
Determinants of Knowledge Sharing Behaviour on Social Networking Sites among Sri Lankan Management Undergraduates

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A B S T R A C T

Knowledge-Sharing Behaviour (KSB) is a crucial behavioural component that undergraduates should adopt to enhance their competitiveness and career success. Thus, fostering KSB culture through Social Networking Sites (SNSs) among public university undergraduates in the management and commerce domains in Sri Lanka is notably important. Existing research on the key determinants of knowledge-sharing behaviour on social networking sites among undergraduates in management and commerce in Sri Lankan public universities is an understudied field that needs to be thoroughly described in order to improve academic performance and the body of existing literature. The current research study aims to examine the six key determinants under three sub categories; individual (self-efficacy and online identity), social (instructor-student interaction and student-content interaction), and technological factors (perceived usefulness and perceived ease of use of ICT) on KSB among management undergraduates in Sri Lanka. Using a quantitative research approach, data were collected through survey strategy from 366 management undergraduates in Sri Lankan public universities in Western Province by applying simple random sampling. Linear regression analysis, performed with SPSS version 25, revealed that all examined determinants of individual, social, and technological sub-factors significantly affect students' willingness and ability to share knowledge on these SNSs platforms. The findings offer valuable insights for improving student-centered learning strategies in higher education, supporting an environment that promotes an active knowledge-sharing culture, and contributing to the broader field of knowledge management by highlighting the importance of student knowledge sharing within academic institutions. The implications of this study are relevant to educators, university administration, and knowledge management practitioners seeking to foster more collaborative academic communities. The findings of the study will help in extending knowledge-sharing research to the underexplored context of management undergraduates on SNSs to foster the positive attitude of knowledge sharing culture in Sri Lanka.

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1. Introduction

Knowledge Sharing Behaviour (KSB) refers to an individual's actual engagement in exchanging, contributing, and communicating explicit and tacit knowledge with others to facilitate knowledge exchange and learning (Reychav and Weisberg, 2010). Knowledge Sharing Behaviour (KSB) is a strategic aspect of knowledge management (Fattah et al., 2020), a voluntary behaviour, and an independent behaviour (Jalili & Ghaleh, 2020) that improves knowledge, creativity, and engagement among participants in the knowledge-sharing process (Rasheed et al., 2020). KSB is described as a set of activities that enable individuals and institutions to promote and capture the process of creating and disseminating new knowledge to accomplish individual and organisational goals (Eletter et al., 2020). KSB play vital role among university undergraduates such as empower student-centered learning in HEIs by introducing SNS (WhatsApp and LinkedIn) as effective learning platforms to share updated knowledge that cannot gained through class room, emphasizing the idea that the concept of KSB is a must to improve the personal (Individual and Social), academic, and professional background of an undergraduate, nurturing relevant competencies within undergraduates to develop future career. Further, empirical findings revealed that KSB impacted individual, team, and organisational factors by facilitating learning, creativity, and innovation (Ahmad & Karim, 2019).

In the current study, KSB refers to the actions through which individuals and organisations create, distribute, and use information to achieve personal and collective goals. Among undergraduates, KSB involves exchanging knowledge related to research, projects, assignments, lectures, and tests, often facilitated by social media platforms like LinkedIn and WhatsApp. This peer-to-peer, industry, and academic interaction is essential for student-centred learning, a key feature in higher education that helps students succeed in competitive academic settings. Student-centred learning is the core of HEIs (Fattah et al., 2020; Eletter et al., 2020; Rachmania & Mauludin, 2021). In that system, students engaged in KS activities with the academic staff, industry practitioners, or peer students in a formal or informal manner. Students are provided facilities for browsing information across the globe, conducting group discussions, and having peer interactions to share knowledge regarding assignments, projects, and lectures (Eletter et al., 2020). These practices are also common for management undergraduates, and KSB are a crucial requirement for management undergraduates to survive in a competitive academic environment. Management degree programs specifically emphasise KSB and collaborative networks to develop students capable of adapting to rapidly changing corporate environments (Koranteng et al., 2018). Research activities further support these goals by connecting students with experts, thereby enhancing problem-solving and social skills (Moghavvemi et al., 2017). Although social media promotes knowledge collaboration, prior research has not thoroughly explored which types of online interactions best support KSB or how individual online identities influence knowledge sharing in various contexts. Hence, existing studies on enablers of KSB in the SNS of management undergraduates in public universities in Sri Lanka are an underexplored arena and should be substantially explained, thereby enhancing both academic performance and the existing body of literature.

