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Enhancing Academic Performance Through Social Media-Driven Knowledge Sharing in Malaysian HEIs

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ABSTRACT

In the sociocultural dimension of the borderless age of technology, individuals are jumping on the bandwagon, where associations in modern society transpire through social media. Social media platforms offer communication, interaction and knowledge sharing as well as diverse other advantages that contribute to their influence on users, especially students. Research on the effectiveness of social media as an information-sharing tool has still not been widely adopted. Therefore, this study explores how social media contributes to students' perceptions of academic performance in public higher education institutions (HEIs) in Malaysia. This study received 411 responses from students in 20 public higher education institutions in Malaysia. This study uses partial least squares structural equation modelling (PLS-SEM). Fornell & Larcker criteria and heterotrait-monotrait correlation ratio (HTMT) were used to assess discriminant validity. This study revealed that social interaction ties and identification significantly affect knowledge sharing, and knowledge sharing in turn positively affects perceived academic performance. Thus, this supports the idea that knowledge sharing can improve academic performance. This research provides essential insight into enhancing academic learning in Malaysia by fostering positive relationship factors and encouraging knowledge sharing behaviours. Furthermore, provides a valuable perspective on how student relationships and knowledge sharing practices can improve educational outcomes in Malaysia.

Keywords: *Social media, Knowledge sharing, Academic performance, Higher education*

1.0 INTRODUCTION

The prevalence of social media platforms has expanded significantly in recent years (Tkáčová et al., 2021). This growth is reflected in the increasing number of users and their increasingly diverse functions, catering to personal, educational and professional needs (Sun et al., 2021). In learning and education, these networks enable interaction and communication (Muftah et al., 2023). This is one of the factors that enables students in public higher education institutions to integrate social media into their daily academic routines (Ashraf et al., 2021). Sharing academic materials, such as lecture notes, study guides, and problem-solving strategies, among HEI students can occur via social media platforms (Ansari et al., 2020). Furthermore, it facilitates a personalised learning experience tailored to individual pace and style while enabling seamless remote collaboration between students, teachers and peers (Saini et al., 2023). Despite its benefits, students have become increasingly reliant on social media as an additional educational tool, with both positive and negative aspects (Mae et al., 2023). Although social media offers scholarly applications and forums for sharing, collaborating, and communicating, its misuse for entertainment purposes can potentially undermine its educational value function (Sivakumar et al., 2023). Although social media has been widely studied in education, further research is needed to understand how it influences knowledge sharing (Zhao et al., 2020), as this area remains limited, especially in higher education institutions (Ravikumar et al., 2022).

Empirical studies on the process of knowledge sharing in social networks and the role of social capital are also limited (Han et al., 2022). To address this gap, this study uses social capital theory to investigate knowledge sharing. Additionally, previous studies on the relationship between knowledge sharing and academic performance have yielded mixed results, with some reporting positive effects and others adverse or negligible effects (Rasto et al., 2021), indicating that additional research is still needed (Bedua et al., 2021). This highlights the need to examine how social media knowledge sharing and acquisition affect students perceived academic performance in Malaysian public universities. Even though social media engagement among students across various contexts has been extensively studied (Greenhow & Chapman, 2020). Collectively, these gaps indicate that it remains unclear how social capital influences knowledge sharing and, in turn, student academic performance in Malaysian public higher education institutions. To fill the gap in the educational context, this study investigates how social media knowledge-sharing practices, viewed through the lens of social capital, influence students' knowledge-sharing behaviours and their academic performance in higher education institutions (HEIs) to expand existing views on the importance and potential of these platforms to enhance further the effectiveness of collaborative learning and academic performance for students.

2.0 LITERATURE REVIEW

2.1 KNOWLEDGE SHARING THROUGH SOCIAL MEDIA

Social media is a dynamic digital platform that offers a variety of useful features that significantly impact the motivation and engagement of adolescents, including students (Buzeta et al., 2020). The availability and accessibility of these media have facilitated deeper and more efficient approaches to knowledge sharing, encouraging students to connect and scale in new paradigms on a larger scale. The efficiency of social media as a preferred application for conversation and networking transcends geographical boundaries(Huang, 2024). TikTok is an increasingly popular platform among students and educators (Liu et al., 2023). Facebook is the most widely used social media network and is anticipated to have 3.049 billion active users monthly (Labudová et al., 2024). Meanwhile, YouTube has emerged as Generation Z's most popular digital platform (Pllana et al., 2022). The proliferation and usability of media platforms have transformed the dissemination of knowledge in society, especially among HEI students, with effective

social suggestion methods to disseminate information widely and deeply, creating knowledge-sharing networks that can be blended into the global community.

