Shahid Kirti Multidisciplinary Journal (Vol.: 04, Jan, 2026)

Individual Factors and Social Media for Knowledge Sharing among Faculties of Community Colleges in Kathmandu

doi: https://doi.org/10.3126/skmj.v4i1.90290

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Abstract

Knowledge is a fundamental resource for both business enterprises and higher education institutions (HEIs). This study aims to identify the personal factors and social media influencing knowledge sharing among faculties of community college in Kathmandu. This study followed descriptive and causal comparative research design. Based on the social interaction theory, it found that that personal factors (knowledge self-efficacy, social trust and social interaction) and social media have significant impact on knowledge sharing among faculties in Kathmandu. The findings have both practical and theoretical implications. They can provide guidelines for educators and key personal who are leading community colleges. The results equally helpful in developing strategies and policies to promote knowledge sharing culture in community colleges.

Keywords: *knowledge sharing, social media, community college, Kathmandu*

Introduction

Knowledge is a fundamental resource for both business enterprises and higher education institutions (HEIs) (Javid et al., 2020). Educational institutions manage, incorporate, and disseminate knowledge among their faculty members. Teaching, research, consulting, and publishing are the usual responsibilities of faculties. Furthermore, as they produce information, more efficient knowledge-sharing techniques surely improve organizational performance and advance high-quality education (Jolaee et al., 2013). Academic staff members' knowledge is the repository of an institution's intellectual capital (Jolaee et al., 2013). In general, lack of knowledge sharing limits underutilization of resources and learning opportunities in colleges. As a result, it is important to consider knowledge sharing among faculties.

When people are confident in their knowledge, they are more willing to share it (Nursyirwan et al., 2023; Shehab et al., 2023). Nursyirwan et al. (2023) consider knowledge self-efficacy as a crucial factor of faculties to promote knowledge sharing. Another element that contributes for knowledge sharing is social interaction. According to Ghahtarani et al. (2020), social interactions are a representation of the power of relationships, time spent, and the order in

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which individuals communicate. Knowledge sharing depends on this kind of interaction. In a similar vein, their mutual trust encourages knowledge sharing. Trust is a collection of particular convictions that mostly concern the honesty, kindness, and competence of other participants. (Ghahtarani et al., 2020).

Social media is the digital platform to share knowledge. It is popular for work and social communication because it's fast and convenient (Zhang et al., 2023). Academic staff are knowledge producers. Usually, academic staff do consulting, teaching, research, and publishing (Jolaee et al., 2014). In addition, academic staff serve as knowledge disseminator for their students through their teaching (Jolaee et al., 2014). They are one of the major platforms for academicians and researchers to exchange published and in-progress research ideas (Bankar &Lihitkar, 2021).

In recent years, several kinds of social media platforms have emerged that are especially designed for the academic community (Asmi & Margam, 2018). They have have developed into a new kind of communication channel that unites people from all walks of life and locations (Asmi & Margam, 2018). Some of the most popular Academic social networking sites (ASNs) include Mendeley, Academic.edu, ResearchGate (RG), and Zotero (Hailu & Wu, 2021; Asmi & Margam, 2018; Al-Somali et al., 2020; Bankar &Lihitkar, 2021). These sites have a lot in common, including content collaboration, online document management, document libraries, search capabilities, notifications and their management, and other features that facilitate the sharing of knowledge and information among academic communities (Bankar & Lihitkar, 2021). Besides ASNs, social media like Facebook, YouTube, and WhatsApp are popular platform for sharing knowledge (Yaqub & Alsabban, 2023).

Higher education institutions are regarded as the knowledge society (Elkhder et al., 2022). They are responsible knowledge production, distribution, and application (Javaid et al., 2020; Alves & Pinheiro, 2022). Fullwood and Rowley (2017) claim that information sharing in higher education helps initiate better decision-making processes, which accelerates research and development, . They depend on their intellectual capital to function in a highly dynamic environment (Alves & Pinheiro, 2022). Therefore, it is essential to assist public institutions such as community colleges in developing strategies that consider the factors that impact the transfer of knowledge (Alves & Pinheiro, 2022).

Community colleges are playing vital role to provide higher education Nepal (KC et al., 2024). There are 545 community colleges in Nepal (UGC,2024). Faculty members of these colleges have recognized the importance of knowledge sharing. The number of journal articles and their participation in national and international conferences proof their interest in sharing knowledge.

