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The Successful Utilization of Social Media on Knowledge Sharing “An Empirical Study”

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ABSTRACT:

This study seeks to explore the successful utilization of social media on knowledge sharing. The population for this study consists of graduate students at the police college-Abu Dhabi. A simple random sampling technique was used to select the respondents surveyed for this study, a total of 120 questionnaires were administered to respondents; statistical tools were used to test the hypothesis such as: one way ANOVA and simple regression. The findings indicated that there were no significant differences in the perception of respondents toward the utilization of social media on knowledge sharing. The study also showed that the overall social media has a significant impact on knowledge sharing, in addition the study showed that social media features individually revealed that: User-friendliness, Interactiveness, openness, relativeness have is a significant impact on knowledge sharing.

Keywords: *Social Media, Knowledge Sharing.*

1. Introduction

No doubt that knowledge will always be the most valuable and strategic resource for individuals and organizations as well, therefore if organizations need to thrive and remain competent, it should search for all means to encourage knowledge sharing among and between individuals. Many businesses are highly aware of the importance of knowledge and knowledge sharing in particular, Knowledge could increase its value when it is shared with and transferred to others. It's believed that social media always play a role as a tool and enabler in creating the appropriate culture for knowledge sharing, knowledge sharing would facilitate the transformation of collective individual knowledge to organizational knowledge without the existence of orphaned knowledge and knowledge depreciation (Alhawary, 2019).

For several decades, the world's best-known forecasters of social change have predicted the emergence of a new economy where brainpower and knowledge, not traditional sources of energy and machine power is the critical resource. However, this future is already here and the knowledge economy has arrived. This evolving era is characterized by rapid change and uncertainty, the increasing importance of knowledge and knowledge management and the popularity of new information technologies that have the potential to radically change the way organization do business (Zoltán, et. al., 2015).

Even though the importance of social media for KM has been stressed by a number of researchers, to date there are just very few studies on social media's contribution to enhancing KM, i.e., boosting the organizational knowledge of organizations (Bharati et al.,2015).

The primary purpose of this study is to assess the successful utilization of social media on knowledge sharing. Hence, the various types of social media tools which has been developed for the purpose of this study will be discussed and elaborated on throughout the theoretical framework.

Research Objectives:

The research seeks to achieve the following objectives:

- To examine the overall impact of social media utilization on knowledge sharing.
- To investigate the impact of User-friendliness knowledge on knowledge sharing.
- To examine the impact of interactivity on Knowledge sharing.
- To examine the impact of openness on Knowledge sharing.
- To examine the impact of relativeness on Knowledge sharing.

2. Theoretical Framework**2.1. Knowledge Sharing Value**

The success of any organization in the twenty-first century will be determined by the extent to which an organization's members can develop their intellectual capabilities through knowledge sharing and creation. Thus, in order to sustain competitive advantage, managers' understanding of knowledge creation and sharing is vital as the success of a company might be determined by managers' intellectual capital. (Alipnour et al, 2011)

Samieh and Wahba (2007) agreed that the knowledge sharing practice are motivated and executed mainly at the individual levels. Even in the absence of strong organizational norms of knowledge sharing, employees may tend to share knowledge according to their personal benefits and cost. At the end, knowledge sharing practices can help organizations becomes more profitable and undefeated.

Creating a knowledge sharing culture with higher congruency with manager perceptions and organizational readiness may be considered a more beneficial and compatible means of promoting knowledge sharing. Meanwhile, encouraging and stimulating the development of social interaction culture, knowledge sharing should not be perceived as difficult (Alhawary, et. al., 2017).

KS provides huge impacts to the creation of learning organizational culture, knowledge, and innovation (Casimir, 2012). Therefore, KS identifies existing and accessible knowledge in order to transfer and tally this knowledge to solve specific tasks better, faster and cheaper than through other solving methods (Christensen, 2007). The application of social media can support different KM practices such as knowledge creation and knowledge sharing (Kaplan, 2012).

2.2. Knowledge Sharing Definition

Frappaolo (2006) claimed that knowledge sharing is about "how people share and use what they know". In addition, Tasmin and Woods (2007) asserted that knowledge sharing as a social system that supports collaboration and integration which is normally facilitated by technology. Knowledge sharing can be defined as a social interaction culture, involving the exchange of employee knowledge, experiences, and skills through the whole department or organization (Alhawary, et. al., 2017).