2.2 DIMENSIONS OF SOCIAL CAPITAL IN KNOWLEDGE SHARING

Social capital is usually conceptualised through three interrelated dimensions: relational, structural, and cognitive (Baycan & Öner, 2022). Ferlander and Mäkinen (2025) explain that the relational dimension refers to relationships between individuals characterised by trust, reciprocity, and identification, while the structural dimension refers to the overall social interaction and relationship patterns. The cognitive dimension contains shared resources such as language and common visions that refer to unified representation, interpretation, and meaning approaches. Social capital theory has been used to explain how knowledge-sharing processes are widely facilitated by the social capital embedded within social media (Ton et al., 2023). These dimensions collectively improve knowledge-sharing behaviours, notably in virtual communities. Sidhu et al. (2023a) stated that in a digital and collaborative environment, the vital part of social capital in fostering practical knowledge-sharing approaches should be emphasised to highlight its close relationship with knowledge exchange.

2.2.1 Relational Dimension

Trust is essential to human life and is tied to behaviour and action (Rizi et al., 2023). Trust is the belief or expectation that another person will act ethically, competently, honestly, and openly, indicating kindness and reliability (Kmieciak, 2021) . Trust completely influences knowledge sharing, with feelings and beliefs about sharing mediating this relationship. This emphasises trust in shaping and facilitating beneficial information sharing on social media platforms (Lu et al., 2021). However, the distinction between trust and distrust remains unclear, which could be key to reconciling different perspectives on knowledge transfer (Wuryaningrat et al., 2024). Mutahar et al. (2022) states trust is crucial for sharing knowledge, as adequate and purposeful information is essential to achieving academic excellence that serves as the foundation for higher education institutions. However, limited time and effort to build trust may create structural barriers that undermine trust, and inconsistent access to reliable academic knowledge that is difficult to obtain may undermine students' confidence in the credibility of shared information, leading to knowledge sharing being less dependent on deep interpersonal trust (Law & Le, 2023).

Reciprocity norms are widely recognised social rules that state that people who offer resources, such as knowledge, to others can expect to receive something in return from that individual later (Wu et al., 2023). Prior studies on knowledge sharing have also proved the expected effects of reciprocity on knowledge sharing (Yepes & López, 2023). However, higher education institution students use social media to access academic materials and updates, rather than to engage with others, because some social media platforms use one-way settings that do not require reciprocity as a motivator for online knowledge sharing (Kim et al., 2024). Identification represents a person's sense of well-being and attachment towards a group (Koranteng et al., 2019). According to Koranteng (2019) when students in a social network feel a sense of belonging, they are more motivated to spread their knowledge to others. This relationship is affected by social identification and the quality of knowledge sharing (Kim et al., 2020). However, social media-based identification and knowledge sharing may reflect weak online group ties due to insufficient time or opportunities to create meaningful relationships, reducing the influence of identification on knowledge-sharing behaviour in this higher education context reducing the influence of identification on knowledge-sharing behaviour in this higher education context (Donelan & Kear, 2023). Thus, the following hypotheses are proposed:

H1: Trust positively influences knowledge sharing in social media.

H2: Reciprocity positively influences knowledge sharing in social media.

H3: Identification positively influences knowledge sharing in social media.

2.2.2 Cognitive Dimension

Constructs in this dimension are shared vision and shared language. Shared vision refers to the unification of goals in facilitating the collection of resources in the academic community (Tsai & Ghoshal et al., 1998). Therefore, a common vision can create the importance of sharing and exchanging knowledge and information and identify opportunities for collaboration, especially among virtual community members. Similarly, Sivakumar (2023) supports shared vision and goals in facilitating the exchange of academic knowledge in virtual media. In addition, Sidhu (2023) claims that collective vision and shared knowledge can foster an environment that supports knowledge cognition. However, differences in individual goals and motivations arising from students' self-directed learning in Malaysian higher education institutions using social media reduce the impact of a shared vision on knowledge-sharing practices (Jin et al., 2023).

