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**UNDERSTANDING KNOWLEDGE ACQUISITIONS THROUGH
SOCIAL MEDIA AMONG UNIVERSITY STUDENTS**

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MEDIA AMONG UNIVERSITY STUDENTS**



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Accounting)**



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ABSTRACT

Universities students tend to own an account on several social media sites making the combination of social media within the learning environment to be simpler. The study focuses on the use of social media and how it facilitates knowledge acquisition. This study adopts qualitative study and conduct semi-structured interview to answer the research questions. Thematic analysis is used to analyze the data. Discussion of the findings is also provided through the use of educational learning theory as the theoretical lens to further understand student's usage of social media. Besides, this study qualitative study successfully revealed findings and application of social media for knowledge acquisition among students based on educational learning theories such as behaviorism, cognitivism, constructivism, humanism, and connectivism. Although knowledge acquisition using social media is a complex phenomenon, it will definitely help researchers gain more insight into the topics by studying it in different settings and environment. This research contribute to higher learning institutions to identify the useful and powerful platform of social media for knowledge acquisition in helping students achieve better engagement in social media to acquire knowledge. Besides, it also provides an insight on the plausibility of "third variable explanation" for the results of the past studies along with contribution to theoretical development of social media in knowledge management especially in knowledge acquisition.

Keywords: Knowledge Acquisition, Social Media, Knowledge Management, Educational Learning Theory, Knowledge acquisition through social media.

ABSTRACT

Pelajar universiti cenderung untuk memiliki akaun di beberapa akaun media sosial menjadikan gabungan antara media sosial dalam persekitaran pembelajaran lebih mudah. Kajian ini fokus kepada penggunaan media sosial dan bagaimana media sosial membantu untuk mendapatkan pengetahuan. Kajian ini menggunakan kajian kualitatif dan menemubual peserta dengan wawancara separuh berstruktur bagi menjawab soalan kajian. Analisis tematik digunakan bagi menganalisis data. Keputusan penemuan kajian ini dibincangkan melalui penggunaan teori pembelajaran pendidikan sebagai kanta teori bagi memahami dengan lebih mendalam penggunaan media sosial oleh pelajar. Di samping itu, kajian menggunakan kajian kualitatif ini telah berjaya menemukan aplikasi penggunaan media sosial di kalangan pelajar untuk mendapatkan pengetahuan. Walaupun memperoleh pengetahuan menggunakan media sosial merupakan fenomena kompleks namun ia akan membantu penyelidik untuk mendapatkan lebih kefahaman dengan belajar dalam suasana dan tetapan yang berbeza. Kajian ini juga menyumbang kepada institusi pelajaran tinggi bagi mengenalpasti platform terbaik untuk memperoleh pengetahuan dalam masa yang sama membantu pelajar mendapatkan penglibatan yang lebih baik dalam social media untuk mendapatkan ilmu. Tambahan pula, kajian ini turut memberikan wawasan mengenai kemungkinan pembolehubah ketiga untuk hasil kajian lalu berserta dengan sumbangan kepada perkembangan teoritis media sosial dalam pengurusan pengetahuan terutama dalam pemerolehan pengetahuan.

Keywords: Pengambilalihan Pengetahuan, Media Sosial, Pengurusan Pengetahuan, Teori Pembelajaran Pendidikan, Mendapatkan Pengetahuan Menggunakan Media Sosial.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

In the early days of the Knowledge Management (KM) movement, Davenport (1994) presented the commonly quoted definition which is 'Knowledge management is the process of capturing, distributing, and effectively using knowledge (Davenport, 1994). Based on the definition state by Davenport's, knowledge management's consist of three sub-processes: knowledge acquisition, knowledge sharing and knowledge implementation. Knowledge Management refers to numerous organizational activities to accomplishing the objective of the organization by exploiting from knowledge utilization (Groff & Jones, 2012). Knowledge management idea and terminology first sprouted within consulting community management. These organizations realized that an intranet, an internet subset, was a fantastic instrument that makes data readily available and shares it among their organizations distributed units irrespective of geographical limits. Knowledge management was made public by Ernst and Young at a meeting held in Boston in 1993 (Lesser & Prusak, 1999). Knowledge management attempts to achieve the communication that is rich, profound and open. The salient aspect is essential not only within the company, but also with the outside the organizations as Knowledge Management tries to apply the same effective environmental elements to knowledge workers as a whole. Besides, the Knowledge Management also tries to attempt situational awareness and a new definition of Knowledge Management concurrently with the time change.

Recently, increasing number of researches begin to assess the link between social media and knowledge management that can enhance the teaching framework from eLearning to social learning as studied by Ma & Chan (2014). The topic embraces whether student engagement and social media use will promote knowledge management or the use of social media has an adverse effect on knowledge management in the opposite direction. Besides, Bergen (2000) wrote that one of the intriguing transformations occurring in higher education was the use of current techniques such as social media.

1.2 An overview of research area

The study focuses on the use of social media and how it facilitates knowledge acquisition. In particular, this study focuses on social media's student engagement. As universities students tends to own an account on several social media sites, the combination of social media within the educational sphere is asserted to be simpler.

According to Rivas (2018) 99% of respondents use Social Media in a personally or professionally (Rivas, et al., 2018). Facebook is the most commonly used private use platform, while YouTube and LinkedIn are most often used for professionally. 59% agree that the social media impact could be taken consideration in an academic or professional profile. Social media was ranked third as a source of information for urological news or updates, and YouTube video content was ranked among European medical youth as the preferred tool for seeing and understanding surgical techniques. (Rivas, et al., 2018)

Over the past few years, online social media has become increasingly widespread. For instance, there were seven hundred and fifty seven million active daily users of Facebook on average in December 2013, with two billion five hundred million ' likes ' made daily

on and off the Facebook site and three hundred million photos uploaded. (Tam, 2012). Social media usage for sharing information is rapidly increasing and has also attracted a lot of academic interest (Osatuyi, 2013)

The Pew Research Center noted a tendency for college learners to be extremely active social media users. Further, Hong et al. (2014) discovered that the average time spent on Facebook by university learners was over 4.5 hours a day. Compared to several other researches in the higher education industry, this is a greater amount. According to Singh and Gill (2015), about an hour a day was spent by 70.1 percent of learners on social media, while Hamade (2013) indicated that 60 percent of learners accessed their social media account several times a day. Stanciu et al. (2012) discovered that 67% of learners accessed social media one to five times a day, while Neier and Zaye (2015) discovered that 88% of learners accessed social media on a regular basis. Fasae and Adegbilero-Iwari (2016) stressed that more than two-thirds of participants (70.3%) used social media every day, while 18.1% used it occasionally and only 0.7% never used it. Stainbank and Gurr (2016) also discovered that the bulk of learners (52.3%) used social media one to four times a day and more than 40% accessed social media five times a day. Studying social media is promising as it is extremely used by students at universities.