There are numerous researches on personal factors as well as social media and knowledge sharing in different countries in different context. However, we can find similar research rarely in Nepalese context. Therefore, based on social interaction theory (Ghahtarani et ai., 2020), this study aspects to address this knowledge gap by examining how personal factors and social media impact on knowledge sharing among academic staff.

Knowledge Self-efficacy

Knowledge self-efficacy is concerned with people's beliefs in knowledge sharing abilities (Mustika et al., 2022), or how much they think they can share knowledge. When people think that their expertise and experience could increase output and productivity, their attitudes change (Bock et al., 2005). Therefore, if employees believe that sharing knowledge will increase organizational performance, they will be more likely to share and receive knowledge (Lin, 2007).

Unlike people with lower self-efficacy, those with higher self-efficacy are more likely to share their knowledge because they feel more confident in their abilities, (Okyere-Kwakye, 2011). Studies of Nguyen and Do (2021), Ananda et al. (2022) and Mustika et al. (2022) have shown that knowledge self-efficacy has a significant impact on knowledge sharing.

H1: Knowledge self-efficacy has significance influence on knowledge sharing.

Social Trust

Social trust is the belief and confidence people have in others in their social network and it is essential for sharing knowledge (Kodai & Alzobeer, 2023). People are more likely to participate in cooperative contacts and social trade when they have trust in others (Nguyen & Do, 2021). Building trust is the most effective and economical way to persuade people to share their knowledge (Ismail & Yusof, 2010). Trust is essential for establishing and maintaining trade relationships, which may lead to the sharing of outstanding expertise (Liang et al., 2008). Increasing interpersonal trust can facilitate more open knowledge sharing among employees (Nonaka and Tekeuchi, 1995; Mutahar et al., 2022).

Numerous studies have shown that trust has a significant impact on knowledge sharing (Cheng et al., 2009; Alam et al., 2009; Okyere-Kwakye et al., 2010; Ismail & Yusof, 2010; Bousari & Hassanzadeh, 2012; Jolaee et al., 2014; Areekkuzhiyil, 2016; Bibi & Ali, 2017; Ali et al., 2019; Davidavičienė et al., 2020; Nguyen & Do, 2021; Chung & Anh, 2022 ; Kodai & Alzobeer, 2023).

H2: Social trust has significance influence on knowledge sharing.

Social Interaction Interactions

We actually communicate knowledge without even being aware of it. Knowledge can be transferred through speaking or interacting with people (Alam et al., 2009). Increased communication between coworkers is essential for learning. According to Connelly and Kelloway (2003), communication between employers and employees fosters knowledge exchange by reducing status disparities. This suggests that more communication between younger and older scholars reduces status gaps and promotes information exchange. According to Jolaee et al. (2013), social interactions have a big influence on sharing knowledge.

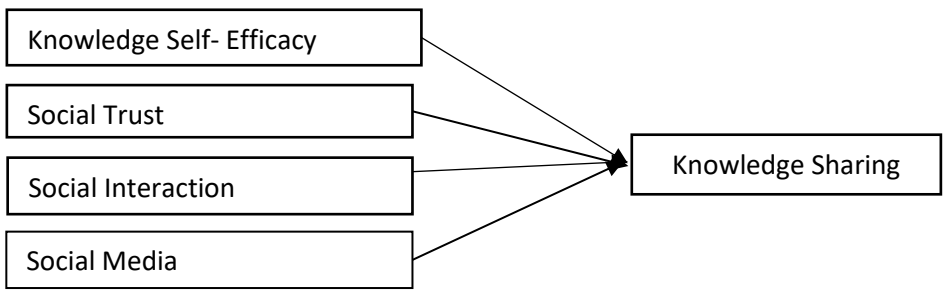
H3: Social interaction has significance on knowledge sharing.

Social Media

In addition to the benefits to individuals, universities are also benefiting from these sites since they offer faster communication services and enhance individual productivity, collaboration, efficiency, and knowledge acquisition (Asmi and Margam, 2018). Moreover, scholars and their institutions that are not yet well-known worldwide might gain even more from global collaboration than institutions with an established reputation (Hailu& Wu, 2021). Social media are complementing the traditional role of institutional repository in academic writing (Hailu & Wu, 2021). It also enhances creativity of people (Zhang et al., 2023). Previous studies have shown that social media has a significant impact on knowledge sharing (Chatterjee et al., 2020; Yaqub & Alsabban, 2023).