2.2. Social Media utilization on knowledge sharing

Social Media is defined by Schiuma et al. (2012) as "a set of software components and software services that enable individuals to find each other and the information they need and to be able to communicate and work together to achieve common business goals"

The social media creates a platform that allows individuals to publish their knowledge and insights, discuss with others, ask questions, comment on different issues, and search for knowledge and people within the platform.

In the same vein, Chua and Banerjee (2013) refer to social media as online services that facilitate social interactions between users. These services are built to being highly accessible and scalable using web-based publishing techniques. According to Levy (2013) social media has the potential for leveraging KM in organizations in many ways:

- it suits the sharing of tacit knowledge and assists in building organizational
- memory;
- it is convenient for sharing in bottom-up processes as well as for
- geographically distributed team sharing;
- it eases knowledge capturing in working contexts;
- and it provides people with the confidence that they will indeed find the
- knowledge they are seeking for; it feels intuitive for people to use: thus increases “trust”.

Past research by (Argote and Ingram,2000) indicates that knowledge sharing can be characterized as a methodology in which diverse units, groups and people can impart their experience to one another. Previously, face-to face meetings and discussion in groups are among the most influential platform used to share knowledge. Nowadays through social media, people are easily connected to each other thus enhancing the knowledge sharing process. Blogs, forums and social networking sites are example on diverse applications of social media.

Ellison (2014) found that the presentation of social media into the working environment has critical outcomes for knowledge sharing establishment within organizations. Besides, studied done by Birnholtz, and Gay (2010) found, that senior staff and scientists have been portrayed by a few studies as being the most continuous and early adopters of online networking and systems administration. Next, the literature review is focused on the social media utilization of Facebook in educational sector.

Sigala and Chalkiti (2015) explain that “the social media enable people: to aggregate, share, store and synthesize knowledge from various sources for creating new meta-knowledge; to identify and join social networks in order to stay informed professionally and participate in collective knowledge generation processes by sharing experiences, criticizing theories and findings within various communities of practices; and to manage their own meaning making and KM processes”

Vuori (2011) characterises social media by considering the extent to which they support communication, collaboration, connecting, completing and combining (5C) (Jalonen, 2014):

1. **Communication:** social media provides new tools to share, store and publish contents, discuss and express opinions and influence:
2. Blogs (e.g. Blogger) and microblogs (e.g. Twitter),
3. Video sharing (e.g. YouTube),
4. Presentation sharing (e.g. SlideShare),
5. Instant messaging service (e.g. Skype).
6. **Collaboration:** social media enables collective content creation and edition without location and time constraints:
7. Wikis (e.g. Wikipedia)
8. Groupware/shared workspaces (e.g. GoogleDocs).
9. **Connecting:** social media offers new ways of networking with other people, socialising oneself into the community:
10. Social networking services (e.g. Facebook, LinkedIn).
11. **Completing:** social media tools are used to complete content by describing, adding or filtering information, tagging contents, and showing a connection between contents:
12. Visual bookmarking tool (e.g. Pinterest),

13. News aggregator (e.g. Digg).

14. **Combining:** social media tools are developed for mixing and matching contents. Combination of pre-existing web services that allow a certain user within a platform to use another application, in a specific window, without the need to get out of the initial website (Bonson and Flores, 2011).

15. Mash-ups (e.g. Google Maps).

3. The Conceptual Framework and Hypothesis.

- Research Conceptual Framework

This study developed a conceptual framework that consist of two parts: the first part of the framework consisted of social media features as the independent variable (User-friendliness, Interactiveness, openness, relatimeness) and knowledge sharing as the dependent variable. Figure: (1) depicts the study conceptual framework.

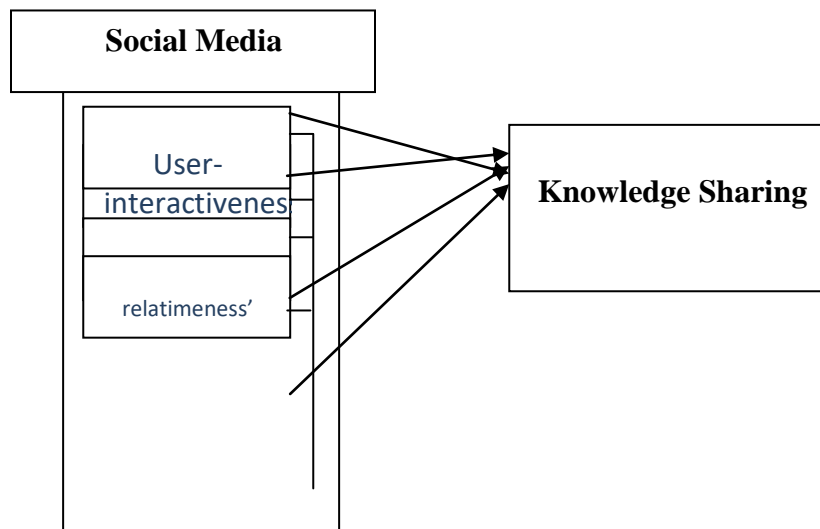


Figure 1: Research Framework / Study Model.