1.1. Research Problem

Knowledge Management (KM) is a highly fragmented and heterogeneous scholarly field, as is KSB, which depends on the characteristics of individuals and institutions and is voluntary and discretionary in nature (Quarchioni et al., 2020). To that end, scholars emphasise the difficulty

of recognising the enablers and consequences of KSB. Hence, KSB remains a growing research area in which further empirical research can be conducted (Al-Kurd et al., 2018; Nguyen, 2020). Next, the study highlights the empirical and contextual gaps in the existing KS literature in this growing research area. Previous studies specified individual factors (Al-Kurd et al., 2018; Nguyen, 2020), group factors (Lin & Hung, 2020), social factors (Nguyen, 2020), technological factors (Al-Kurd et al., 2018; Nguyen, 2020), and organisational factors (Al-Kurd et al., 2018; Nguyen, 2020) as antecedents for KSB.

According to the evidence from past literature, it was revealed the following factors are considered antecedents of KSB on social media platforms. Namely, students' attitude, students' subjective norms students' knowledge sharing intentions (Fattah et al., 2020; Gamage & Henegedara, 2018), perceived instructor support of knowledge sharing, perceived ICT support of knowledge sharing, perceived ability to share knowledge (Eletter et al., 2020), task interdependency, trust, friendship, awareness of expertise (Han et al., 2020), reputation, virtual communication (Hosen et al., 2021), shared language, shared vision (Koranteng et al., 2018), perceived team members' valuable contributions, team trust (Lin & Hung, 2020), perceived reciprocal benefit, perceived enjoyment, outcome expectation (Moghavvemi et al., 2017), personality of students (Nishanthi & Munasinghe, 2020; Pour & Taheri, 2019), use of social media (Rasheed et al., 2020), social interaction ties, trust, shared vision (Razzaque, 2020), perceived behavioural control (Gamage & Henegedara, 2018;). However, Nguyen (2020) introduced the ISTO (individual, social, technological, and organisational factors) model to empirically investigate the motivators of online KSB in a single study.

Further, if SNS are considered as academic medium of improving performance of students in universities, knowledge creation self-efficacy (Phung et al., 2019; Safdar et al., 2020; Singh et al., 2018), personal online identity (Kim et al., 2019), instructor-students interaction and student-content interaction (Hamdan et al., 2021), perceived usefulness of ICT (Eletter et al., 2020; Nguyen, 2020; Nguyen et al., 2019), and perceived ease of use of ICT (Nguyen, 2020), are further suggested by respective researchers in their studies to theoretically and empirically explained in various context in future studies to strength their findings and therefore, are identified by the researcher as prominent determinants to empirically explained the antecedents for KSB of undergraduate.

The next research gap is the contextual gap in existing empirical KSB studies. Recently, except for a few KSB research studies at the undergraduate level in HEIs, knowledge of KSB has been mainly limited to the manufacturing and service industries, especially among employees involved in research and innovation projects. The literature review for this study provides evidence that most studies on KS used samples from manufacturing and service-based firms (Bhatti et al., 2020; Swanson et al., 2020). Although existing studies examined undergraduates' KSB at HEIs, only a limited number examined undergraduates' social media KSB, and they focused on using online tools to improve undergraduates' learning behaviour (Moghavvemi et al., 2017). There are few empirical studies on KSB in SNS among undergraduates in HEIs in Sri Lanka (Nishanthi & Munasinghe, 2020; Gamage and Henadeera, 2018). Further, these results confirmed the suggestion of previous studies that KSB of HEIs is limitedly studied compared to the studies on KSB in an organisational setting, although investigating KSB of HEIs is important as HEIs exist to create and disseminate knowledge in a country (Al-Kurd et al., 2018; Chung & Anh, 2022). Hence, this study aims to bridge that gap by examining the determinants of KSB. The research problem of the current study: "To what extent do individual (knowledge-creating self-efficacy, personal online identity), social (instructor-student and student-content interaction), and technological factors