Furthermore, Tess (2013) and Selwyn (2010) claimed that part of the personality of academics can be attributed to the rise in social media use in higher education. Hence, with high usage of social media among students at higher learning education institutions, this study focuses on how knowledge acquisition is performed using social media among the university students.

This research of social media definitions relates to virtual platforms that allow user-generated content to be shared in extremely vibrant and interactive groups in real time, enabling content to be co-created, thoughts and views to be gathered from a crowd, and discussions and thoughts to be edited and extended to the next level within and with a corresponding platform.

Based on the operational definition, collaborative projects, microblogs, content groups and social networking can be categorized as social media platforms in the present research. Collaborative projects enable people's organizations to work together to generate internet content such as Wikipedia, GitHub and Quora. Microblogging, otherwise known as nanoblogging, is a service that allows its users to send and publish brief emails as personality limits like Twitter and Instagram are limited. Next, content communities enable users to share multimedia products online. YouTube, Flickr, and SlideShare are popular content communities. On the other side, a social network is a kind of blog that allows users to remain in contact with family and friends, communicate their views, and update the world to what they are up to like Facebook, Whatsapp, and Telegram.

1.3 Problem Statement

Eid and Al-Jabri (2016) and Alwagait, Shahzad, and Alim, (2015) found that social media displayed a positive skew when student didn't use it excessively while Leonardi and Meyer (2014) found that social media act as lubricant to ease knowledge transfer. However, Di and Fang, (2018) and Fasaie and Iwari (2010) have found that social media may not contribute straight to understanding despite its popularity among young

individuals. People commonly use social media mainly for reasons of social and entertainment. Social networking can be addictive and overwhelming at the same time inducing people to spend too much time on social media. Today's internet user spends online socializing an average of 2 hours and 22 minutes, and most of it occurs on these six most common platforms. According to the Global Web Index, citizens of Philippines are leading the way on social media channels with 3 hours and 57 minutes a day. Second place runs 3 hours and 39 minutes to the Brazilians. Last are the Japanese with only 48 minutes of social media moment, while Malaysia has two hours and 58 minutes (WanXiang, 2019). These statistics are only socializing for the moment spent. For multiple purposes such as entertainment, information sharing, socializing, etc., the average time spent on social media is actually longer. These circumstances lead to the term "social media addiction" as many people spent most of their time on social media, giving an ever wider variety of things to do.

This social media addiction are said to be the main reasons in decreasing of physical interaction and lack of focus during works which often referred as social media negative impact. However, if they engage in social media to increase their knowledge and skills then this heavy engagement can lead to positive result as social sites are excellent instrument to interact with students because they are so acquainted with it, they often use these sites throughout their daily lives. It therefore makes them more interesting, relatable and engaging by incorporating social media into their classes. Nonetheless, how this platform is used particularly by the universities' student is unclear.

For instance, most social media utilization surveys, multitasking capability, and subsequent grades of learners discovered a adverse correlation between social media

utilization and academic achievement (Camilia et al., 2013 ; Jacobsen and Forste, 2011 ; Karpinski et al., 2012 ; Mehmood and Taswir, 2013 ; Park and Lee, 2014 ; Stollak et al., 2011), but no correlation was discovered in other research (Martin, n.d. ; Stollak et al., 2013). The teachers or instructors were also assigned the same categories to rank their objectives: communication had the largest proportion (80.5%) followed by "tasks or project cooperation conversations" (79.3%), "document sharing" (78.1%), "activities or incident updates" (73.2%), "knowledge or information sharing" (67.1%) and "sourcing for data sharing" Despite noted research, the method of knowledge management has potential for social media.

Therefore, empirical research results are mixed in terms of the role of social media in people's life and the extent to which social media instruments contribute to beneficial results and in a way coherent across distinct student organizations. Research can be seen to have strengthened the study's huge potential on social media like and knowledge management. However, the way the study combination of social media and knowledge management has emerged is ambiguous.

This study will allow the policy makers to know how social media engagement can facilitate knowledge acquisitions in higher learning institutions as well as contributing towards theoretical development of social media in knowledge management especially in knowledge acquisitions as there are little literatures on knowledge acquisitions using social media. Besides, there are not yet qualitative studies about knowledge acquisition using social media among universities student in the Malaysia. The current study addresses this gap by exploring the way social media are used, in particular for the

purpose of knowledge acquisition among university students. This qualitative research inquiry was conducted from the lens of Educational Learning perspective.

1.4 Research Questions

The study intends to answer the three research questions based on problem statement, which are;

RQ1 - What is the most used social media platform among the university students for knowledge acquisition?

RQ2 – How social media engagement facilitate knowledge acquisition?

RQ3 – Why the social media is chosen to acquire knowledge?

1.5 Research Objectives

The study aims to complete these objectives;

- 1) To identify the type of social media used among the university student for knowledge acquisition.
- 2) To examine how social media engagement facilitate knowledge acquisition.
- 3) To assess the reasons in choosing the social media platform to acquire knowledge.

1.6 Scope Of Study

The study general intention is to identify the social media platform used among the university student, the reasons for choosing it and how they use it for knowledge acquisition. Hence, this study will focus on the university students which are Northern University of Malaysia (UUM) postgraduate students with the subject matter and topics

discussed are knowledge acquisition and social media. The locale of the study is in Northern University of Malaysia (UUM). The period of the study which the data were gathered is from 2019.

1.7 Organization of study

Chapter one provides an overview of the subject matter that is focused on the present study. The problem statement has been defined and the research questions outlined. The introduction, overview of research area, problem statement, research questions, research objectives, operational definition and scope of the study have been presented in this section.

Chapter two elaborates on the literature related to the present study. This chapter aims to provide explanation on the knowledge management, social media, knowledge acquisitions and knowledge management in social media especially in the university. Besides, some educational learning theories were explained in this chapter to shows the different knowledge acquisitions approach based on the theories.

Chapter three presents the complete description of the philosophical assumption of the study, research paradigm and qualitative study that been adopted. This chapter also outline about the data collection and description of the analysis.

Chapter Four provides findings obtained from the participants in respond to the research questions as well as the study research objective. The data was analyzed and the findings were explained by using thematic analysis. Discussion of the findings is explained.

Chapter five provides limitation and conclusion. The three main research objectives are revisited based on the study findings. In addition, the implications of the finding as well as recommendation for future research are also presented in detail.

1.8 Definition of Key Terms

In this study, the definitions used are as follow;

Knowledge Acquisition

Process of locating knowledge, collecting, and refining it for knowledge based systems development.

Social Media

Virtual platforms that enable user-generated content to be exchanged in extremely dynamic and collaborative groups in real-time, enabling content to be co-created, thoughts and views to be gathered from a crowd, and discussions and thoughts to be edited and extended to the next level within and with a platform that is appropriate.

1.9 Summary of the Chapter

The chapter provided introduction and general overview to the research and mentioned use of social media in knowledge management. The problem situation is described, which provide the justification as to why this is significant body of research. The purpose, were briefly presented while the key research question was highlighted. This chapter also has covered organization of study followed by definition of key term.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter argues on the review of literature pertaining to knowledge management, social media, knowledge acquisitions as well as knowledge management and social media. Besides, this chapter also discuss about the educational learning theories as the theoretical lens to the research.