H4: Social media has significance influence on knowledge sharing.

Conceptual framework



Methods

This research followed descriptive and causal comparative research design was used. The target population of the study was faculties of community colleges in Kathmandu. So the

required sample size is 384(Adhikari, 2021). They were contacted through online or physically.

This study focused on primary data. This study applied questionnaire survey to collect data from the faculties of community colleges in Kathmandu. convenience sampling was employed in the study. It was economical as well as less time consuming. The researcher has used five point Likert scale anchored by "Strongly Disagree"='1' to Strongly Agree"='5' in structured questionnaires. Items for social trust, personal interaction and knowledge sharing were adopted from Ghahtarani et al. (2020). Items for knowledge self-efficacy were adopted from Nguyen & Do (2021) Similarly, items for social media were adopted from Chatterjee et al. (2020).

Once all the completed and usable questionnaires were collected, they were examined and displayed in an appropriate tabular format. Software such as the Statistical Package for the Social Sciences (SPSS) was used to process the data. Data analysis was done using both descriptive and inferential statistics.

Research Model

Based on the proposed research framework, the researcher has developed the following model.

$KS=ß+ß_1KS + ß_2T + ß_3PI + ß_4SM + e_i$

Where,

KS =Knowledge Sharing
KSE =Knowledge Self Efficacy
T =Trust
PI =Personal Interactions
SM= Social Media
ß = constant term
$ß_1$,$ß_2$, $ß_3$ and $ß_4$=beta coefficient
e_i= error term

Results

Demographic profile of Respondents

Demographic profile displays the general information of the respondents. The data used in this study came from 386 community college faculties in Kathmandu. They provided information about their age, gender, work experience, marital status, academic qualification and faculties.

Table 1:

Distribution of Respondent based on Age

Age	Frequency	Percent
31 to 45	223	58.07
Above 45	130	33.85
Below 30	31	8.07
Total	384	100.00

Source: Field Survey 2025

Table 1 shows the distribution of respondent based on age. Among 384 respondents, 58.7 % of respondents belong to 31 to 45 age group, 33.85 % of respondents belong to above 45 age group and 8.07% of respondents belong to below 30 age group.

Table 2:

Distribution of Respondent based on Gender

Gender	Frequency	Percent
Female	151	39.32
Male	233	60.68
Total	384	100.00

Source: Field Survey 2025

Table 2 shows the gender distribution of respondents. Among 384 respondents, 151 are female and 233 are male. It shows that there are more male faculties than female faculties in community colleges in Kathmandu. In terms of percentage there are 60.68 % male and 39.32 % female faculties.

Table 3:

Distribution of Respondent based on Teaching Experience

Teaching Experience	Frequency	Percent
Above 15 years	97	25.26
11 to 15 years	98	25.52
6 to 10 years	146	38.02
Below 5 years	43	11.20
Total	384	100.00

Source: Field Survey 2025

Table 3 highlights distribution of respondents based on work experience. Teaching experience of those respondents are diverse. Majority of respondent (38.02%) have work experience from 6 to 10 years. Similarly, 25.26%, 25.52% and 11.20% of them have above 15, 11to 15 and below 5 years of teaching experience respectively.

Table 4:

Distribution of Respondent based on Marital Status

Marital Status	Frequency	Percent
Married	342	89.06
Unmarried	37	9.64
Others	5	1.30
Total	384	100.00

Source: Field Survey 2025

Table 4 shows the marital status of respondents. Out of 384 respondents, 5 are single and 37 are unmarried. In terms of percentage there are 89.06 % married 9.64 are single and 1.30 % are others.

Table 5:

Distribution of Respondent based on Education

Highest Academic Degree	Frequency	Percent
Masters	305	79.43
M Phil and above	62	16.15
PhD	17	4.43
Total	384	100.00

Source: Field Survey 2025

Table 5 shows the distribution of respondent based on highest academic degree received. Out of 384 respondents, highest numbers of respondents have master degree with 79.43%. Similarly, 16.15% have completed M Phil. And 4.43% have completed PhD.

Table 6:

Distribution of Respondent based on Faculties

Faculties	Frequency	Percent
Education	63	16.41
Humanities	107	27.86
Management	183	47.66
Science	31	8.07
Total	384	100.00

Source: Field Survey 2025

Table 6 presents distribution of respondents based on faculty. Out of 384 respondents, 16.41% 27.86%, 47.66% and 8.07% from education, humanities, management and science respectively. Majority of respondents from the faculty of management.