(perceptions of the usefulness and ease of use of ICT) influence knowledge sharing behaviour among management undergraduates via social networking? The researchers have developed the following research objectives to achieve the aim of the current study;

1. To determine whether knowledge-creating self-efficacy influences the KSB of management undergraduates in the SNS in public universities in Sri Lanka
2. To determine whether personal online identity influences the KSB of management undergraduates in the SNS in public universities in Sri Lanka.
3. To determine whether instructor-student interaction influences the KSB of management undergraduates in the SNS in public universities in Sri Lanka.
4. To determine whether student-content interaction influences the KSB of management undergraduates in the SNS in public universities in Sri Lanka.
5. To determine whether the perceived usefulness of information and communication technology influences the KSB of management undergraduates in the SNS in public universities in Sri Lanka.
6. To determine whether the perceived ease of use of information and communication technology influences the KSB of management undergraduates in the SNS public universities in Sri Lanka.

2. Literature Review

2.1. Global View on Knowledge Sharing Behaviour

KSB is defined as sharing information, expertise, or abilities with people, friends, and organizations (Rasheed et al., 2020). Hosen et al. (2021) elaborate that KSB is a process of obtaining and sharing ideas, information, and experience among individuals to enhance value. Further, KSB refers to the exchange of information and experience on tasks and collaboration to solve problems, develop ideas, and execute procedures (Moghavvemi et al., 2017). KSB is the willingness of an individual to exchange their knowledge and experience with other individuals who belong to the social network (Koranteng et al., 2018).

2.2. Empirical Literature Review on Selected Constructs

Knowledge Sharing Behaviour (KSB) refers to individuals' willingness to exchange knowledge within social networks (Nguyen, 2020). Knowledge-Creation Self-Efficacy (KCSE) reflects students' poise in their capability to generate and share knowledge, which positively impacts KSB (Kim et al., 2019). Those with higher self-efficacy engage more actively in sharing. Personal Online Identity (POI) and strong social connections motivate students to share knowledge on social media to maintain reputation and support communal learning (Hosen et al., 2021). Instructor-Student Interaction (ISI)—such as feedback and guidance—enhances knowledge sharing by fostering social constructivist learning, where interaction drives productive knowledge building (Eletter et al., 2020). Student-Content Interaction (SCI) encourages engagement with study materials, which supports knowledge contribution, particularly via social networking sites (Hamdan et al., 2021). Perceived Usefulness and Ease of Use of ICT (PUICT and PEOU ICT) influence KSB by increasing students' motivation to share knowledge; easy-to-use ICT tools facilitate higher participation (Eletter et al., 2020; Nguyen, 2020). Social networking sites like WhatsApp and LinkedIn foster collaboration through interactive features, supporting active learning and professional networking (Hosen et al., 2021; Eletter et al., 2020). Based on the researchers' knowledge, no study has investigated the extent to which these factors combine to predict the KSB.

2.3. Theoretical Literature Review

Two main theoretical frameworks included are the ISTO (Individual, Social, Technological and Organizational) model and Technology Acceptance Theory. These underpin the study's focus

on individual variables (KCSE, POI), social variables (ISI, SCT), and technological variables (PEICT and PUOICT) and explain their relationship with KSB.

