confined with active performance (Bandura 1978). Therefore, if students are able to get feedback the shared knowledge are more likely to contribute to the work further and help them improve their performance which in turn may help them to increase their self-worth accordingly. This will render favorable attitudes towards knowledge sharing. This cognition on self-worth and knowledge-sharing behavior leads to hypothesis H5.

Organ and Konovsky 1989; Blau 1967; as well as Constant et al. 1994; claim that when two individuals are influenced on the exchange of knowledge, the major determinant factor may be the social exchange relationship as their attitudes. Economic exchange and Social exchange, discrete establishes promises of friendship or ordination and stimulates unspecified obligations (Organ and Konovsky 1989). It is primarily for relationship, and not necessarily for any personal benefit (Blau 1967). Thus, students who believe that mutual relationships with others in sharing their knowledge help them improve their performance and reciprocity (Huber 2001), and this may have positive attitudes toward knowledge sharing. This lead to the hypothesis H3.

H7. Do knowledge sharing attitude has a positive influence on the academic performance.

H8. Do knowledge sharing attitude has a positive influence on the career prospects by students.

Social Media And Various Other Factors Influencing Enhanced Performance

Literatures speak about, how well students, uses social media tools for information sharing and seeking and increasingly rely on the ability of these tools to improve their performance in the academic area.

Technology alone may not contribute to learning, it can provide an environment where students can share and seek their ideas among other students and peers for knowledge gain. This study mainly addresses on how knowledge sharing, academic performance and social media tools converge and influenced by various factors, paved ways to improve academic area and career prospects.

Objective

The objective is as stated below:

1. To examine how well social media tools enhances performance and prospects in student's career.
1. The influence of various factors towards sharing and seeking of information through social media tools.
1. To check and measure whether the model is fit.

Methodology And Analysis

The research has conducted through cross-sectional survey to test the model from a National Level Institute in India.

DATA COLLECTION

For data collection, an instrument has been adopted and was collected using web questionnaire from the students of National Institute of Technology. A five Point scale varying from 1 to 5 with 5 and 1 indicating strongly agree to strongly disagree. Interactions with cohort group also was taken into considerations for the study media tools was adopted and used by the student community in improving their performance.

DATA ANALYSIS

The data collected for the study was analyzed with SPSS software and with (AMOS) 16. Statistical structures used to interpret the survey data and Focus study discussed in the conclusion and limitations.

FOR TABULATED RESULTS EXPLANATIONS ARE GIVEN WHEREVER REQUIRED

Table 1, 2 and 3 provides with the profile of the participants in the study.

Table 1 specifies the age group of the participants between 18-24 are accessing social media tools than others. Table 2 depicts number of male respondents than female respondents access to social media tools. Table 3 provides with the details that under graduate students accessed more than others.

TABLE 1: Age

Age (in years)	Frequency	%	Valid %	Cumulative %
Validity	18-24	39	61.9	61.9
	25-34	19	30.2	92.1
	35-44	1	1.6	93.7
	35 & above	1	1.6	95.2
	Less than 18	3	4.8	100.0
Total	63	100.0	100.0	

The above table elaborates the cumulative per cent of the age of students who had participated in the study.

TABLE 2: Gender

Frequency	%	Valid %	Cumulative %
Validity	1	1.6	1.6
Female	7	11.1	11.1
Male	55	87.3	87.3
Total	63	100.0	100.0

The above table gives us the cumulative per cent of the male and female participants of this study.

TABLE 3: Educational Qualification of the users who works with social media tools

Frequency	%	Valid %	Cumulative %
Validity	M.Phil./Ph.D.	6	9.5
Post Graduate	18	28.6	28.6
Under Graduate	35	55.6	55.6
Total	63	100.0	100.0

Table 4 & 5 depicts Social interaction using social media happens with students by, seeking and sharing of information.

TABLE 4: Information sharing among cohort through social media

Frequency	%	Valid %	Cumulative %		
Validity	Yes	52	82.5	82.5	82.5
	No	11	17.5	17.5	100.0
Total		63	100.0	100.0	

TABLE 5: Social media for sharing and seeking information

Frequency	%	Valid %	Cumulative %		
Validity	Yes	53	84.1	84.1	84.1
	No	10	15.9	15.9	100.0
Total		63	100.0	100.0	

TABLE 6: Social Media for creation of google docs (collaborative documents)

Frequency	%	Valid %	Cumulative %		
Validity	Yes	42	66.7	68.9	68.9
	No	19	30.2	31.1	100.0
Total		61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

Collaborative documents like Google docs are used to share the knowledge by students has been depicted in Table 6.