To examine the utilization of social media on knowledge sharing, the following characteristics will be used for the purpose of this study:

Research Hypothesis:

Based on the conceptual framework and the literature review, research hypothesis formulated as follow:

Hypothesis1: Post graduate students at the police college-Abu Dhabi will differ in their perception toward the utilization of social media for the purpose of knowledge sharing.

Hypothesis2: There is no significant impact of social media (User-friendliness, interactiveness, openness and realtimeness') on knowledge sharing. This hypothesis is broken in to four minor hypotheses:

H₀: 2.a. There is no significant impact of User-friendliness on knowledge sharing.

H₀: 2.b. There is no significant impact of interactiveness on knowledge sharing.

H₀: 2.c. There is no significant impact of openness on knowledge sharing.

H₀: 2.d. There is no significant impact of realtimeness knowledge sharing.

4. Literature Review

Omotayo and Salami (2018) found in their study that there is a significant relationship between social influence and attitude towards using social media for knowledge sharing, as well as significant relationship between attitude and use of social media for knowledge sharing.

The study recommends that institutions should exploit the proliferation of social media and its use to set up off-class student-student and student-lecturer discussion groups, which could help encourage and promote knowledge sharing, and thereby help students in achieving good academic outcomes.

A study conducted by Almeshal & Al Jasser (2017) shows that social media usability and knowledge collecting have significant statistical impacts on the quality of knowledge transfer. Whereas, social media usability has no significant impact on knowledge collecting.

kamla & olfman, (2017) in their research focus on Inter-organizational knowledge sharing systems (IOKSS) are crucial for scientific, social and economic development especially in knowledge-intensive sectors. Knowledge sharing processes and systems will not only be challenged by individual and organizational factors but also by social, technical and political inter-organizational factors.

Muhammad et al, (2016) focus to develop and combined an understanding of the antecedents of knowledge sharing behaviour among the non-academic staff of different higher learning institutions in Malaysia, and the results indicate that attitude and subjective norms both influence the staff knowledge sharing behaviour significantly and positively. Additionally, this research also revealed that intention of knowledge sharing variable plays a substantial role as a mediating variable in those relationships.

Zahra (2015) in her article highlights key findings from a 25-year-long stream of research, conducted in several countries, that shows how CE creates knowledge and the variety of knowledge that emerges from different CE activities. It also explains the role of entrepreneurial hubs in capturing, accumulating, converting and translating, and integrating this knowledge, enabling companies to build new revenue streams.

Gaál, et. al. (2015) has shown in tier study that Hungarian organizations prefer not to allow the usage of external social media; but where the employees are supported to reach these tools, high proportion of the people utilize them.

Another study (Sigalaa and Chalkiti, 2015) investigates the relation between social media use and employee creativity by adopting a knowledge management approach in order to consider the influence of social networks and interactions on individuals' creativity. Their findings highlight the need to shift focus from identifying and managing creative individuals (micro level) and/or organisational contexts (macro level) to creating and managing creative social networks (meso level).

Jalonen(2014) explores in his paper the interplay between knowledge and emotions in the organisational knowledge creation process in the context of social media. The paper concludes that knowledge and emotion shared in social media contribute to the social identity, which increases the odds of altruistic behaviour towards others in a way that benefits the organisation.

Caldas & Cândido(2013) tried in their study to analyze the dynamics of inter-organizational knowledge conversion into existing Ba spaces in a cooperative network. The data analysis was performed from the triangulation of primary and secondary data and from the non-participant observation, within specific variables. The results point that the network displays an unfavorable configuration regarding the favorable characteristics to dynamics of knowledge conversion, which influences negatively its performance, especially the intensity and quality of information.

5.Study Methodology

5.1. Population and Sample

The target population of this study comprised all graduate students at the police college-Abu Dhabi, (120) questionnaires were distributed to students; (120) questionnaires were returned, (4) questionnaires were excluded from the analysis leaving (116) questionnaires that were included in the analysis.