2.2 Knowledge Management

Based on the recent definition of Knowledge Management offered by Alavi and Leidner, knowledge management is define as method used of creating, storing, collecting, transferring and implementing knowledge” (Alavi & Leidner, 2001). Knowledge management procedures can be depicted graphically with knowledge management cycles for example, Bukowitz & Williams (2000), McElroy (1999) and Wiig (1993). Dalkir (2011) has put together an integrated knowledge management cycle composed of three primary stages of knowledge management methods, organizational culture and knowledge management. Knowledge management's three phases include knowledge acquisition and development, knowledge sharing and distribution as well as acquisition and knowledge implementation. A flattering organizational culture that encourages data and knowledge sharing facilitates knowledge management's three technology-supported phases.

Earlier knowledge acquisition studies mainly concentrated on IT role (Motta, 2013). From the building and modeling of intelligent problem-solving systems to the development of large-scale distributed knowledge acquisition and management systems, technological knowledge acquisition has evolved (Motta, 2013). However, knowledge management is beyond than just technology. For example, tacit knowledge, encapsulated in the perceiver and relevance, requires a complex consideration of the ability and desire of sources and recipients of knowledge to engage in the process of knowledge acquisition. Due to complexity of the process, the development of information requires to be expanded in order to comprehend human-related aspects, including social and cognitive components, knowledge acquisition describes the process by which knowledge is extracted, structured and organized from one source (Ramjeawon & Rowley, 2018; Di & Fang, 2018; Leonardi & Meyer, 2014).

In context of university student in China, the youngsters usually use web news for knowledge acquisition (Di & Fang, 2018). Web news is one of the tools to acquire knowledge. There are abundant tools to acquire and share knowledge like television, newspaper, books and social media (Di & Fang, 2018; Eid & Al-Jabri, 2016; Zhang, Gao, Yan, & Ordóñez, 2015). Based on these studies it can be seen that many of the previous studies concentrate on relationship involving social media and knowledge sharing or knowledge transfer. This study in contrast focuses on the knowledge acquisition as the knowledge acquisition is a vital method or process that lack disclosure by the researchers. Knowledge acquisition is an essential process in order to expand new information, solving problems, improves thinking and enhances understanding.

Subsequently, knowledge sharing is an action which individuals, friends, families, groups, or organizations exchange understanding (Corcoran & Duane, 2017; Leonardi & Meyer, 2014; Eid & Al-Jabri, 2016). The connection to the community, the community's teaching experience, the students' self-efficacy on the behavioral apps in lessons and their social status in the society has a beneficial effect on knowledge sharing (Yilmaz, 2016). In Ma & Chan they discovered that motivation for internet attachment and perceived devotion to online relationships are important determinants of internet knowledge sharing (Ma & Chan, 2014). Some paper discussing the motivation for sharing knowledge discovered that undergraduates are encouraged to share what they understand to promote their relationship with the individual they are passing on their expertise (Ong, Yeap, Tan, & Chong, 2011).

Zhang, Pablos, and Xu (2014) looked at cultural differences in knowledge sharing in digital classrooms and discovered that the consequences of self-efficacy on the sharing of knowledge could shift from culture to culture. The self-efficacy in Beijing and Hong Kong organizations has a positive effect on information sharing while not in the Netherlands group (Zhang, Pablos, & Xu, 2014). Students should be motivated to share what they understand, to develop their capability to learn as they can enhance their own understanding along with ability to learn when trained to cultivate an active sharing attitude. Graduates of tertiary education, such as universities, with a favorable attitude towards the sharing of information are more likely to continue learning when they begin work (Yuen & Majid 2007).

Next, knowledge implementation, from Latin derivation of implementation term can be and means "fulfillment" or "filling up". Implementation is understood as the

transformation of alternatives that are present in the design and by transformation leading to a particular action (Tarlatt, 2001). A success of implementation depends on the perception of the situation and conditions. Individuals will perceive the advantages of implementation and innovation differently because the perceived data will be interpreted on the grounds of their own prior experiences and motivational (Gerstenmaier & Mandl, 1995). Besides, it also depends on how conflicts that arise are solved. The sooner conflicts are acknowledged and blockades removed in the application procedures, the smoother the execution process will be running. During the execution phase, a conflict analysis may assist guard against conflict-related disturbances (Tarlatt, 2001).

Furthermore, organizations or management usually design the knowledge management system to help the knowledge management process. System that captures knowledge and enables knowledge to be implemented in organizations at different levels is called knowledge management system (Matayong & Kamil Mahmood, 2013; Wang, Xu, Wang, You, & Tan, 2009). Typically, it is designed to handle organizational expertise and assist the organizational process in terms of information development, storage or recovery, transfer and implementation (Dalkir, 2011). Knowledge is the main asset in generating, handling, incorporating and retaining awareness in the context of organization and is deemed critical to an organization's survival and success. Also thought to be its main source of competitive advantage is the capacity of an organization to learn and obtain expertise rapidly in an ever-changing technical setting. Zack, McKeen and Singh (2009), for example, discovered that knowledge management methods are directly linked to organizational performance, which is directly linked to economic outcomes (Zack, McKeen, & Singh, 2009). A Knowledge Management System can provide organizational

employees with the correct knowledge at the correct moment to promote the correct activities from the view of organizational performance assistance (Lin, Wang, & Tserng, 2006).

2.3 Knowledge Acquisition

Knowledge acquisition focuses on the identification and search for fresh knowledge and recognition of current information. On the other hand, literatures like Chen and Mohamed (2007), Hoe and McShane (2010), Kim & Lee (2010) and Liao et al. (2010) considers as part of the procurement process operations of creating, exploiting and developing current and obtained knowledge. Since the acquisition of knowledge could alter one's present belief system, there is an uncertainty in creating a definite boundary between knowledge identification, recognition, and the subsequent effect of change on the prevailing knowledge base. Consequently, as a result of the procurement phase, the development of fresh information is regarded in this research.

Acquisition of knowledge impacts multi-level companies (Zahra & George, 2002). Individuals constitute important players in the process of knowledge acquisition as sources of knowledge and recipients. Individual acquisition of knowledge relates to the capacity of staff to seek fresh understanding from inner and external specialists or to create new understanding based on their current knowledge foundation (Kim & Lee, 2010) (Politis, 2002). Knowledge acquisition extends the knowledge foundation of people while providing higher possibilities in their job performance for the use of knowledge (Hoe & McShane, 2010). The method includes human related aspects (Chen & Mohamed, 2007). Thus, understanding is crucial aspects that affect the individual level

of knowledge acquisition. Unfortunately, there are scarce literatures on knowledge acquisitions process.

