

# Social Media Use, Participation, And Creative Expression Among Students: The Part Knowledge-Sharing And Academic Performance

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## Abstract

Despite its growing popularity, social media's effects on graduate research training students are little unknown. The goal of this study is to examine Social media use, participation, and creative expression among students: the part knowledge-sharing and academic performance' involvement and creativity. 400 research students studying at several universities in Lahore Pakistan provided the primary data. Findings show that through knowledge sharing behavior, students' use of social media is related to their originality and participation in graduate research training. Additionally, it was discovered that information sharing behavior mediates these associations, student use of social media is positively correlated with their involvement and inventiveness in graduate research training. The results show that altruism and knowledge self-efficacy are the main factors that influence students to share their knowledge via Social media and that trust and reputation are not motivators for students to do so. In addition, the results of this study also indicate that knowledge sharing via social network has a strong impact on students' academic performance. The factors affecting students' knowledge sharing can differ between different people and contexts; therefore, future research could examine the differences in social network participation based on gender, age, education level, or subject. Based on the findings, recommendations are offered for using Social media in education.

**Keywords:** Social Media, Knowledge Sharing, academic performance, Education Context

## Introduction

According to the Global Digital Report 2019, there are currently 3.484 billion social media users worldwide, and that figure is growing at a 9% annual rate. Today, everyone uses social media, including but not limited to students, and its usage is not restricted to any one sector of society. Since social media use has the potential to increase users' knowledge through facilitating information-sharing environments, the trend of using it in education is expanding quickly, especially for student cooperation (Mäntymäki &

Riemer, 2016). The popularity of social media among students is due to a number of factors, including but not limited to its capabilities of reaching a wide audience and allowing for virtual contact between users. Students currently use social media for a variety of activities, including information searching, teamwork, and communication. In particular, graduate research students are facilitating their research training and education projects by using a variety of social media technologies (e.g., Facebook, Twitter, LinkedIn, Research gate, Academia.edu, and

Slideshare.net, etc.). Therefore, it is anticipated that using social media will boost knowledge exchange among its user pupils (Ahmed, & Zakaria, 2019).

Knowledge sharing is an activity through which knowledge such as information, expertise, or abilities is disbursed among people and the knowledge is sharing as a transfer of knowledge and information from one source to another. Scholars believe that the use of technology facilitates an autonomous and friendly environment that leads to knowledge sharing among individuals. The role of social media in educational activities and enhancing student engagement and performance is considered critical by recent researchers Narayan, Herrington, & Cochrane, 2019.

Student involvement is defined by Koranteng, Wiafe, and Kuada 2018 as "the amount of physical and psychological energy that the students give to the academic work," while creativity is defined as the "creation of fresh and beneficial ideas" Wierenga, Althuizen, & Chen, 2017 Knowledge sharing among students is anticipated to foster students' participation and inventiveness. We believe that student use of social media improves information sharing, which in turn encourages participation and creative behavior in graduate research education and training. However, using social media enhances student knowledge sharing, which further encourages participation and originality in graduate research training.

### **Social Network Websites and Education**

Today's college students are what Prensky (2001) referred to as digital natives: people who were born in the age of technology, are experts at using it, and are curious about engaging with technological equipment. Student users of personal computers or smartphones with Internet access can easily use the majority of online social media network applications for free. In fact,

many college students had profiles on Facebook and Whatsapp from their time in high school and are proficient users of the platforms. (Bowman et al., 2012). The use of social networking sites (SNSs) by students and educators has significantly increased during the past several years Roblyer et al., 2010. Researchers discovered that by creating links between educators and students using social networks, some of the worries about the absence of relationships between teachers and students might be alleviated (Mazer et al., 2007). Activities that cannot be accomplished in lecture halls can now be completed by using smartphones and portable laptops to access social networking sites. Nowadays, communication in the classroom is simpler because to the usage of technology. While some instructors are willing to employ such strategies, others do not, some lecturers use social media integration techniques in their lectures and courses (Fewkes & McCabe, 2012).

It may seem unusual to encourage college students to use Facebook and Whatsapp in the classroom given that studies have shown that using these apps can interfere with studying Junco, 2012. Facebook and Whatsapp may not directly affect learning, according to some academics, but they may keep students from interacting with their peers or paying attention in class. However, they do regard long-term engagement in social media platforms as mostly beneficial to their academic achievement, according to focus group. There is evidence, therefore, to suggest that students see Facebook as a potentially rewarding tool in their academic success.

### **Knowledge sharing on social media, student outcomes, and behavior**

Social media is increasingly more widely available to consumers and is essentially integrated into every area of daily life Rauniar,

Rawski, Yang, & Johnson, 2014. Social media has grown in popularity in the field of education as a result of current academic study proving that it significantly affects education and for instance, the study found a positive relationship between students' use of social media and their performance Kaplan & Haenlein, 2016.

Sharing of knowledge refers to the distribution of task information and know-how to relieve others and collaborate with others to resolve problems, come up with novel ideas, or implement rules or procedures. By networking with other professionals, exchanging knowledge in writing or in person, or by organizing, collecting, and disseminating knowledge for individuals, knowledge can be shared Cross & Cummings, 2004. Knowledge sharing is the act of exchanging information, skills, or expertise among people, groups of people, families, communities, or organizations Argote, Ingram and Ko et al. (2005) Knowledge sharing is defined as the act of transmitting information from a source in a way that the recipient can understand and apply it. Another definition of knowledge sharing is the deliberate process of sharing acquired expertise and experience with other people Ipe, 2003. Social networks are undoubtedly a great way to foster connections, idea sharing, and the sharing of unique experiences. Typically, information technology communications technologies encourage the sharing of knowledge (Eid & Nuhu, 2011). Knowledge sharing during collaborative learning promotes reflection and learning and provides benefits for improved cognitive functioning and successful learning outcomes (Rafaeli & Ravid, 2003). Compared to individualistic or competitive Additionally, these knowledge exchanges assist students in providing answers, resolving issues, discovering new information, deepening their comprehension of a subject, and offering assistance to others. Numerous empirical studies assess knowledge exchange based on

involvement and interaction whereas others evaluate knowledge sharing intentions Mazzolini & Maddison, 2007.