The ISTO model (Nguyen, 2020) was applied as a four-dimensional framework to explain online KSB. It classifies knowledge-sharing motivators into individual, social, technological and organizational aspects and incorporates insights from the theory of planned behaviour and the Technology Acceptance Model. Even so, the initial ISTO model included four dimensions, but the current study used only three dimensions, such as individual, social and technological aspects and excluded the organizational aspect. Because the current study focuses on management undergraduates at public universities rather than organizational employees, organizational-level determinants such as management support, rewards, organizational commitment, and leadership are outside the respondents' immediate behavioral environment and are therefore excluded. Rather, the study focuses on the individual, social and technological factors. Researchers strongly argue that individual, social and technological factors and their dimensions directly influence students' KSB.

In addition, as per the results of the contextual analysis, there are few empirical studies on KSB in SNS among undergraduates in HEIs in Sri Lanka. Nishanthi and Munasinghe (2020) examined the Impact of Personality Traits on Online Knowledge Sharing Behaviour in social media among University Undergraduates. Further, Gamage and Henegeedara (2018) studied how attitudes, subjective norms, perceived behavioral control and personality of students impact on KS intention and KSB.

2.4. Relationship between Knowledge Sharing Behaviour and Other Selected Variables

Knowledge-Creation Self-Efficacy: The sense of self-efficacy motivates individuals to participate in an effective KSB activity, as they are confident in their knowledge and its usefulness for other people, even within an unknown context (Kim et al., 2019; Safdar et al., 2020). **Personal Online Identity:** If an individual has an online identity and a large social network, highly encouraged to share their knowledge with other persons in the social group to keep their reputation and improve learning (Kim et al., 2019; Koranteng et al., 2018). **Instructor-Student Interaction:** The Social Constructivism Theory emphasize that the learning process develops productive knowledge between and within the participants only when social interaction is present. The interaction between learners and the instructor in the form of evaluation, feedback, and guidance or support inspires knowledge sharing (Eletter et al., 2020). **Student-Content Interaction:** Student-content interaction paves the way to build productive KSB within the students as they hold relevant competencies to interact with others in SNS, especially in WhatsApp and Facebook, by activating accumulated knowledge and experience in a particular field (Kuo et al., 2014; Hamdan et al., 2021). **Perceived Usefulness of ICT:** If an individual has a positive belief about the usefulness of information technology to achieve better outcomes, they are more motivated to share knowledge than a person who does not have that belief (Eletter et al., 2020; Nguyen et al., 2019). **Perceived Ease of Use of ICT:** If an individual is capable enough to handle technological tools will interact more in knowledge-sharing activities compared to those who lack competence in handling technology (Nguyen, 2020). In light of the above empirical and theoretical literature, hypotheses link these factors positively with KSB among management undergraduates on SNS platforms.

H1: Knowledge-Creating Self-Efficacy is positively related to the KSB of undergraduates on SNS.

H2: Personal Online Identity is positively related to the KSB of undergraduates on SNS.

H3: Instructor-Student Interaction is positively related to the KSB of undergraduates on SNS.

H4: Student-Content Interaction is positively related to the KSB of undergraduates on SNS.

H5: Perceived Usefulness of Information and Communication Technology is positively related to KSB of undergraduates in SNS.

H6: Perceived Ease of Use of Information and Communication Technology is positively related to the KSB of undergraduates in SNS.

2.5. Research Model

The combined influence of the six variables of knowledge-creating self-efficacy (KCSE), personal online identity (POI), instructor-student (ISI) and student-content interaction (SCI), perception of the usefulness ICT (PUICT) and ease of use ICT (PEOUICT) refers to simultaneous effect on knowledge sharing behaviour among management undergraduates via social networking sites in Sri Lanka. The following figure indicates the proposed model for the research study.

2.5.1. Conceptual framework of the study

The researchers have developed the above conceptual framework for the study based on the existing empirical literature review and theoretical literature review.