2.4 Social Media

Social media is often described as an organization that consists of internet techniques, methods or groups that individuals use to create content and share with each other views, insights, experiences and views (Television Bureau of Advertising, 2009). Social media consists of two keywords which are "social" and "media," the blended of which represents a human being's inherent willingness to interact with others by different media implies in one manner or another (Safko, 2010). Sometimes social media are used interchangeably because through these sites, users can connect, communicate to each other (Tess, 2013). Andreas Kaplan and Michael Haenlein describe social media as groups of online apps that build on Web 2.0's ideological and hi-tech basics which enable user to create content and exchange (Kaplan & Haenlein, 2010).

Furthermore, social media are occasionally referred as "rising media" or "new media" to incorporate social media connection with sophisticated inclusion, strategy and implementation of new communication techniques (Dulhe, 2015). Over the previous few years, social media has influenced everyday operations, communications procedures, and company practices across society. LinkedIn's social media platform listed "social media marketing" as number 1 on its "The 25 Hottest Skills that Got People Hired" list in 2013 (Murthy, 2013). In addition, social media features such as capacity for discussion, capacity sharing, community capacity, capacity for relationships, pace and ease of public access are used to leverage client understanding and effectively handle it to promote the

transmission of data for knowledge acquisition (Kargaran, Pour, & Moeini, 2017). This makes social media execute well in many respects than traditional or industrial media, including quality, reach, frequency, usability, immediacy and permanence. (Morgan, Jones, & Hodges, 2012). The examples are Myspace, Facebook, LinkedIn, Twitter, Flickr, Instagram, and WhatsApp (Fasae & Iwari, 2010). Social media generally focuses on involvement, sharing, interaction, and cooperation using internet techniques (Ellison & Boyd, 2013). However, the content discovered on social media needs to be refreshed quite frequently to engage individuals in social media operations such as debate, sharing and cooperation on continuing basis (Kaplan & Haenlein, 2010).

Apart from that, collaborative projects, blogs and microblogs, content communities, social networks, virtual game worlds and virtual social worlds are prevalent kinds of social media (Kaplan & Haenlein, 2010). In the context of businesses, the most broadly used social media networks are Facebook and Twitter. Many big businesses like Walmart and Papa John's Pizza used Facebook and Twitter to help clients, share specials and communicate with clients. Weinberg and Pehlivan indicate that for certain marketing strategies some social media networks are better adapted than others. Twitter, for instance, allows quick discussions between internet users. Facebook supports in-depth discussions between customers with a variety of characteristics and can be used to impact and monitor customer views and attitudes (Weinberg & Pehlivan, 2011). This is because Facebook and Twitter are prevailing in attracting and keeping customers in business (Culnan, McHugh, & Zubillaga, 2010; He, Wang, & Zha, 2014)

2.5 Knowledge Management and Social Media

It is now inevitable that knowledge management includes technological elements (Hansen et al., 1999; Joshi et al., 2010). It uses ICT to enhance people-to-people contacts and access to documents by people (Hansen, Nohria, & Tierney, 1999). While in knowledge management practices the deployment of codification-based technologies was popular, the underlying philosophy of such efforts have been condemn (McDermott, 1999) and doubted such efforts' values (Ko & Dennis, 2011; Haas & Hansen, 2015)

Customization-based methods, on the other hand, complement codification-based schemes by linking information holders and information seekers, allowing for tacit knowledge exchange. Some techniques of social media were intended to encourage information sharing such as web communities and blogs, and development of information such as wikis and crowd source. Some others were intended to connect individuals like Facebook and LinkedIn (Meyer, 2010). Some social media could provide endless recyclable knowledge through user-generated content (Kane & Fichman, 2009). Others social media methods are able to effortlessly access information living in the intelligence of professionals by connecting temporal and spatial gaps between those seeking data and those who possess expertise.

Furthermore, Social media allows a big amount of electronic links to be maintained. Such connections can be powerful enough to promote confidence, common value and profound knowledge, making it easier for customers to share data (Baehr & AlexBrown, 2010). However, they may be sufficiently diverse to flow through fresh information and ten fresh perspectives at the same moment (Jordan & Gray, 2011; Levin & Cross, 2004).

Social media therefore promotes interaction (Li, Andrew, & Savage, 2005) cooperation (Faraj, Jarvenpaa, & Majchrz, 2011) and innovation (Gray, Ellison, Vitak, Steinfield, & Lampe, 2011; Meyer, 2010). Therefore, social media excels in encouraging people to document and relationships between people to people, conveying data management numerous benefits (Andriole, 2010).

Social media recognized as instruments that allow users to create a distinctive profile and publish text, pictures, video and other shared media use reputational signs to mirrored their trust (Resnick, Kuwabara, Zeckhauser, & Friedman, 2000; Fernandez, 2014). Such signals reflect people's information ability in the context of information leadership and provide an instrument that transmits information (Havakhor & Sabherwal, 2013). Borgatti and Cross (2003) claimed that for data seeking to happen, data on knowledge is needed.

Ruggles (1997) categorized knowledge management systems as instruments that intervene in Dalkir's three stages of information processing (2011). Recently, social media has become significant instruments in enabling knowledge management procedures in business and educational organizations, with its unique characteristics that enable proactive involvement, social connectivity, and user cooperation (Dames, 2004; Lee, 2003). Chan, Chu, Lee, Chan and Leung's study (2013) compare the utilization of blogs and Facebook to support development, sharing, and application information management operations. They discovered that both instruments usually support knowledge management, but in support of knowledge sharing, Facebook has more capacity and potential than blogs.

Neier and Zayer discovered that in using social media as a teaching instrument to gain understanding, learners see some opportunity. WhatsApp is discovered to be the most dominant social media instruments used by participants for discussion, the most dominant social media tools used by participants to create information is YouTube, while WhatsApp is the most used social media instruments by participants to share files (Neier & Zayer, 2015). Studies shows connection in types of electronic devices used by learners to access social media. Laptops followed by desktops and mobile phones were the main instruments used by learners to access social media (Singh and Gill, 2015; Stanciu et al., 2012).

In the recent study in Malaysia by Kassim and Idris (2016) found that majority of the respondents agreed their academic performances improve when using social media as medium to acquire knowledge. However Kassim and Idris (2016) adopt quantitative study that does not provide explanation of why students feel that their academic performance improve when they acquire knowledge using social media. Hence, it is difficult to understand context of the phenomenon. This study takes a qualitative approach that seeks to understand this social phenomenon in depth by producing deeper insights into the issues while interpreting the participants views and opinion. Besides, qualitative research has a flexible framework, so it is possible to produce thorough and appropriate analysis of the problem and by using qualitative research methods, respondents have adequate liberty to determine what is compatible with them. Furthermore, the process of knowledge acquisition through social media are not mentioned in the exant literature. Hence, this study is important to address such issues as how and why students acquire knowledge using social media is unknown.