RELIABILITY AND VALIDITY ANALYSIS CONSTRUCT

Table 7 specifies the items in the study taken for measuring the internal consistency and correlation of the scales in arriving at Cronbach's coefficient.

TABLE 7: Statistics for certain important items taken for the study

	Mean	Variance	Correlation	Cronbach's Alpha
Q 12A SI in SM to keep in touch with friends	233.30	2392.633	.615	.980
Q12B Making new friend	234.49	2397.254	.423	.981
Q12C Information from friends about projects	233.75	2394.612	.517	.981
Q12D Sharing gained knowledge	233.86	2381.899	.655	.980
Q12E Knowledge from others	233.83	2372.405	.712	.980
Q12F details about competitions	233.57	2388.507	.612	.980
Q12G for interaction with Faculty- others	233.84	2378.781	.603	.980
Q12H To gain knowledge from peers	233.94	2380.415	.629	.980
Q12I For Academic purpose	233.83	2387.566	.538	.980
Q12J Employment purpose	233.83	2392.050	.569	.980
Q12K For Leisure	233.38	2427.143	.245	.981
Q12L Exchange program with other Institutes	234.29	2367.046	.591	.980
Q13A Preferred source of information – Company's websites	233.59	2406.182	.437	.981
Q13B e-books	233.16	2420.910	.428	.981
Q13C News papers	233.83	2390.695	.541	.980
Q13D Library	234.05	2394.465	.482	.981
Q13E friends through SI	233.71	2383.304	.582	.980
Q13F logs/Forums	233.76	2383.475	.532	.981
Q13G Google	232.76	2410.636	.435	.981
Q13H other social networks	233.78	2386.014	.538	.981
Q14A SI helps in communication	233.51	2389.835	.622	.980
Q14B Coordination	233.51	2394.125	.649	.980
Q14C Collaboration	233.51	2382.383	.657	.980
Q17 A preferred SI for devoid of emotions	234.40	2422.243	.279	.981
Q17B Cognition	234.21	2393.876	.651	.980
Q18A SI in SM – Interactivity in web	233.81	2395.834	.678	.980
Q18B Supports group interaction	233.84	2401.491	.657	.980

Q18C Sense of community	234.02	2391.790	.690	.980
Q18D sharing among peer groups	233.73	2379.749	.758	.980
Q20A SI in SM - Subject relevant to area of interest	233.87	2377.274	.768	.980
Q20B Overall skill development	233.84	2382.232	.750	.980
Q20C To improve performance and career prospects	233.71	2372.175	.810	.980
Q20D Hard to formalize	233.89	2385.004	.739	.980
Q20E Systematic recording of knowledge	233.79	2388.457	.683	.980
Q20F Sharing and gaining through experience sharing	233.90	2377.571	.793	.980
Q22A Motivation and view on participation – To learn new things	233.92	2377.977	.756	.980
Q22B Specialist discussion	234.10	2370.152	.750	.980
Q22C Gain ideas	234.02	2370.629	.822	.980
Q22D To influence decisions	233.98	2370.113	.809	.980
Q22E Self and career prospects	233.89	2376.391	.725	.980
Q22F Makes work easier	233.78	2377.498	.770	.980
Q23A Attitude – help to gain knowledge	233.83	2375.921	.828	.980
Q23B Turn to group when having specific problems	233.97	2380.934	.650	.980
Q23C Trust and expertise of the group	233.92	2379.913	.784	.980
Q23D Confidential knowledge in a responsible way	234.06	2377.189	.726	.980
Q23E willingness to share and to invest time	233.95	2379.207	.772	.980
Q23F Obligations and support in their tasks	233.83	2396.598	.699	.980
Q23G Cooperative	233.92	2385.074	.718	.980
Q24A To gain knowledge	233.81	2380.512	.765	.980
Q24B References to other sources	233.81	2389.028	.701	.980
Q24C Contacts established	233.71	2390.594	.734	.980
Q24D Clarity on the areas requested	233.89	2388.133	.683	.980
Q24E Ideas are developed jointly	233.67	2392.774	.710	.980