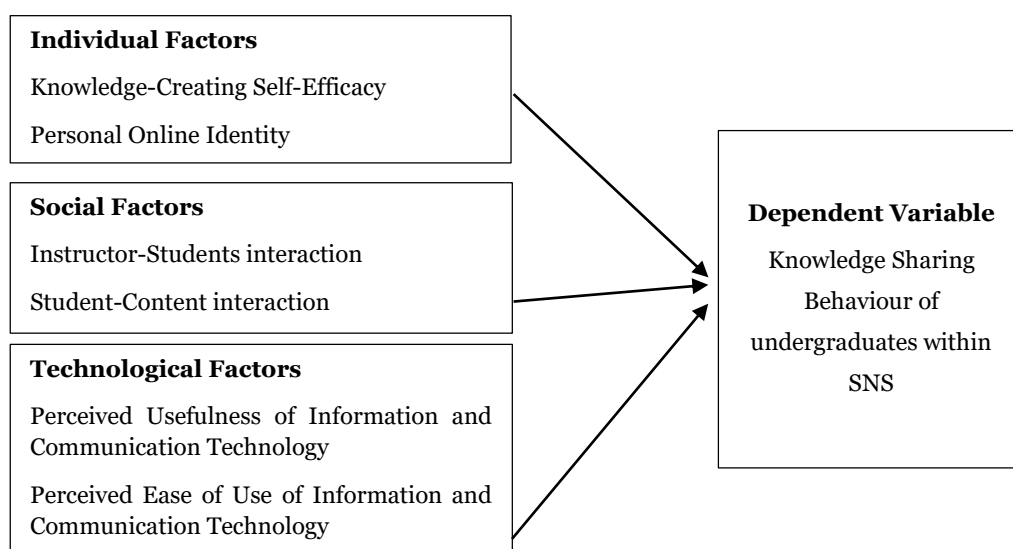


Figure 01: Conceptual Framework of the Study

3. Methodology

This study adopts a positivist research philosophy, a perspective often highlighted in the literature. The positivist paradigm typically aligns with quantitative research (Saunders et al., 2019). Since this approach is consistent with the positivist paradigm, the researcher chose to use a deductive approach for the study. The research is explanatory, with a causal design. According to this study, KSB of the management undergraduates at a public university in Sri Lanka are affected by several factors, including KCSE, POI, ISI, SCI, PUICT and PEOUICT.

The population of the study is 7711 management undergraduates in public universities in western province in Sri Lanka, and the researchers chose 366 undergraduates as the sample

for the study through the simple random sampling technique. The study ensures that the sample represents the target population, and the unit of analysis is students at the Higher Education Institutions (HEIs) in Sri Lanka. To validate a set of hypotheses, the study used quantitative data collected through a survey method with a structured questionnaire, by employed quantitative approach. The study adopted validated and pre-established instruments to measure the concepts in the conceptual framework. The study used a knowledge-sharing behaviour measuring scale with 04 items developed by Davenport and Prusak (1998) and revised by Chen et al. (2009) and Kim et al. (2019). Knowledge creation self-efficacy was measured using scales with 04 items developed by Kankanhalli et al. (2005) and revised by Chen et al. (2009) and Kim et al. (2019). The researcher selected an instrument to measure personal online identity with 11 items developed by Lee and Jeong (2012) and revised by Kim et al. (2011) and Kim et al. (2019) in this study. The study measured instructor-student interaction and student-content interaction using a scale 16 items developed by Kuo et al. (2014) and edited by Hamdan et al. (2021). The instruments to measure perceived usefulness of ICT (04items) and perceived ease of use of ICT (04items) were used from the scales developed by Davis et al. (1989) and Almulla (2022) for this study. Data were gathered all at once between September and October 2023. Therefore, the study had a single cross-sectional timeframe.