Shared language refers to common acronyms, subtleties, and underlying assumptions (Muliadi et al., 2022) with further increases, the ability to access and share knowledge, improve communication efficiency and foster participation in knowledge-sharing activities (Artanti et al., 2019). Razzaque (2019) it also highlights that shared language facilitates interaction, enables effective opinion exchange, and improves the overall quality of knowledge sharing. However, the lack of significance of shared language for knowledge sharing in Malaysian HEIs may reflect variations in communication styles and linguistic proficiency, as well as character constraints, instant messaging, and language diversity among students (Jebaselvi et al., 2023). With the growth of diverse teams and international collaborations, students often engage in knowledge-sharing activities in languages that are not their native tongues, which can limit clarity, insights, and relevant perspectives on linguistic diversity (Canestrino et al., 2022). Consequently, we suggest that:
H4: Shared vision positively influences knowledge sharing in social media.
H5: Shared language positively influences knowledge sharing in social media

2.2.3 Structural Dimension

Social interaction ties influence knowledge sharing by supporting relational resources within social networks (Nahapiet et al., 2009). Social interaction ties are the relationships individuals form through interactions with others, which form a social network that influences behaviour (Liang et al., 2024). Chow (2008) states that vital social connections continually encourage individuals to share knowledge online. As users build strong social ties, their participation in knowledge-sharing activities on platforms like social media proliferates (Chiu et al., 2006). The strength of social relations determines whether individuals voluntarily engage in social relationships (Hernández-Soto et al., 2024). Granovetter (1973) described social interaction ties as an interplay of time, intensity of feeling, and affection, while reciprocity characterises interpersonal relationships where the strength of these relationships influences the frequency and duration of interactions. However, group size, generational differences, and disciplinary diversity on social media can weaken interpersonal connections and reduce relationship strength, thereby limiting their impact on collaborative knowledge sharing in online academic environments (Hernández-Soto et al., 2025). Therefore, we propose that:
H6: Social interaction ties positively influence knowledge sharing in social media.

2.3 KNOWLEDGE SHARING AND PERCEIVED ACADEMIC PERFORMANCE

Knowledge sharing is an approach in which individuals share advice and task-related expertise to solve problems and create new knowledge (Yeboah, 2023). Social media platforms serve as practical tools to promote engagement and academic achievement. In addition, Sangwaan (2019) stated that its accessibility, flexibility and ability to provide knowledge across multiple devices further underline why students

increasingly rely on social media for information acquisition. Ease of access to various resources allows academic challenges to be solved and knowledge to be acquired (Feroz et al., 2022). However, the unstructured nature of friendly environment social media platforms increases the communicative workload, leading to frequent notifications that reduce students' overall focus and productivity, thereby limiting the extent to which knowledge shared online contributes to perceived academic benefits (Tang & Hew, 2022). Therefore, research on the impact of social media on student academics results should be studied more widely, despite its undeniable importance in the education sector (Shi, 2024). Therefore, we assume that:
H7: Knowledge sharing positively influences perceived academic performance