Apart from that, Piotrowski (2015) perform content assessment of 11 prior research and found that 55% company learners as well as company members have favorable stance in introducing social media to teaching, 30% stated favorable and negative outcomes in adapting social media in learning, and two surveys derived adverse belief about social media implementation in schooling. Dogoriti, Pange, and Anderson (2014) discovered teaching and learning were useful to social media and learning leadership technologies. The majority of learners answered the 14 study questions favorably. Interestingly, 75% verified social networking sites aid learners improve english abilities while 75% agreed social networking sites help build and strengthen a feeling of group within a teaching setting and 69% believed social networking able to improve student learning.

In addition, Batts (2013) also discovered about quantity of time spend on social media like Facebook and Twitter enabled African American learners to engage. Social media usage enabled learners communicate frequently with their colleagues. The students were able to navigate their studies better by engaging with their peers (Batts, 2013). Smith and Tirumala (2012) conducted a quasi-experimental research on 76 learners either conversing on a mass communication course on Twitter with their colleagues on class exercises or writing essays separately. They observed that those who used Twitter had better perceptions of Twitter as a classroom tool and greater social comfort with their peers (Smith & Tirumala, 2002). In Spain, Tur and Marin (2015) showed most Spanish learners think that by using Twitter could help them better comprehend the operation of the course and make them enjoy and learn from the exercise. Based on the results, the writers suggested that Twitter be integrated into the curriculum because it can promote learning for learners inside and outside the school (Tur & Marín, 2015).

In several latest researches, the obstacles to student engagement in social media have been proved in particular. A research by Singh and Gill (2015) indicated that time usage (37.2%) is main obstacle for learners to accesses social media, subsequently fear their private data being misused (29.2%), the safety and privacy absence (23.2%) and, amusingly, college access' (10.0%) (Singh & Gill, 2015). According to Lim, Agostinho, Harper, and Chicharo (2014) social media generates yields distractions in students and loss of focus (66.7%). Interestingly, 38.3% of learners verified that university officials tracked their social media-related operations, and 81.5% of learners said that universities made agreements needed to prevent access to social media in university networks during learning hours (Lim, Agostinho, Harper, & Chicharo, 2014). Students reflected favorable opinions on both teachers and universities when social media were used in the academic setting, perceiving teachers as modern and the university as exhibiting an interesting brand character (Neier & Zayer, 2015).

2.6 Educational Learning Theories

2.6.1. Behaviorism

Behaviorism is a view in which internal factors can explain behavior and it is possible to use cognitive conditioning as a technique of universal learning. Positive and negative ideas of behavioral strengthening are effective tools for learning and behavioral change, as well as a scheme of penalties and rewards (Education Degree). Behavioral learning theory is a educational line of thinking based on psychology, based on the notion that behavior can be studied scientifically without taking cognitive states into consideration (Reimann, 2018). Much behavioral learning theory needs stereotypes to be created,

applied, processed, and generalized. Conditioning is the belief that the same results will repeat an event, stimulus, or process in the future, thereby enhancing a response.

However, a stereotyped learning scheme can be inefficient and harmful to explain human behavior as varied and variable as language, culture, customs, and beliefs. Using a stereotype to learn that an ice or snow is cold is valuable because in another unfamiliar context this lesson can be generalized logically and easily to any other ice, snow, or cold object. Observation is a main teaching component and can either strengthen or question prior understanding and dissipate it. To apply observation scientifically, it needs a sort of ethnographic studies that focuses on large social groups of people interacting over time in a way that can lead to objective learning and dissolution of inaccurate or over-generalized stereotypes. Anthropologist Margaret Mead (1935) first introduced and created ethnographic concepts as she studied indigenous conduct in Papua New Guinea.

2.6.2. Cognitivism

In the late 1950s, theory of learning started to move away from the use of behavioral models to an attitude based on cognitive science teaching theories and models. Learning theory began to shift away from the use of behavioral models in the late 1950s to an approach based on cognitive science teaching concepts and models. Instead of emphasizing more complex cognitive processes like thinking, problem solving, vocabulary, concept formation and information processing, psychologists and educators began to de-emphasize a concern with overt, observable behavior (Snelbecker, 1989). It appears that there is general recognition that cognitive theory has moved to the forefront of current learning theories (Bednar, Cunningham, Duffy, & Perry, 1991). The changes

from behavioral orientation emphasizing on encouraging the overt achievement of a student by manipulating spur material to a cognitive direction where accentuation is put on empowering mental handling has resulted in comparables changes from processes for controlling the resources submitted by an educational scheme for guiding student processing.

As for Jean Piaget's cognitive learning theory, in which students evolve cognitive path of comprehension along with physical reaction to their occurrence. Students gain knowledge efficiently in this theory through reading text and lecture training (Education Degree, 2019). Learning is associated with distinct modifications in knowledge state than the changes in response probability. Cognitive theories conceptualizing learning procedures for learners and addressing problems of how the mind receives, organizes, stores, and retrieves data. What students do is not considered learning, but what they understand and how they obtain knowledge (Jonassen, 1991). Knowledge acquisition was described as a recreational activity involving the internal coding and structuring of the learner as cognitive learner is regarded in the teaching process as a very active participant.

2.6.3. Constructivism

The concept of constructivism is individuals in the process of relating fresh data to their experiences are accountable for generating their own knowledge and using existing knowledge based on prior experiences. Students build their own significance by using these experiences and fresh data (Bereiter, 1994). As people encounter something new, people usually patch up it with their prior thoughts and incident like changing what they believe or maybe throwing away the new information as inappropriate. Regardless, the

individuals themselves are their own knowledge's active creators. They have to inquiry, investigate, and evaluate their existing knowledge to do this.

Constructivist perspective of learning in the classroom can lead to various distinct teaching methods. Usually, it implies encouraging learners to use active methods such as experiments and solving real-world problems to generate more knowledge and then reflect on and speak about what they are doing and how their understanding is changing. The teacher guarantees that they know the learners' pre-existing concepts and guides the practice in addressing them and building on them (Oliver, 2000).

Constructivism learning theory is, according to Driscoll (2000), a philosophy that encourages learners to develop logically and conceptually. The basic concept in the theory of learning constructivism is the role experiences or relationships with the adjoining atmosphere in student education participation (Driscoll, 2000). The theory of learning constructivism claims that people generate understanding based on their experiences to form significance. Accommodation and assimilation are two of the key concepts within the constructivism learning theory that create the construction of the new knowledge of an individual. Assimilating leads a person to integrate fresh experiences into the ancient experiences. This leads the person to create fresh perspectives, rethink what once were misunderstandings, and assess what is essential and eventually change their perceptions.

In contrast, accommodation reframes the world, fresh incident to previously as well as current mental ability. People visualize of a specific trend that works in the world. If things do not work in this context, they must cater and rationalize the expectations with

the outcomes. Constructivism is often compared with objectivism, generally cited as counterpoint or in contrast of constructivism. Objectivists think that data itself is knowable beyond the limits of any human mind and can be said to be either right or inaccurate in any individual knowledge interpretation. Objectivists see people parts of data as signs or symbols individuals could obtain and transferred if learning circumstances are in right place.