Three steps were taken in the analysis. Initially, the dependability of the questionnaire was measured using reliability analysis. To confirm that a collection of observed variables had a factor structure, confirmatory factor analysis was used (Saunders et al., 2019). The second phase was using cross-tabulations in accordance with descriptive statistical measures, such as means, frequencies, and contingency tables, to determine the relationship between selected variables. The next phase involved utilizing SPSS version 25.0 to investigate the associations between variables through correlation and regression analysis

4. Data Analysis and Findings

4.1. Descriptive Data Analysis

The study analysed descriptive statistics using SPSS version 25 software. The data for KSB and other variables (KCSE, POI, ISI, SCI, PUICT and PEOUICT) range from strongly disagree to strongly agree, with mean values of 4.00 and 3.00, respectively. The standard deviation for all the independent and dependent variables ranged from 0.88 to 1.31, which is closely related to the 0 value. This means the data are tightly clustered around the mean value and support inference about the population of the study.

The proposed model presented in Figure I was tested using correlation and regression analysis through SPSS version 25.0. Confirmatory factor analysis (CFA) was applied to all scales to determine the factor structure of the data set. KMO and Bartlett's test were conducted to determine the validity of the questionnaire, and the KMO value of the current study was greater than 0.5 for each variable. A reliability test was conducted to measure the internal reliability of all variables, and the result revealed that Cronbach's alpha was above 0.7 for each variable. The normality test is used to assess whether the dataset follows a normal distribution. According to the Shapiro-Wilk analysis of the study, it cannot reject the null hypothesis, indicating that the data is normally distributed. As the *p*-value for all variables is greater than 0.05, and that is not enough to conclude that the data significantly depart from the normal distribution.

4.2. Multiple Correlation Analysis

SCI ($r = .810, p = 0.00$), ISI ($r = .812, p = 0.00$), PUICT ($r = .770, p = 0.00$), PEOUICT ($r = .774, p = 0.00$), KCSE ($r = .930, p = 0.00$), and POI ($r = .347, p = 0.00$) were among the six factors

that were the subject of the correlation analysis on KSB. At the 0.01 significance level, the correlation analysis's findings between each independent and dependent variable of KSB are noteworthy.

4.3. Multivariate Analysis

The result of the multivariate analysis was presented in Table 01.

Table 01: Regression Analysis

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.934 ^a	.872	.869	.47375	1.815

a. Predictors: (Constant), KCSE, POI, ISI, SCI, PUICT, PEOUICT

b. Dependent Variable: KSB

Source: Survey on KSB of management undergraduates in SNS in Western Province Universities, Sri Lanka, (2023).

The multivariate analysis evaluated the simultaneous effect of the independent variables on the KSB of management undergraduates. The results of the model summary (Table 01) explain R (Pearson correlation coefficient value is 0.934, or 93.4 per cent), which describes the strength and direction of the impact of the independent variables on the dependent variable, KSB. Hence, an R-value of 93.4 per cent proved that there is a strong and positive influence of the independent variables (KCSE, POI, ISI, SCI, PUICT, and PEOUICT) jointly on the dependent variable of KSB. The R-square value is 0.872 in the analysis. The R-square value proved that 87.2 per cent of the variance in KSB is explained by the KCSE, POI, ISI, SCI, PUICT, and PEOUICT jointly. Therefore, it is concluded that the model has good explanatory power to predict the factors affecting KSB.

4.4. The Regression Coefficient Analysis

Knowledge-creation self-efficacy was the strongest predictor ($\beta = 0.957, p=0.000$) of KSB, emphasizing the need for faculties to foster students' confidence in creating knowledge. Personal online identity ($\beta = 0.322, p=0.022$) also impacted sharing behaviour, suggesting that students' online personas affect their willingness to share knowledge. Instructor-student interaction ($\beta = 0.762, p=0.008$) significantly encouraged knowledge sharing, highlighting the role of effective engagement and instructor support on social media platforms. Student-content interaction ($\beta = 0.812, p=0.000$) further influenced this behaviour by enhancing engagement with study materials, promoting collaborative learning. Additionally, perceived usefulness of ICT ($\beta = 0.641, p=0.003$) was a significant factor shaping students' intention to share knowledge, indicating the importance of demonstrating ICT's benefits. Finally, perceived ease of use of ICT also influenced ($\beta = 0.576, p=0.034$) sharing, reinforcing the idea that accessible technology motivates knowledge exchange. These findings align with prior research, KCSE (Kim et al., 2019), POI (Hosen et al., 2021), ISI (Eletter et al., 2020), SCI (Hamdan et al., 2021), PUICT, and PEOUICT (Eletter et al., 2020; Nguyen, 2020), underscoring the critical roles of knowledge creation self-efficacy, personal online identity, student content interaction, instructors' student interaction, and ICT perceptions in encouraging knowledge sharing among undergraduates on social media platforms.