2.4 STRUCTURAL FRAMEWORK

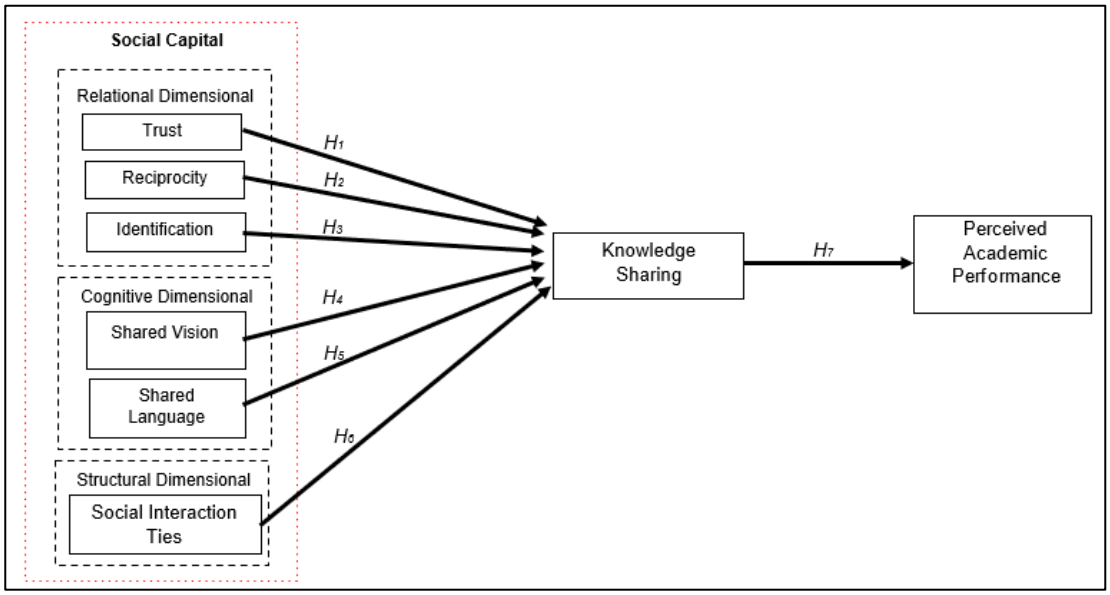

Figure 1: Structural Framework of The Study

Figure 1 presents the study's structural framework, displaying the hypothesised relationships among the constructs of social capital, knowledge sharing, and perceived academic performance. This framework serves as the basis for the empirical analysis based on Social Capital Theory. It is supported by previous empirical research that serves as the basis for the empirical investigation and guides the testing of the hypotheses presented in this study.

3.0 METHODOLOGY

This study used a self-administered questionnaire, derived from validated items from previous studies and tested using a 7-point Likert scale, to explore relationships among PHEI students in Malaysia. The study population comprises students currently enrolled at any public higher education institution in Malaysia. Thus, there are 20 public universities in Malaysia, but this study aimed to obtain an adequate sample across public higher education institutions in Malaysia, rather than proportional representation by each university. This study employed non-probability sampling methods, such as convenience and purposive sampling, to efficiently reach respondents while ensuring participants were relevant to the study. Data were collected through a structured questionnaire shared via social media platforms via Google Forms links, which are widely accessible in Malaysia. In this study, a questionnaire was developed by adapting items from validated literature: trust was measured with five items, identification was measured with three items, reciprocity was assessed using four items, social interaction ties were measured using four items and shared vision and shared language were measured with three items each, all adapted from the same source, Koranteng (2016). Knowledge sharing was assessed using five items adapted from Hosen et al. (2021). All

items were measured using a 7-point Likert scale from 1 (strongly agree) to 7 (strongly disagree) to obtain accurate responses and reduce response errors due to mid-point selection, thereby facilitating the exploration of relationships among students in public higher education institutions in Malaysia. A total of 411 responses were collected from students at 20 public universities in Malaysia, providing a diverse and representative sample. The respondents comprise 269 females and 142 males from all educational levels and across multiple fields of study, reflecting the diversity within institutions. shows the demographic data of the respondents.

Table 1: Demographic of Respondents

No.	Demographic	Frequency	Percentage (%)
1	**Gender**		
	Female	269	65.45
	Male	142	34.55
2	**Ethnicity**		
	Malay	341	82.97
	Chinese	40	9.73
	Sabah Native	13	3.16
	Indian	9	2.19
	Sarawak Native	7	1.70
	Indigenous People	1	0.24
3	**Educational level**		
	Certificate	5	1.22
	Degree	283	68.86
	Diploma	82	19.95
	Foundation	23	5.60
	Master	14	3.41
	PhD	4	0.97
4	**Year of study**		
	1st year	161	39.17
	2nd year	92	22.38
	3rd year	85	20.68
	4th year	65	15.82
	5th year	4	0.97
	6th year	4	0.97

4.0 RESULT AND DISCUSSION

As a measure, 31 items were tested for each variable, including Cronbach's alpha, composite reliability, and average variance extracted (AVE). Show the significance of Cronbach's alpha is ≥ 0.7, AVE is ≥ 0.5, and composite reliability is ≥ 0.7.