2.6.4. Humanism

Humanism's theory of learning is based on the premise of a natural tendency for all human beings to grow, learn, and develop completely. Carl Rogers described this as an instinctive inner core pushing people to achieve their full potential (Roger, 1969). Abraham Maslow (1968) used the word "self-actualization" to refer to their highest state the inherent, natural progression of beings (Maslow, 1968). Humanist education then aims at creating instructional experiences that align with these natural wishes. When learners learn more naturally, they learn more, learn more joyfully, and learn more profoundly.

On the other hand, they learn less once learners are forced to learn during internal motivation and learn not to like studying. In the other word, humanism focuses as the topic on the individual and claims that learning as natural method that aids peoples achieving self actualization. Circumstances, role model as well as experiences, exploration and observation of others are significant considerations in humanistic learning (Education Degree, 2019).

In addition, humanism's theory of learning describes acquiring knowledge in terms of individual development and the complete development of the capacity of each human being not only at the intellectual stage, but also at the mental, psychosomatic, innovative, collectively, physical and even in spiritually stage (Maslow, 1968; Roger, 1969). On this basis, five prevalent objectives of humanistic education are recognized, first of all to promote the growth of completely functioning, self-actualized human beings capable of nurturing themselves, others, and their environment. Second is to instilling pleasures in learning and the willingness to be lifelong learners. Next is to encourage the discovery of the passions, unique talents and skills of each student. Fourth, to teach the understanding and abilities that learners need to be excellent decision makers as well as efficient problem solvers, and finally, to allow learners to be accountable citizens of the globe who can contribute to democratic societies.

2.6.5. Connectivism

Connectivism is a comparatively fresh learning theory, created based on the concept of forming links and individuals process data. In the digital and technological era, this theory has evolving acclimatize to progress in these arenas. This theory indicates that, with fresh instruments in technology, individuals won't impede learning even formal education end and maintain to obtain understanding from other avenues such as work aptitude, socializing and experience (Education Degree, 2019). Siemens (2004) describe connectivism as community clustering of comparable field's concern that enables communication, distribution, dialog and correlate thinking. A learning community defined in connectivism model as node which is component of a bigger network. Network consists of more than two connected nodes for resource sharing. Nodes may

vary in length and intensity based on data concentration and amount of people navigating through a specific node (Downes, 2008)

In higher learning research illustrate that, in addition to discipline, the levels of trust and learner autonomy are essential to the learner engagement level in a custom made education surroundings, as majority participants have been unable to learn online. Nearly all learners preferred the local or online tutor's assistance and support to lead them through resources and activities, corroborate information, plus critically participation with course material indicating the necessity for a presence of localized instructor (Kop & Hill, 2008).

Siemens and Downes however, don't recommend connectivism that restricted by internet setting. Internet atmosphere is a function that essential for connectivism growth, but theory applies to a bigger teaching setting and helps tell how individuals know their connectivity with the globe, and subsequently how they study and discover (Siemens & Downes, Connectivism & connective knowledge, 2008). Networks didn't consist solely of activated digital communications media, nor solely based on mechanisms according neurological brain. Networks referred by Siemens and Downes are the connection between physical settings of inside and outside. Although there has been an increase in the capacity to communicate and cooperate with the introduction of fresh ICTs, which reminds us that excellent teachers have always acknowledged the significance of these items (Kerr, 2007).

2.7 Summary of the Chapter

As a summary, the chapter had elaborated on literature correlated to present study about knowledge management, social media and knowledge management using social media. This chapter also elaborates about literature review of education learning theories that might be linked to the findings of study. This chapter aim to provide explanation about social media and how the social media contribute to knowledge management. Next, in Chapter 3, we will be looking into the research methodology of this study.



CHAPTER THREE

DATA AND EMPIRICAL METHOD

3.1 Introduction

The chapter shows the complete description about philosophical assumption of the study and adopted qualitative study. This chapter also outlined about the type of data that study adopted followed with data collection and description of the analysis.

3.2 Research Paradigm

Research Paradigm indicates how the researcher sees the world in the way they perceived reality or knowledge (Guba & Lincoln, 1989). Research paradigm can be collectively defined by ontological assumption, epistemological assumption and methodological assumption as a guide for the researchers to focus on the views of their research.

Ontological assumption helps the researchers to see the world. There are two main assumptions in ontological assumption to view the world as an outside individual. The assumptions are objectivist and subjectivist. Objectivism views the world and reality as one, and that there are no other perceptions. In the other word, they view reality as one and concrete, making the view as objective. Subjectivist on the other hand, emphasizes that social phenomena in the world has different or multiple interpretations, which make the reality as subjective. Hence, subjectivist can view reality from various sides.

The next assumption is epistemological assumption. Epistemological assumptions are about nature of knowledge and inform the researcher how to obtain knowledge about the world and realities. Two main assumptions of epistemology are positivism and

interpretivism. Positivism reflects that realities can be understood as natural science. Hence, reality consists of facts, can be predicted and measured. Interpretivism reflects that since reality is subjective, understanding of realities requires interpretation of meanings of individuals and its setting.

The last assumption forming a research paradigm is methodological assumption. Methodological assumption is about how researchers conduct the study and how they acquire data. This assumption aims to describe, evaluate and justify the use of methods that are aligned with ontological and epistemological assumptions that enable research questions to be answered and research objectives to be achieved (Wellington, 2000). There are two ways to study reality, which are quantitative and qualitative. Quantitative is adopted to control the social setting when the actions are carried out and qualitative to observe the changes that occurred after the actions are taken. Quantitative measures are measured using variables to examine the cause and effects using a deductive reasoning, while qualitative use interpretation to understand a phenomena using inductive reasoning.

3.3 Qualitative Research Design

The study adopts subjectivist from ontological assumption as this study is about understanding the knowledge acquisition through social media. In order to understand the knowledge acquisitions using social media, it cannot be define or understand using only a single reality. Hence, the study needs to see from various perspectives to understand how students acquire knowledge using social media and why they choose social media to acquire knowledge.

As for the epistemological assumption, this study use interpretivism assumption as knowledge acquisition is a process. In order to understand how the knowledge acquisition takes place, the study need to ask the person that already experiencing it. Besides as knowledge acquisition is a process it cannot be measured and quantified making it only understandable by interpreting the participant's experience.

In line with the above ontological and epistemological assumption, this study employed qualitative approach as its research methodology. Qualitative methodology enables investigation of phenomena from a subjective perspective that requires interpretation from multiple realities. Further discussions of the methodological approach adopted for the current study is presented in the following section.

3.4 Qualitative Explanatory Approach

Qualitative research is a naturalistic investigation process that seeks to understand social phenomena in depth within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and reveals the direct experiences of human beings (Guba & Lincoln, 1989). Instead of using logical and statistical methods, qualitative researchers use natural multiple methods to study human phenomena, including biography, case study, historical analysis, discussion analysis, cultural study, grounded theory, and phenomenology.