Table 02: Result of Regression Coefficient Analysis

		Coefficients			T	Sig
Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.995	.495		2.011	.045
	KCSE	.957	.025	.933	38.765	.000
	POI	.322	.062	.215	3.357	.022
	ISI	.762	.098	.680	9.666	.008
	SCI	.812	.103	.798	9.002	.000
	PUICT	.641	.084	.598	8.684	.003
	PEOUICT	.576	.087	.552	8.871	.034

Dependent variable: KSB

Source: Survey on KSB of management undergraduates in WhatsApp and LinkedIn in Western Province Universities, Sri Lanka, (2023)

5. Discussion and Conclusion

5.1. Discussion of the Study

According to the results of the regression analysis, the knowledge-creation self-efficacy ($\beta = 0.957$) was found to have an impact on the knowledge-sharing behaviour of management undergraduates in Sri Lanka as the most critical predictor. The management faculties in Sri Lanka may be concerned about knowledge-creation self-efficacy when they encourage knowledge-sharing behaviour on the WhatsApp and LinkedIn platforms. The following conclusions are supported by current study findings: self-efficacy positively and significantly impacts knowledge sharing in various contexts (Nguyen, 2020; Phung et al., 2019; Safdar et al., 2020) and knowledge-creation self-efficacy positively and significantly impacts knowledge sharing behaviour in the Facebook community (Kim et al., 2019).

Through regression analysis, the personal online identity ($\beta = 0.322$) was found to have an impact on the knowledge-sharing behaviour of management undergraduates in Sri Lanka. The management faculties in Sri Lanka may be concerned about the personal online identity of the students when they encourage knowledge-sharing behaviour on the WhatsApp and LinkedIn platforms. The following conclusions are supported by current study findings: personal online identity positively and significantly impacts knowledge-sharing behaviour in the Facebook community (Kim et al., 2019). Researchers found that the knowledge-sharing behaviour of management undergraduates on WhatsApp and LinkedIn platforms was influenced by instructor-student interaction ($\beta = 0.762$) through regression output. One reason for the concern expressed by management undergraduates in Sri Lanka could be the effective interaction that occurs between instructors and students via social media platforms in terms of sharing information. The results of the recent study support the following conclusions: the knowledge sharing behaviour of students was influenced by their perceived instructor support of knowledge sharing, as shown by Eletter et al. (2020).

Based on regression analysis, researchers found that the knowledge sharing behaviour of management undergraduates on WhatsApp and LinkedIn platforms was influenced by the student-content interaction ($\beta = 0.812$). One reason for the concern expressed by management undergraduates in Sri Lanka could be the effective interaction between students and content when referring to study material via social media platforms for sharing information. The findings of the current study are aligned with the findings of the research study of (Hamdan et al., 2021).

In the regression analysis, two predictors of knowledge sharing behaviour among management undergraduates in the Western Province of Sri Lanka were the perceived usefulness of ICT ($\beta = 0.641$) and the perceived ease of use of ICT ($\beta = 0.576$) in this particular study. Perhaps as a result of embracing knowledge-sharing behaviour, the management faculties in Sri Lanka are concerned about the perception of the usefulness of ICT and the perception of the ease of use of ICT for undergraduates. The following conclusions from current research are supported by researchers Eletter et al. (2020) and Nguyen et al. (2019) found that the knowledge-sharing behaviour of management undergraduates on WhatsApp and LinkedIn sites was significantly influenced by the perceived usefulness of ICT and perceived ease of use of ICT.