5.2.Data Collection

Primary data collection and secondary data collection methods were engaged. The primary data collection was carried out using a self-designed questionnaire. Secondary data was collected based on the findings of prior studies, published papers, articles, books and the World Wide Web (Internet) related to social media and knowledge management and sharing.

5.3.Instrument for Primary Data Collection

A questionnaire survey was adopted to collect the primary data in this study, the questionnaire comprises two sections, the first section covers the demographic information (Gender, Age, Education Year). The second section represents the instrument, it was selected (20) items of social media features and (5) items of the knowledge sharing which were developed by the researcher based on the theoretical background and literature review, as follow: (1-20) measures social media (User-friendliness, instructiveness, openness, relativeness) derived from (Kaplan and Haenlain, 2010; Denyer et al, 2011; Kietzmann et al, 2011; Fournier and Avery, 2011). (21-25) measures Knowledge sharing adapted from (Alhawary, et. al., 2017).

5.4.Validity and Reliability of the Data

5.4.1.Validity of Data Collected

To ensure the face validity of the instrument tool, it was given to 4 expert referees, they displayed their constructive comments and suggestions, which were taken into consideration.

5.4.2.Reliability of Data Collected

The reliability of data collected was measured using Cronbach alpha coefficient; the reliability test was conducted to check for inter-item correlation of each of the variables in the questionnaire. The test results were as follows: Cronbach alpha for Independent Variable (social media) = **0.871**, Cronbach alpha for dependent Variable (Knowledge Sharing) = **0.826**, Cronbach alpha for overall instrument = **0.877**, which exceeded the acceptable limit. Zikmund, (2002)

5.4.3. Data Analysis

In order to test the hypothesis, the following tools were used: descriptive analysis frequencies, means and standard deviation were calculated, while to test the hypothesis one way ANOVA was used to measure the differences between groups, and finally Multiple regression analysis was calculated to assess the impact of social media on Knowledge Sharing among graduate students.

6. Hypothesis Testing.

6.1.Test Hypothesis 1

Test whether graduate students at the police college-Abu Dhabi will differ in their perception toward the utilization of social media on knowledge sharing, we carried out one-way ANOVA analysis. It was found that ANOVA for the perception is not significant, refer to Table (1) (sum of square between groups =0. 163with (DF=1, F=0. 573, P=0. 402). Based on this result we reject the null hypothesis1, and accept the alternative hypothesis, the perception of employees at the police college do not differ toward the utilization social media on knowledge sharing.

Table (1)
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.163	1	.181	.573	.402

Within Groups	49.826	192	.260		
Total	50.006	193			

6.2. Test the Major Hypothesis 2

Test that "there is no significant impact of social media utilization on knowledge sharing by the post graduate students at the police college-Abu Dhabi, this hypothesis was carried out the simple regression to test the major hypothesis; tables (2.a) depict the model. It was found encouraging result here. It shows that the value of ($R^2 = 0.456$), this means that social media was able to explain (456%) of the variance in the dependent variable, it also shows the F value is ($f=47.153$) significant at ($P \leq 0.05$), in addition the value of Beta ($\beta=0.641$, $P \leq 0.05$). Based on the result we reject the null hypothesis 2 and accept alternative hypothesis that indicate social media has a significant impact on knowledge sharing by the post graduate students at the police college-Abu Dhabi at the level ($P \leq 0.05$).

Table (2)

Regression results: Impact of social media on knowledge sharing

Model	R	R ²	Adj. R ²	β	F	T	Sig.
Predictor:	.66	.45	.434	.641	47.153	6.155	.000*
Over all factors	1	6					

Note: *Significant level at $p \leq 0.05$

6.3. Test Minor hypotheses

6.3.1. Test Minor Ho: 2.a

That "There is no significant impact of User-friendliness on knowledge sharing. The study carried out the simple regression to test the minor hypothesis. Tables (3a) depict the model. It shows that the value of ($R^2 = 0.647$), this means that User-friendliness were able to explain (647%) of the variance in the dependent variable (knowledge sharing). It also shows the F value is ($f=75.643$) significant at level ($P \leq 0.05$), which means that there is a statistical evidence to support the existence of a relationship effect between the of User-friendliness and knowledge sharing. Based on the result we reject the Ho: 2.a and accept alternative hypothesis that indicates: User-friendliness has a significant impact on knowledge sharing at level ($P \leq 0.05$).