Although qualitative research has many inquiry methods, the common assumptions are knowledge is subjective rather than objective and researcher learns from the participants to understand the meaning of their lives. The researcher, therefore, need to keep a stance of neutrality while engaging in the study process to ensure rigor and trustworthiness.

There are some benefits of using qualitative research approaches and methods. First, qualitative research strategy generates a comprehensive description of the emotions, views and experiences of the respondents and interprets their actions meanings (Denzin, 1989). Second, qualitative research involves interpretive techniques that could provide understanding of subjective human experience in a specific setting holistically. Third, the research approach of interpretivism that is used to study individual instances or occurrences provides the ability to comprehend the voices, meanings and occurrences of diverse people (Klein & Myers, 1999). Therefore, understanding of the phenomenon in qualitative approach is resulted from in-depth explorations of people's perspective (Richardson, 2012). Fourth, qualitative research allows researchers to explore the inner experience of the participants and to understand how meanings are formed through and in the society (Corbin & Strauss, 2008). Fifth, qualitative research methods such as participant observation, unstructured interviews and direct observation involve detailed and substantial data collection effort. Researchers interact with the participant directly to enable researchers to understand participant's feelings and perception in depth (Rumsey, Thiessen, Buchan, & Daly, 2016). Lastly, qualitative research design that involves interactive approach has a flexible structure, where the design can be refined and rebuilt (Maxwell, 2012). Thus, by using qualitative research methods, an improved and appropriate analysis of a problem can be produced, and as a result, providing a comprehensive understanding of complex issues (Flick, 2011).

In the context of the current study, an explanatory qualitative approach is adopted to provide overarching answers to the research question. The explanatory qualitative approach was selected due to its ability to explain findings on how and why social media

is used for knowledge acquisitions from various educational learning perspectives, which is lacking in the extant literatures. Therefore, findings from the current study could provide richer explanation and extend understanding of previous literature using quantitative approach that found mixed and contrasting results on linkages between knowledge acquisition and social media.

Some people might not understand the knowledge acquisition process as per say, when using social media they might not realize that they are acquiring knowledge while using it since the process is subjective and could involve various activities. Since most studies mentioned in the literature review focus on the relationship between social media and performance of academics, the respondents might not able to see directly the impact of social media on their performance, as they may think that they are actually using it to socialize even if they contact their peers to ask questions about the topics or area they do not understand. Through distribution of the questionnaires, respondents could not explain the process of acquiring knowledge that happens while using social media. They are unable to give explanation or idea of whether or not what they did actually contribute to their academic performance. Instead, they will answer the provided questions using closed-ended responses, based on their limited understanding of the knowledge acquisition process itself. Additionally, behaviors of the respondent are not observed, so it will not be able to understand the experiences of people in specific settings in a holistic way.

Therefore, this explanatory qualitative study enables participants to share their experiences and views in using social media, which could actually reflect the process of acquiring knowledge. The study adopt case study research design involving

postgraduates students in University Utara Malaysia (UUM) in which the phenomena is explored in a bounded system through detailed and in depth data collection (Lincoln & Denzin, 1998).

3.5 Method of Data Collection

Methods are the techniques or procedures used for collecting and collecting data on some research question or hypothesis. (Crotty, 2003). This study uses a semi-structured interview method to gather data so that there are direct interactions with the participants. This allowed detailed data and in-depth understanding of participants' experience to be gathered. In addition, by reading the participant's body language, more questions can be asked to lead participants to understand the topics and go deeper and more specifically to show participants genuine conceptions and viewpoints on the topics.

Semi structured interviews were conducted involving 12 participants consist of postgraduates students who have experience using social media for educational purpose. Interview protocol was prepared and used as a guide to enable constant interviews. Semi structured interviews enable researcher to probe additional questions to verify participant's feedback. The interviews were transcribed and analyzed using the continuous technique of thematic analysis in which categories were coded and then placed into a theme the same categories.

As discussed in the literature review, many studies found that university students have heavy engagement on social media. Hence, with those heavy engagements and Malaysia high ranking on time spend on social media, UUM's postgraduates students with diverse background were chosen in a series of 12 semi-structured interviews conducted from July

8 2019 until July 26 2019 to understand how students acquire knowledge using social media. Each interview sessions range from thirty minutes to one hour.

A semi structured interview was chosen so that there will be some flexibility for the interviewees to explore topics of interest. Questions for semi-structured interviews were prepared in advance as an 'interview protocol' which contains list of questions to be addressed during the interview session. Questions are generally in a specific order so that the interview sessions go smoothly. In addition, semi-structured interviews also enable independence participants to express their views in their own words. Further, interviews with the interview protocol ensure consistent questions were asked, hence providing reliable and comparable qualitative data. In order to interpret the results of the analysis, the interview responses were transcribed and analyzed.

3.6 Method of Data Analysis

Thematic analysis is the process of identifying patterns or themes within qualitative data. Thematic analysis goal is to identify themes which are the data that are important or interesting and use it to address the research questions. Good thematic analysis analyzes the data and interprets it instead of just summarizing the data. Braun and Clarke (2006) suggest that qualitative study should be learned as it provides core skills that will be useful of conducting many other kinds of analysis. Thematic analysis technique is not tied to a certain epistemological or theoretical perspective which makes it very flexible method to understand diversity that exists in knowledge acquisitions activities through social media (Braun & Clarke, 2006).

This study follows Brain and Clarke's six step frameworks which are familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing report. As for the first step which is familiarizing with data, researcher need to be fully immersed and actively engaged in the data by transcribing and then reading more the transcripts while listening to the recording. Initial ideas should be noted down as researchers need to have comprehensive understanding of the content that provides the foundations for the subsequent analysis.

Meanwhile for the second step of generating codes, researcher started identifying preliminary codes, which appear interesting and meaningful. These codes provide an indication to the context of the conversation. The third step searching for themes is the start of the interpretive analysis of coded data. Relevant data extracts are sorted to combine or split to form themes. There are 38 coded data in the study to form 13 themes. The researcher's thought process is required to understand the relationship between codes, subthemes, and themes. The fourth step of reviewing themes include review of identified theme followed by the process of questioning, combining, refining, separating or discarding initial themes. Data within themes should coherent together while there should be clear distinction between themes. A thematic map is generated after this step.

After that, in the fifth step involve defining and naming themes and potential subthemes within data. Ongoing analysis was performed to further enhance the themes. The researcher then named the themes that represent the collective codes that relate together in meaningful ways. Finally, the story of the data has emerged from the themes to explain the three research questions of the study.

3.7 Summary of the Chapter

This chapter presented the basic research method used to analyze and explore the data. It also presented data collection process, and assumption that used in the research. The thematic technique of assessment is discussed with specific emphasis given the six step structure suggested by Braun and Clarke's (2006), which is the main steps followed through the study phase, including an explanation to help interpret the results. This research will be analyzed and interpreted in the next section.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The chapter provided results obtained from participants to answer the research questions as well as research objectives of the study. The data are analyzed and discuss accordingly to the theories while the findings were explained by using thematic analysis.