Overall, the results show that individual (KCSE, POI), social (ISI, SCI), and technological (PUICT and PEOU ICT) factors strongly affect Sri Lankan management undergraduates' knowledge-sharing behaviour on social networking sites, which directly addresses the research problem. Knowledge-creation self-efficacy was the strongest predictor ($\beta = 0.957$) among the factors examined. It was followed by student-content interaction ($\beta = 0.812$), instructor-student interaction ($\beta = 0.762$), perceived usefulness of ICT ($\beta = 0.641$), perceived ease of use of ICT ($\beta = 0.576$), and personal online identity ($\beta = 0.322$). These results show that students' distinctive characteristics and abilities, their social connections with instructors and learning materials, and their opinions about ICT all influence how they share knowledge. Thus, the study demonstrates that increasing students' self-assurance in their ability to generate information, enhancing relevant learning interactions, and ensuring practical and user-friendly ICT environments can all lead to increased knowledge-sharing behaviour via social networking sites.

5.2. Conclusion of the Study

The purpose of the study is to empower knowledge-sharing behaviour among management undergraduates in SNS, with special reference to WhatsApp and LinkedIn. The individual factors (knowledge-creating self-efficacy and personal online identity), social factors (instructor-student interaction and student-content interaction), and technological factors (perceived usefulness of ICT and perceived ease of use of ICT) together form an influential framework for encouraging knowledge sharing behaviour of management undergraduates in the SNS and promote productive use of social media (WhatsApp and LinkedIn) for their higher studies and future career, which in turn empower the brand name of the university. The study also found that knowledge sharing behaviour and determinants (knowledge-creation self-efficacy, personal online identity, instructor-student interaction, student-content interaction, perceived usefulness of ICT, and perceived ease of use of ICT) were positively and statistically significantly correlated. Analysis of data showed that six hypotheses were accepted, and the selected key determinants are valid determinants of KSB of management undergraduates in the SNS. The study's findings indicated that all of its objectives had been met. By investigating the influence of individual, social, and technological characteristics and the KSB of management students in SNS, the study adds to the body of literature on knowledge management. By stressing the significance of social media use for enhancing the efficacy of student-centred learning in HEIs, this contribution addressed the dearth of empirical data from Sri Lankan undergraduates about the usage of SNS for their academic activities.

5.3. Implications and Future Directions of the Study

The study identifies crucial elements influencing undergraduates' knowledge-sharing behaviour on WhatsApp and LinkedIn. Students are inspired to share to establish a reputation and get feedback because they are confident in the knowledge they have acquired through a variety of learning activities. Participation on sites like LinkedIn for career prospects and professional growth is encouraged by one's online persona and sense of belonging to academic

networks. Social media interactions between students and instructors, as well as between students and content, improve learning and sharing. Frequent usage of these platforms promotes constructive sharing behaviour by enhancing critical thinking, creativity, and communication abilities. Innovative information exchange is further encouraged by user-friendly ICT elements, indicating that social media integration in the classroom can improve students' employment opportunities. The study developed a model identifying six key factors that influence Sri Lankan management undergraduates' knowledge sharing on WhatsApp and LinkedIn, using social and technological theories. Findings show these platforms improve academic performance and career opportunities. The research suggests integrating social media into education to encourage positive knowledge sharing and reduce graduate unemployment. Further research should investigate the benefits of undergraduates' knowledge-sharing behaviour on social media to improve academic performance in developing countries. It should also examine factors affecting KSB through longitudinal studies and use qualitative or quantitative methods to explore knowledge sharing across various disciplines, such as medical and engineering fields. Finally, future research might be conducted to identify what factors may influence instructor-student interaction and student-content interaction to empower the knowledge-sharing behaviour of undergraduates.

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