Table 2: Reliability and Validity

Construct	Cronbach's alpha	Composite reliability	AVE	References
Trust (TR)	0.859	0.898	0.641	

Reciprocity (RP)	0.767	0.896	0.811	Koranteng (2019)
Identification (ID)	0.926	0.947	0.818	
Shared vision (SV)	0.864	0.936	0.881	
Shared language (SL)	0.82	0.893	0.735	
Social interaction ties (SIT)	0.858	0.904	0.701	
Knowledge sharing (KS)	0.844	0.889	0.619	Hosen (2021)
Perceived academic performance (PAP)	0.886	0.921	0.745	Mahdiuon (2020)

To assess discriminant validity, the Fornell–Larcker criterion was initially examined. However, prior research has demonstrated that these traditional metrics often fail to detect violations of discriminant validity in variance-based SEM (Henseler et al., 2014). Following Rönkkö and Cho (2022), the presence of cross-loadings does not inherently indicate a violation of discriminant validity, provided that these loadings are appropriately modelled. Therefore, the HTMT ratio was prioritised as the more reliable criterion. During evaluation, two construct pairs exceeded the recommended HTMT threshold of 0.90, indicating potential overlap between constructs. Hair (2021) stated that discriminant validity issues are present when the HTMT value exceeds 0.90, which recommends deleting the item. Therefore, the Heterotrait–Monotrait (HTMT) ratio was adopted as the primary and more reliable criterion. Below summarises the study's correlations: Heterotrait-Monotrait (HTMT) ratios, with both construct values exceeding 0.9. Although the outer loadings and cross-loadings of all indicators were acceptable, two items were removed after careful consideration to reduce the HTMT values and strengthen discriminant validity. Significantly, the removal did not compromise the theoretical meaning of the constructs. Thus, two items from the constructs were removed from the analysis using HTMT because their values exceeded acceptable thresholds, causing issues. Following their removal, all HTMT values met the recommended criteria, confirming adequate discriminant validity. Therefore, Fornell-Larcker will be analysed to further confirm discriminant validity and ensure the robustness of the measurement model and construct validity after deleting the two items from the validity test of this study.

Table 3: Heterotrait-Monotrait (HTMT) Ratio of Correlation

	ID	KS	PAP	RP	SL	SV	SIT	TR
ID								
KS	0.685							
PAP	0.616	0.676						
RP	0.874	0.654	0.58					
SL	0.799	0.646	0.541	0.879				
SV	0.888	0.671	0.602	0.919	0.909			
SIT	0.802	0.693	0.564	0.801	0.821	0.832		
TR	0.687	0.487	0.478	0.742	0.683	0.745	0.62	

Shows the Fornell-Larcker criterion table that reports the validity of constructs after the deletion. The evaluation of the Fornell-Larcker criterion compares the Average Variance Extracted (AVE) square root with the correlations of the latent variables, and the value should be greater than the highest correlation with any other construct. It also reports discriminant validity using the square root of the AVE on the diagonal (bold) and the correlations in the off-diagonal cells. The table demonstrates the model's

discriminant validity, ensuring that the constructs in the study do not overlap excessively and are adequately differentiated from one another, thereby passing the validity test of this study.

Table 4: Fornell-Larcker Criterion Table

	ID	KS	PAP	RP	SL	SV	SIT	TR
ID	**0.904**							
KS	0.685	**0.787**						
PAP	0.616	0.676	**0.863**					
RP	0.861	0.647	0.574	**0.901**				
SL	0.799	0.646	0.541	0.846	**0.857**			
SV	0.85	0.65	0.608	0.897	0.88	**0.939**		
SIT	0.802	0.693	0.564	0.783	0.821	0.811	**0.837**	
TR	0.687	0.487	0.478	0.765	0.683	0.717	0.62	**0.800**