Despite the fact that they both employ the same theory, previous research shows that various studies typically use distinct elements to support the hypothesis. For instance, Kankanhalli et al. 2005 examined how knowledge self-efficacy and satisfaction from assisting others affected employees' knowledge contribution to electronic information repositories. Ye et al. (2006) focused on a number of social exchange elements to explain how members of virtual communities contribute knowledge, including reputation, reciprocity, knowledge self-efficacy, delight in assisting others, and commitment. Moghavvemi et al. (2017) examined knowledge sharing among students via social media is influenced by a number of factors, including perceived reciprocal benefits, perceived status, outcome expectations, and the power of knowledge. Even though information sharing behavior has been the subject of numerous research studies from the standpoint of social exchange, the findings from the various studies have been conflicting. The current study discovered that certain studies demonstrated notable positive influences on people's knowledge-sharing behavior, using trust as an example Xiao et al., 2012.

Yu et al.2010 explored the factor that makes voluntary information sharing possible on blogs, particularly the community members' knowledge-sharing habits. They found that the sharing of knowledge was significantly impacted by fairness, transparency, and the desire to benefit others. But it was found that the identification of a sharing culture was not important. According to the social learning hypothesis, situations, peers, and individual learners all have an impact on how well people learn. According to the hypothesis, people's

interactions with their surroundings determine the outcomes of their behavior. Therefore, the crucial elements that result in individual learning outcomes are peer engagement, peer social support, and situational knowledge (DeAndrea et al., 2012). People most frequently self-initiate, regulate, and actively expand their knowledge by gathering, creating, and organizing information. This study uses social learning theory and social exchange theory to build a research model that examines how people share knowledge in social networks. Some of the key elements that affect knowledge sharing among students using Facebook groups are trust, reputation, altruism, and knowledge self-efficacy. Additionally, this study suggests that knowledge sharing behavior affects academic success.

### **Participants and procedure**

In order to gather information for the study, graduate research students from the universities in Lahore, Pakistan, participated in a research survey. M.Phil. and Ph.D. research students were chosen to participate in order to meet the objectives of the investigation into social media use, participation, and creative expression among students: the part knowledge-sharing and academic performance's involvement. In this study, the researcher created a link to an online survey and shared it with the participants via our contacts.

### **Objectives of the study**

1. To explore the influence of social Media in students.
2. To study the effects of utilization of social media on academic performance.

### **Analisis and results**

Using a variety of statistical techniques, we looked at the research model of the study. For

instance, we estimated the factor loading of all the constructs employed in this study. The findings show that all of the items' loading is higher than the 0.60 minimum threshold value. Additionally, to calculate the suggested model's convergent validity, Cronbach alpha (CA) and Composite reliability were studied (CR).

### **Discussion**

According to this study's findings, information sharing behaviour has a mediating role in the links between students' usage of social media and their involvement and creativity in schools, colleges, and universities. In this study, the influence of social media on knowledge sharing and behavior change was investigated, as well as the effects of knowledge sharing on academic achievement. According to the findings, only altruism and knowledge self-efficacy significantly influence knowledge sharing behavior on social media; trust and reputation have little bearing on this behavior. Knowledge sharing on social media also significantly affects behavior and academic achievement.

Examining how social media knowledge sharing affects students' academic achievement was the main objective. Three of our five hypotheses were supported by the findings analysis. The findings indicated that among students utilizing social media, there was no statistically significant correlation between confidence in others and information sharing activity. This finding suggests that students' motivation to use and share knowledge online is not significantly influenced by their trust in their online peers. This outcome could be attributed to the tight-knit nature of the student body and the fact that everyone in the class has previously met in offline classes, where trust is already assumed. The outcome could possibly be a result of the way Palestinian culture criticizes those who disseminate false information while promoting

the sharing of only true information. In other words, a pupil will offer accurate knowledge when they have it; otherwise, they won't.

According to the study's findings, students' willingness to share their expertise is not significantly influenced by their reputation. This finding implies that, in comparison to other aspects, a student's reputation among friends and the course professor is not a significant factor. The fact that the students are classmates and friends and are familiar with one another may have contributed to this outcome. As a result, exchanging information to advance their standing is not a priority for them. It is not crucial to care about improving your reputation among university peers. However, the results may vary for various groups and communities. This study discovered that online knowledge sharing is significantly influenced by altruism. This finding indicates that students impart their expertise because they like assisting their peers and do not look for compensation. One theory is that students' behavior in sharing knowledge was influenced by their frequent interactions, which subtly promoted the sense of intrinsic delight. Students who take pleasure in sharing knowledge and helping others are more motivated to share knowledge with colleagues. Students impart information because they believe that solving issues for others will be engaging and fun, and because it makes them feel good to do so. The findings of the current study also showed that online knowledge sharing has a substantial effect on students' academic performance. According to this research, students would do better academically and vice versa the more lecturers promote and use social networks in the classroom.

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