Research Notes

The impact of perceived enjoyment, perceived reciprocal benefits and knowledge power on students' knowledge sharing through Facebook

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A R T I C L E   I N F O

A B S T R A C T

This study examined the relationship between perceived enjoyment, perceived reciprocal benefits, perceived status, outcome expectation, and the power of knowledge, and how each of these factors affect knowledge sharing between students via Facebook. The effects of using Facebook on students' knowledge sharing was measured among 170 undergraduate university students and tested using structural equation modeling. The results showed that outcome expectation is the main factor effecting students sharing knowledge, followed by perceived reciprocal benefit, and perceived enjoyment. Students shared knowledge and helped others due to the expected outcome i.e. respect received from other members and lecturers, good comments from friends, the opportunity to enrich their knowledge, and recognition. The power of knowledge and perceived status are not strong motivators for students to share knowledge in a Facebook group. The factors affecting students' knowledge sharing can differ between different people and context, therefore, future research could examine the differences in social media participation based on gender, age, or subject matter. The findings of this study helped us understand why students choose to engage in social media, specifically Facebook, to share knowledge within a specific learning context, which will be useful for educators.

1. Introduction

Most teenagers use social media to socialize and learn on the Internet, consuming and producing digital information, and looking for personalized careers. Distinctions between learning, work, fun, and leisure are becoming less and less in their respective lives (Karakas, Manisaligil, & Sarigollu, 2015). A survey among college students revealed that 23% used social network sites for research, 22% for entertainment, 15% to obtain the latest news, and 12% specified that they used it to chat and communicate with their friends and families (Al-Harrasi & Al-Badi, 2014). Social network sites, such as Facebook, Twitter, and YouTube are often utilized by students to communicate, exchange, and share knowledge, opinions, and ideas (Judele, Tsovaltzi, Puhl, & Weinberger, 2014; Osgerby & Rush, 2015), and encourage constant interaction with other

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members (Yuen & Yuen, 2008). Facebook is mainly utilized for social reasons, and many students consider Facebook as a social tool (Hew, 2011; Madge, Meek, Wellens, & Hooley, 2009; Selwyn, 2009) to connect with people from different places and maintain old ties while creating new ones (Selwyn, 2009; Wohn & LaRose, 2014). Facebook creates an opportunity for its users to join new groups and networks in a manner that could encourage sharing ideas, information, exchange thoughts and ideas, and work together with other members that have common interests and needs (Mazman & Usluel, 2010). Facebook is regarded as an ideal platform for collaborative learning (Selwyn, 2007). Alloway, Horton, Alloway, and Dawson (2013) pointed out that many high school students in the UK utilized Facebook as a platform to share and expand their knowledge (i.e. reading through friends' shared post on the latest news or local events). Some students use Facebook for academic purposes, more specifically to contact people in their respective classes to get information about assignments, with some stating that they preferred Facebook to university education software programs, as it provided more immediate responses (Kosik, 2007).

The emergence of social networks has provided solutions, new insights, and mechanisms for knowledge sharing to various organizations (e.g., hospitals and educational institutions). Social Rapid exchange of information and knowledge via social network has dramatically changed lifestyles and enhanced individual and organizational learnings (Chen & Hung, 2010). However, the success of social network in sharing knowledge requires that the knowledge contributors be amenable in donating their knowledge (Ba, Stallaert, & Whinston, 2001), since some people would rather retain knowledge than share it (Chennamaneni, 2006). The same individual can be a giver or a receiver at different times. Some people enjoy sharing their knowledge to help others (McLure Wasko & Faraj, 2000), while some expect to benefit in the future from it (Fehr & Gächter, 2000). Therefore, identifying the critical factors affecting knowledge sharing behavior through Facebook would help us choose and implement the right tools to encourage students to share their knowledge, which is beneficial for other students and themselves. Therefore, the main aim of this study is to identify factors that affect students sharing knowledge via Facebook. A better understanding of the determinants of knowledge sharing among students and useful technology will allow for more informed decisions to implement the right educational technologies in higher educational institutions.

2. Literature review

2.1. Social network sites and knowledge sharing

Learning and teaching without technology is seen as uninteresting (Loon, Evans, & Kerridge, 2015). Therefore, many research investigated the usage and usefulness of different technologies in the context of teaching and learning. Some researchers investigated the blended learning pedagogic approach, which enables instructors to benefit from both traditional and digital domains (Loon et al., 2015), such as the use of e-learning tools (Garrison & Vaughan, 2008), simulation games and reflective learning (Lean, Moizer, & Newbery, 2014; Loon et al., 2015), and films (Lee & Lo, 2014), while others examined the role that information and communication technologies play in supporting learning and teaching activities, and indicated that selecting a suitable technology for teaching and learning should be based on different types of activities that will be conducted within that context, since the purpose of use and effect differs from faculty to students (Waycott, Bennett, Kennedy, Dalgarno, & Gray, 2010). Rovai (2002) investigated virtual classrooms and how to design online courses that foster a community between learners and the level of satisfaction. He indicated that it is important to increase effective support by promoting a strong sense of community that will put a stop to the feeling of isolation and connecting with other learners. This sense of community is the result of interactions and deliberations by people brought together by similar interests and common goals (Rovai, 2002).

Researchers argued that the use of social network for educational purposes is regarded as one of the main revolutions that have taken place in academia over the last few years (Sánchez, Cortijo, & Javed, 2014). Social network sites embraces collaborative learning, engage individuals in critical thinking, and enhances communication and writing skills by encouraging members to work in personalized environments (Ajjan & Hartshorne, 2008; Lockyer & Patterson, 2008). Some researchers investigated the possibility of using Facebook for personal and educational purposes among higher education faculties and students, and highlighted the benefits and limitations of using technologies as teaching and learning tools (Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Waycott et al., 2010). Some researchers expressed serious concerns about the use of social media for academic purposes and highlighted issues pertaining to personal privacy on social media and the effect of social media on time dedicated to studies (Roblyer et al., 2010). Other researchers considered social media as a source of entertainment and believed that it would distract students from school work (Au, Lam, & Chan, 2015; Sobaih, Moustafa, & Ghandforoush, 2016). Although social media will facilitate learning, monitoring and controlling the quality of learning and teaching is also important. For example, some faculty members encourage sharing information via social media, but they pointed out that the originality of work will be difficult to guarantee (Au et al., 2015), while others pointed out that the number of challenges offered by social networks, such as issues related to communication between students and teachers and pedagogical and technological challenges related to incorporating social network into teaching and learning practice and cultural and social factors, such as the erosion of teachers' traditional roles and the management of relationship with students limiting teaching use of social media (Manca & Ranieri, 2015, 2016).

From another perspective, social network sites, especially Facebook, can be used as an education tool because it consist of activities, such as enabling communication between students and their instructors, facilitating class discussions, following