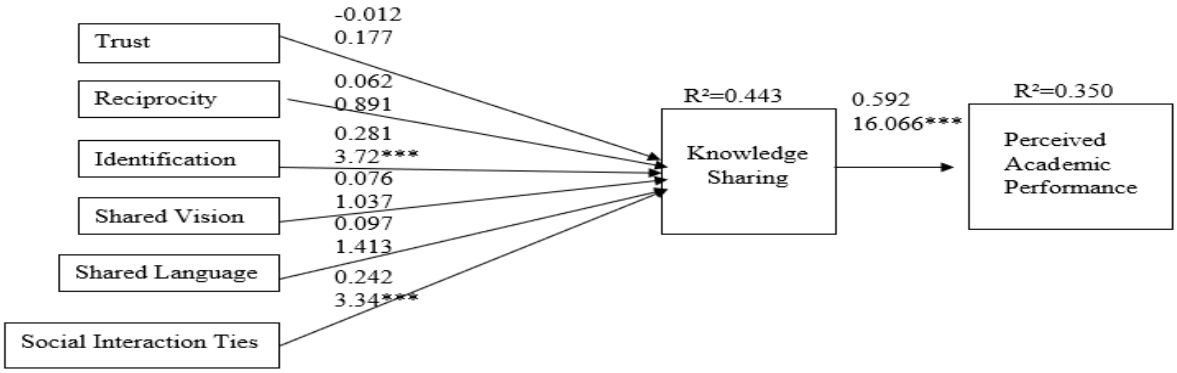

Figure 2: Result of The Structural Path

Table 5: Decision of Hypothesis Testing

Hypothesis		β	Std Dvtn	t-value	p-value	Decision
H1	TR → KS	-0.012	0.066	0.177	0.86	Non-significant
H2	RP → KS	0.062	0.07	0.891	0.373	Non-significant
H3	ID → KS	0.281	0.075	3.72	0.00	**Significant**
H4	SV → KS	0.076	0.073	1.037	0.300	Non-significant
H5	SL → KS	0.097	0.068	1.413	0.158	Non-significant
H6	SIT → KS	0.242	0.072	3.34	0.001	**Significant**
H7	KS → PAP	0.592	0.037	16.066	0.000	**Significant**

The results of the hypothesis testing reveal essential insights into the relationships among the constructs, as reflected in the β (beta) coefficients, standard deviations, t-values, p-values, and decisions regarding the significance of each relationship (Table 5). The path coefficient between trust and knowledge sharing (β = -0.012), with a p-value of 0.86, indicates a non-significant relationship. This implies that trust does not significantly influence knowledge sharing in the context of social media use for academic purposes. Similarly, reciprocity (β = 0.062, p = 0.373) also showed a non-significant positive relationship, further supporting the idea that reciprocity does not play a critical role in enhancing knowledge-sharing behaviour in this digital environment. Thus, the shared vision revealed a positive but weak relationship with

knowledge sharing, with a p-value of 0.300, which is above the typical threshold of 0.05. This indicates that shared vision does not significantly influence knowledge sharing in this study. Similarly, shared language had a non-significant effect on knowledge sharing ($\beta = 0.097$, $p = 0.158$), suggesting that while a common language may aid communication, it does not significantly drive knowledge sharing in social media contexts. Identification with the academic social network revealed a strong positive and significant relationship with knowledge sharing ($\beta = 0.286$, $p < 0.001$), indicating that students who feel a sense of belonging to their network are more likely to share knowledge. Furthermore, social interaction ties ($\beta = 0.242$, $p < 0.001$) were shown to have a significant and positive impact on knowledge sharing. This finding emphasises the importance of strong social connections and regular interactions in facilitating student knowledge exchange. Finally, knowledge-sharing significantly influenced perceived academic performance ($\beta = 0.592$, $p < 0.001$), suggesting that increased knowledge-sharing behaviours lead to better student academic outcomes.

Table 6: R^2 value and Adjusted R^2 Values

Construct	R-square	R-square adjusted
Knowledge sharing	0.443	0.435
Perceived academic performance	0.350	0.349

The results of the structural model present the R^2 values for the endogenous construct. Prihandoko et al. (2024) clarify that R^2 measures the proportion of variance in the endogenous variable (dependent) explained by the exogenous variable (independent variable). Thus, Hair et al. (2019) ranked R^2 thresholds as weak (0-0.10), modest (0.11-0.30), moderate (0.30-0.50), and strong (>0.50). In this study, the R^2 value for knowledge sharing was 0.443 (44.3%), indicating a moderate level of explanation by the study's independent variable, with an adjusted R^2 of 0.435. Lastly, the perceived academic performance was 0.350 (35.0%), with an adjusted R^2 of 0.349. These findings indicate that the model meaningfully explains students' academic outcomes in the context of Malaysian higher education institutions.