Q 26A Accuracy of information	233.89	2390.552	.747	.980
Q26B Ideas are communicated openly	233.76	2388.862	.700	.980
Q26C Constructive feedback from members	233.81	2387.253	.775	.980
Q27A Access to journals and references	233.94	2385.189	.720	.980
Q27B Others	233.84	2368.716	.803	.980
Q 27C	234.13	2405.274	.594	.980
Q30A Helps in better performance in exams	233.94	2395.028	.704	.980
Q30C Helps in career plans	233.89	2384.584	.731	.980
Q30D to pave for joining in competitions	233.84	2386.458	.758	.980
Q30E Helps in developing self, gain and share knowledge in various activities	233.81	2381.350	.796	.980

ASSESSING THE MODEL FIT WITH STRUCTURAL EQUATION MODELING (SEM):

Collected samples sustainability was analysed using the model. Reliability was analysed using AMOS version 16 for the instrument (survey). Relationship between variables and model compatibility were assessed and evaluated through structural equation model established that whether the data, fit the model. Chi-square/degrees of freedom and the model was evaluated and provided the results.

TABLE 8: Reliability

Cronbach's Alpha	Number
.981	70

15. Implications of the study

15.1 Implications from theory

Theoretical implications observed during the course of the study is vast. Prior literatures had insights in the importance of knowledge sharing attitude in a more independent manner, whereas in this paper it has been extended empirical investigation on the impact of Social Media and demonstrate the use of Social Media with various influencing factors towards knowledge sharing attitude. Insights clearly explained IT adoption behavior was determined under varied reasons. The study has various factors related to sharing which was supported by social media.

Furthermore, this probe contributes in identifying “trust” which influence knowledge-sharing attitude toward Social Media. This has robust theoretical implications considering the importance that prior

literature has given for trust in knowledge sharing. The probe explored that when knowledge sharing in a unified model, trust may not be much relevant with respect to knowledge sharing. Furthermore, from the study we infer that trust in Social Media environment is more generalized one rather than a dyadic one as specified in other contexts. Hence, students are not greatly concerned about, sharing of knowledge on Social Media, how knowledge could be used by other users. It is clear from the study that it is driven more by the sense of enjoyment and belief on how it is possessed and shared.

15.2 Practical implications

The findings offer important insights in this study. Our study shows that students implementing Social Media-based knowledge management must see that Institutions also should have intention towards knowledge sharing attitude. Moreover, the study reveal that, knowledge sharing is important and help the students who strive for a balance between various factors which motivates knowledge sharing.

Institutions remain with the trust that rather than for extrinsic rewards students share their knowledge for pleasure and in helping others. Hence, Institutions should implement systems that should strengthen self-efficacy and inclination to share their knowledge, (i.e), to encourage users as well as their own contributions and to identify and highlight contributions of other members. The study demands for focus on the Institutions to cultivate the culture of sharing and recognition.

Furthermore, the probes of the study reveals usefulness of the knowledge and it is the most important determinant on the knowledge-sharing attitude. This implies that the institutions should explain how this knowledge repository can be used and to enhance the authenticity of the contents available on the Social Media which can be monitored by a team of the members in the respected institutions.

Conclusions And Future Research

We draw upon the as the hypothetical lens to assimilate the knowledge-sharing attitude and their backgrounds in the single model. The results emphasise that Social Media adoption is much required. Further, to this and from the results of this empirical study, we highlight the significance of explicit antecedents of knowledge sharing.

The study probes varied directions to further research. The results are from a sample of 70 respondents. Though the number may be good enough to investigate at this stage and the sample size presumes, that further studies with a much larger sample may enhance the generalizability of the results. Second, the study used convenience sampling design as its advantages to a more efficient sampling method needed for empirical investigation. More to this, other sampling methods could be used to ensure varied participation to eliminate the bias of the researchers' findings. Third, as this study was conducted at the national level Institute, while other Institutions may be considered as distinctive Student community and hence the study cannot be generalized to all the Student community. The study with Student community from other contexts considering of all types of institutions rather a national level institute could add to

robustness of the findings. Fourth, whereas examining the projected relations in the context of other knowledge worker, future studies may also look on how profession specific factors of Student community which influence their use of Social Media applications for sharing of the knowledge. For investigating the use of Social Media at institutional level, researchers should put an effort in exploring the role of the constructs relating to the institutions, like adoptions. However, our study conceptualizes by knowledge sharing through social media platform, though there is an improvisation in student's career prospects and academic performance, this may be assessed furthermore with their learning effectiveness and how it helps in their placement in higher educational institutions.