Statistical Analysis

Table 7:

Reliability of Items

Variables	Code	Items	Cronbach's Alpha
Knowledge Self Efficacy	KSE	.745	5
Trust	T	.722	5
Personal Interaction	PI	.733	5
Social Media	PE	.800	5
Knowledge Sharing	KS	.854	5

Table 7 shows the reliabilities of each summated scale. Cronbach's Alpha helps to measure the reliability of questionnaire items. The Alpha(α) value of each summated scale is greater than 0.7. It means those scales are reliable for further studies.

Regression between Individual Factors, Social Media and Knowledge Sharing

Table 8:

Model Summary Individual Factors and Social Media

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615	.378	.371	.56386

. Predictors: (Constant), KSE, T, PI, SM

The table 8 shows that 37.8 % of the knowledge sharing is explained by individual factors and social media.

Table 9:

ANOVA of Individual Factors and Social Media

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	73.231	4	18.308	57.582	.000
	Residual	120.500	379	.318		
	Total	193.730	383			

Dependent Variable: KS

Predictors: (Constant), KSE, T, PI, SM

The table 9 shows that the model is significant at 1% level of significance as p-value(0.00) is less than level of significance(0.01). So, multiple linear regression model can be used to analyze the data.

Table 10:

Coefficients of Individual Factors and Social Media

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.299	.152		1.958	.051
	KSE	.217	.062	.221	3.478	.001
	T	.158	.045	.169	3.499	.001
	PI	.175	.058	.168	3.028	.003
	SM	.211	.070	.205	3.039	.003

a. Dependent Variable: KS

The table 10 showed that there was a significant and positive impact of personal factors (knowledge self-efficacy (β=0.217, p=0.001), trust (β=0.158, p=0.001), personal interaction (β=0.175 p=0.003), and social media (β=0.211, p=0.003) on knowledge sharing.

Hence, the estimated regression equation can be as:

Knowledge sharing=0.299 + 0.217knowledge self-efficacy + 0.158trust + 0.175personal interaction + 0.211social media

Discussion and Conclusion

The Results of the study shows that personal factors and social factor have significant impact on knowledge sharing behavior among faculties in Kathmandu. Concerning H1, the finding shows that there is a significant influence of knowledge self-efficacy on knowledge sharing behavior. It denotes faculty members' confidence in their capacity in sharing knowledge and benefitting the organization (Nursyirwan et al., 2023). This finding is consistent with previous studies (Nguyen & Do, 2021; Mustika et al., 2022; Nursyirwan et al., 2023). Regarding H2, the finding highlights that there is a significant influence of social trust on knowledge sharing behavior. When faculty members trust each other, they are more inclined to share knowledge. In This finding is consistent with previous studies (Nguyen & Do, 2021; Chung &Anh, 2022; Kodai & Alzobeer, 2023; Jain, 2023; Shehab et al., 2023). Concerning H3, the finding shows that there is a significant influence of personal interaction on knowledge sharing behavior. With more friends and networks, academic staff are more likely to grow their understanding and chance to share knowledge (Gebreyohans et al., 2023). This finding is in line with previous studies (Jolaee et al., 2013). Regarding H4, the finding highlights that there is a significant influence of social media on knowledge sharing behavior. Social media is also helping faculty members to develop their academic identities. This finding is similar to previous study (Yaqub & Alsabban, 2023).

Colleges are knowledge-based institutions where knowledge is created and shared (Gebremedhin et al., 2023). Faculties share knowledge for personal and professional growth. This study provides empirical insights to promote and support knowledge sharing among faculties of community college based on social media. It helps them to be competitive and innovative.

Implications

It has both practical and theoretical implications. By demonstrating the relationship between the independent and dependent variables, this study adds to the body of literature in terms of social interaction theory. The results are equally helpful in developing strategies and policies to promote knowledge sharing among community college faculty. Persons who are leading

community colleges should identify the individual characteristics that encourage knowledge sharing in their colleges. They can introduce the right techniques to foster knowledge sharing culture in their respective colleges. However, the study does have some limitations as it is limited to community colleges of Kathmandu. Future researchers can expand the study by including respondents from other cities of Nepal with mediating or moderating variable like organizational support.

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