The results of this study indicate that social media influences academic performance, primarily by encouraging knowledge sharing and collaborative learning. Trust, a fundamental component of social capital theory, was found not to influence knowledge sharing, suggesting that, for educational purposes, these factors may not affect the use of social media. This is because of the nature of social media, where individuals often have different levels of trust in the platform than in the information shared on it (Zhang et al., 2023). Students who frequently engage with their social media content tend to accept the platform itself as a reliable information source (Lan & Tung, 2024), providing rapid information exchange with minimal oversight (Zoonen et al., 2024), and they rely more on the platform's accessibility and convenience than on its trustworthiness. This finding differs from the traditional social capital model, which typically views trust as a key enabler of knowledge sharing (Capestro et al., 2024; Prasetio et al., 2019).

Furthermore, reciprocity was found to be insignificant in influencing knowledge sharing. Although previous studies have shown that there are significant reciprocal benefits to information sharing, students assume they will receive future benefits if they help each other and expect reciprocal benefits (Moghavvemi et al., 2017). This is because students are often less likely to give responses or engage, thus reducing the expectation of mutual exchange (Dinu et al., 2022); they tend to think that these associations are driven by appreciation, personal growth, or altruism rather than the desire to receive something in return (Fischer, 2024), providing the intrinsic and collective motives rather than reciprocal obligations. Social interaction ties and identification were found to influence knowledge sharing significantly. Almuqrini (2021) also

acknowledges that these two factors can enhance knowledge-sharing behaviour. The existing literature emphasises the importance of both in knowledge sharing (Han et al., 2022). Therefore, Alyouzbaky (2022) supports the view that disseminating knowledge is part of the perception of academic performance.

Shared vision and shared language were found not to affect knowledge sharing. According to Moser (2021), a shared vision may affect high-quality knowledge sharing in different ways. It has proven to be a student for a variety of purposes in entertainment, social interaction, or education to achieve different goals in life (Bylieva et al., 2020) give exposes students to a variety of subjects, real-time discussions of current events, societal issues, global trends, and collaborative idea sharing that reflect individual interests from numerous perspectives, going beyond traditional classroom materials and engaging diverse students (Dutta, 2020). Meanwhile, Chiu (2006) argued that shared language did not significantly affect the effectiveness of knowledge sharing, and shared vision had a strong and negative influence. Social media provides various ways to communicate and present information, regardless of language differences (Gazi et al., 2024), including simplified language, mixed-language posts, and spontaneous, unplanned, and unedited content that help students from diverse backgrounds understand and share content effectively (Calude, 2025). However, previous studies have shown the importance of, and the significant relationship between, shared language and shared vision in information sharing, which helps avoid misunderstandings and improve communication efficiency (Li et al., 2021).

Knowledge sharing was found to influence perceived academic performance in this study significantly. This is because sharing knowledge enhances the academic outcomes of tertiary education environments (Mutahar et al., 2022) by making information accessible to students who can apply it effectively, particularly benefiting those who may struggle to keep up in class or hesitate to ask questions, allowing them to gain clarification from peers (Unegbu et al., 2023). These findings have crucial theoretical implications, indicating that some dimensions of social capital operate differently in online academic contexts, where platform features and interactions may reduce the effectiveness of traditional social capital factors

5.0 CONCLUSION

Social media platforms have been recognised as an important contributor to the academic performance of higher education students, by providing an accessible, dynamic environment for resources that may be difficult to access through traditional means, emphasising the value of leveraging the unique nature to enhance academic performance. However, in the Malaysian context and globally, it confirms the potential of digital tools to drive innovation in higher education, paving the way for the digitalisation of education in today's digital era. Theoretically, it extends previous social capital literature by examining how its dimensions influence knowledge sharing on perceived academic performance in Malaysian public higher education institutions. In practice, it highlights the importance of knowledge-sharing practices on social media. It offers educators and policymakers the opportunity to enhance further student engagement in collaborative, inclusive digital education environments and to create positive social capital for knowledge sharing and academic outcomes. For future research, this study suggests exploring additional factors, such as digital literacy and motivation, that influence knowledge sharing, examining differences or mixed-methods studies between private and public higher education institutions and focusing specifically on undergraduate or postgraduate students. This study has several limitations, including a small sample of only public university students, which limits the generalizability of the findings to the broader Malaysian student population.

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