Table (3a)

Regression results: Impact of User-friendliness on knowledge sharing

Model	R	R ²	Adj. R ²	β	F	T	Sig.
Predictor:	.78	.64	.608	.478	75.643	1.533	.000*
Over all factors	5	7					

Note: *Significant level at $p \leq 0.05$

6.3.2. Test minor Ho: 2.b

That "There is no significant impact of interactiveness on knowledge sharing. The study carried out the simple regression to test the minor hypothesis. Tables (3a) depict the model. It shows that the value of ($R^2 = 0.543$), this means that interactiveness were able to explain (647%) of the variance in the dependent variable (knowledge sharing). It also shows the F value is ($f=12.215$) significant at level ($P \leq 0.05$), which means that there is a statistical evidence to support the existence of a relationship effect between the of interactiveness and knowledge sharing. Based on the result we reject the Ho: 2.a and accept alternative hypothesis that indicates: interactiveness has a significant impact on knowledge sharing at level ($P \leq 0.05$).

Table (4a)
Regression results: Impact of interactiveness on knowledge sharing

Model	R	R ²	Adj. R ²	β	F	T	Sig.
Predictor:Over all factors	.667	.543	.202	-.023	12.215	6.791	.000*

Note: *Significant level at $p \leq 0.05$

6.3.3. Test Minor Ho: 2.c

That "There is no significant impact of openness on knowledge sharing. The study carried out the simple regression to test the minor hypothesis. Tables (3a) depict the model. It shows that the value of ($R^2 = 0.456$), this means that interactiveness were able to explain (647%) of the variance in the dependent variable (knowledge sharing). It also shows the F value is ($f=18.216$) significant at level ($P \leq 0.05$), which means that there is a statistical evidence to support the existence of a relationship effect between the of interactiveness and knowledge sharing. Based on the result we reject the Ho: 2.a and accept alternative hypothesis that indicates: openness has a significant impact on knowledge sharing at level ($P \leq 0.05$).

Table (5a)
Regression results: Impact of openness on knowledge sharing

Model	R	R ²	Adj. R ²	β	F	T	Sig.
Predictor:Over all factors	.746	.456	.283	-.073	18.216	8.465	.000*

Note: *Significant level at $p \leq 0.05$

6.3.4. Test minor Ho:2.d

That "There is no significant impact of relatimeness on knowledge sharing. The study carried out the simple regression to test the minor hypothesis. Tables (3a) depict the model. It shows that the value of ($R^2 = 0.454$), this means that interactiveness were able to explain (647%) of the variance in the dependent variable (knowledge sharing). It also shows the F value is ($f=32.243$) significant at level ($P \leq 0.05$), which means that there is a statistical evidence to support the existence of a relationship effect between the of interactiveness and knowledge sharing. Based on the result we reject the Ho: 2.a and accept alternative hypothesis that indicates: relatimeness has a significant impact on knowledge sharing at level ($P \leq 0.05$).

Table (6a)
Regression results: Impact of relatimeness on knowledge sharing

Model	R	R ²	Adj. R ²	β	F	T	Sig.
Predictor:Over all factors	.657	.454	.417	.176	32.243	4.962	.000*

Note: *Significant level at $p \leq 0.05$

7.Conclusion and Recommendations

The findings of this empirical study confirmed the following:

1. The study indicated that there are no differences between respondents at the police college-Abu Dhabi in their Perception toward the utilization of social media on knowledge sharing.
2. The Study revealed that the overall utilization of social media has a significant impact on knowledge sharing at the level of ($P \leq 0.05$).

3. The study showed that there is statistical evidence to support the existence relationship effect between User-friendliness and knowledge sharing, at level of ($P \leq 0.05$).
4. The study revealed that there is statistical evidence to support the existence relationship effect between the Interactiveness and knowledge sharing at level of ($P \leq 0.05$).
5. The study indicated that there is statistical evidence to support the existence relationship effect between the openness and knowledge sharing at level of ($P \leq 0.05$).
6. The study indicated that there is statistical evidence to support the existence relationship effect between the relatimeness and knowledge sharing at level of ($P \leq 0.05$).

Based on the study findings, the authors make the following recommendations:

1. It appears that there is more need to encourage and motivate graduate students to better utilize the availability of social media features to effectively share knowledge.
2. It's very important to create an environment and culture that support the knowledge sharing between students at all levels.
3. It's important to widely and efficiently provide all means to support the knowledge sharing among graduate students and their instructors to better facilitate knowledge sharing.
4. To continue monitor and gauge the effect use of social media tools on knowledge sharing through constantly assess its performance effectiveness.
5. Future studies may widen the scope of the study to further investigate the effect of social media tools on the overall knowledge management.

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