Declarations

Consent statement: The questionnaire was collected through the web and forwarded to the computer team of the National Institute of Technology, Tiruchirappalli & Indian Institute of Management Tiruchirappalli for authenticity of the information; participants gave their consent by filling out the questionnaire. The Dean of Academics/PGPM Chairperson approved the study- They had permitted us to collect the information from their students - authenticity here is the questions relevant to the student community and is it noteworthy sending it to their students. Competing interests statement: The authors declare no competing interests.

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Figures

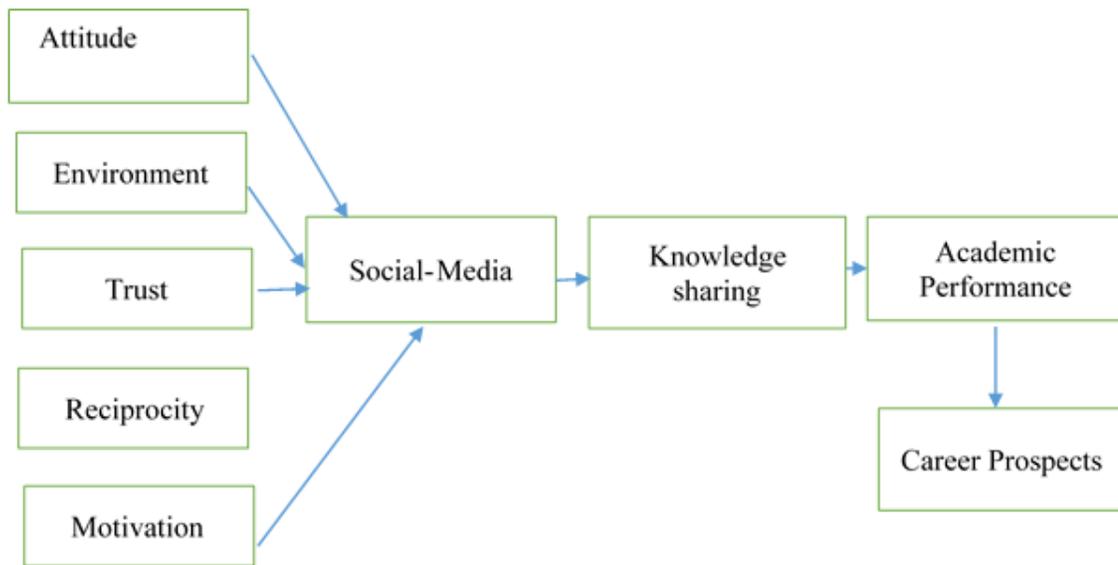


Figure 1

Research model and hypotheses

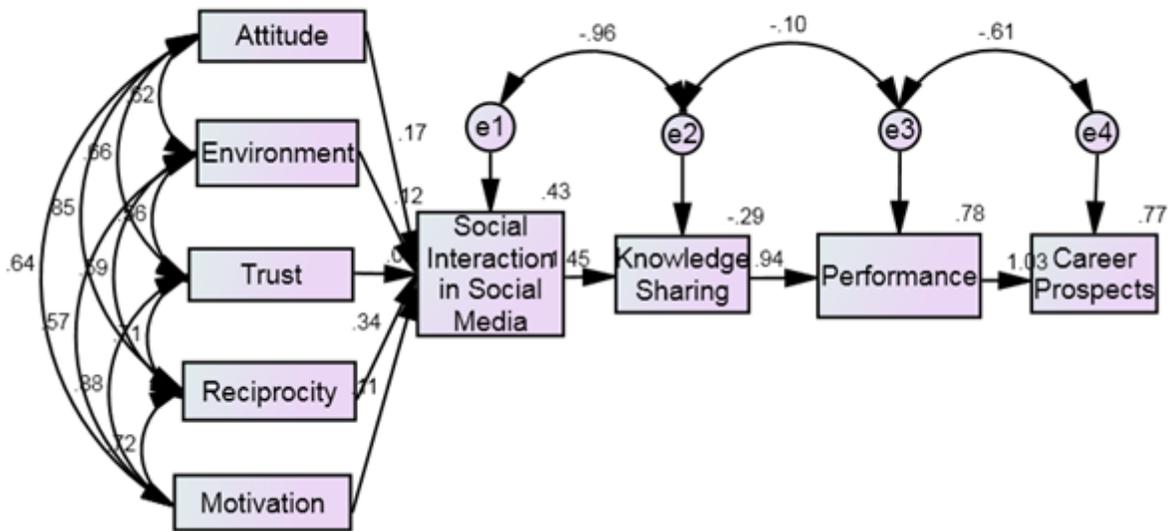


Figure 2

Social Media and influencing factors in enhanced performance