4.2 Findings

The interview questions were grouped into two segments that are demographic and study-probing questions to understand the acquisition of knowledge among students of the universities through social media. Face-to-face interview method was used as it offered multiple opportunities to find answers to the questions that also enabled the researcher to listen to the participants in the study and read their body language, which could prompt questions to follow up. Study participants were assigned the following pseudonyms names to hide their true identity. Participants will be addressed as participants 1 until 12 which according to numerical numbers.

4.2.1 Demographic Information

The table shows the summary of the responses for the biographical information.

Table 4.1 Demographic information

Demographic Information	Age	Gender	Nationality	Mode of Study
Pseudonyms Names				
Participant 1	24	Female	Malaysian	Full time
Participant 2	26	Female	Malaysian	Part-time
Participant 3	30	Male	Egypt	Full time
Participant 4	29	Female	China	Full time
Participant 5	26	Male	Palestine	Full time
Participant 6	28	Male	Somalia	Full time
Participant 7	26	Female	China	Full time
Participant 8	24	Female	Malaysian	Full time
Participant 9	26	Female	Malaysian	Full time
Participant 10	27	Female	Malaysian	Part time
Participant 11	43	Male	Malaysian	Part time
Participant 12	27	Male	Malaysian	Part time

4.2.2 The Coding Process

According to the Braun and Clark steps in conducting thematic analysis, the following themes are generated based on the research questions of this study;

Table 4.2 The Preferred Social Media Platform for Knowledge Acquisition

Codes	Themes
1) Wikipedia	Collaborative Project
2) Scribd Slideshare Youtube Quizlet	Content Communities
3) Facebook	Social Network

Whatsapp	
4) Weibo Twitter Instagram	Microblogging

Table 4.3 Knowledge Acquisition through Social Media Engagement

Codes	Themes
1) Search	Searching for Knowledge
2) Download Reading Materials Watching videos Write down information Make notes	Compiling Knowledge
3) Asking directly Post question Comments	Enhancing Understanding

Table 4.4 Reasons for Choosing Social Media for Knowledge Acquisition

Codes	Themes
1) Free Save money cost saving	Cost Efficient
2) Wanted interaction Active participation	Collaborative Environment
3) Expertise Ask opinion from others Ask Prof.	Expert Opinion
4) Not boring Fun Easy to access	User Friendly

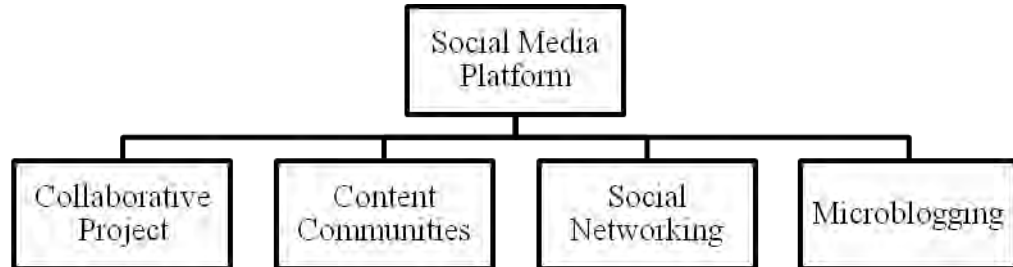
convenience Fast	
5) International community Not restricted by geographic & demographic Wider resources	Borderless
6) Can be access by different device Can be acquire anytime Can be used anywhere	Flexibility

4.2.3 The Preferred Social Media Platform for Knowledge Acquisition

In interview sessions, the participants were asked about what social media platform is the most used for knowledge acquisition. Most of the participants choose Youtube and Facebook as the social media they use the most to acquire knowledge followed by Wikipedia. The other Social Medias that mention by the participant are Scribd, Quizlet, Slideshare, Whatsapp, Weibo, Twitter and Instagram. As in literature reviews, Collaborative projects, blogs and microblogs, content groups, social networks, virtual game worlds and virtual social worlds are prevalent kinds of social media (Kaplan & Haenlein, 2010).

Based on the thematic analysis, there are four type of social media used for knowledge acquisition. The platforms are shown in the Figure 4.1.

Figure 4.1 Social Media Platform



Collaborative Project is a social media application that enables many end-users such as Wikipedia, GitHub and Quora to cooperatively or jointly and instantly construct knowledge-related content. The collaborative project that mostly use by the participants in this study is Wikipedia. Participant 1 states that:

“I used Wikipedia in order to learn some basic fundamentals of something’s that I wanted to learn and get some simplified definitions to the complex terms as Wikipedia usually have a vast definition from the simplifies until the complex one. Besides, I usually used Wikipedia to refresh my memory on things I’ve learnt in the past and had forgotten as Wikipedia is a place which many people put various information related to the topic which make me easy to understand as it shows about the whole process, history, advantage and even disadvantage”(P1)

Participant 8 also commented that:

“I get better at reading by reading more, and while working on Wikipedia, I read a lot. Besides, in contrast to various knowledge which require an argumentative about certain

information, Wikipedia's neutrality policy helps me think about knowledge content in a new way. I can recognize whether an article is credible or not which mean the knowledge that I receive are credible or not as it did mention the sources for the topic discussed. I also can practice finding and summarizing appropriate sources for my topic or to gain more knowledge as well as how write citation". (P8)

Findings indicate that participants choose collaborative project as they like reading as it have various information from the simple until to the complex information that can be added by various people so that they can see the knowledge from various perspectives. Besides, many collaborative projects adopt neutrality policy which allows people to share from many perspectives without any restriction.

Content Communities are websites that enable users to upload and share online multimedia content such as YouTube, Daily Motion, Imagr, Tumblr, and FlickrR. These sites allows users to upload images, music, video, or other multimedia content while providing description that allows other users to search and view. A common feature of these sites allows for comments to be added to a page displaying the content. The content communities' social media that are being mentioned by the participants are Scribd, Slideshare, Youtube and Quizlet.

Scribd is an American e-book and audio book subscription service which hosts approximately 60 million documents on its open publishing platform. Participant 7 states that:

"By using Scribd, it can help me get some views on professional literatures and answers from academic questions which will help me get overview of the topic that I wanted to

know and how to answer that kind of questions. It can also help me get some e-books, which is easy to read". (P7)

Slideshare is an American hosting service for professional multimedia content which are documents, info graphics, presentations and videos that allows users to upload files publicly or privately in various format. As for quizzlet, it role as a memorization tool to help students learn by offering variety of learning modes, including four study modes and two study games.

YouTube which is preferred by most of the participants contains video sharing website that offers music to listen and various kinds of videos. Participant 11 said that:

"Sometimes lecturers create their own channels, record class lessons and post them online so that we can watch them to improve our understanding of the knowledge that we have learned. I can learn a lot just by watching videos and learning from other people's ideas, experiences and protests." (P11)

The study found that some participants like to acquire knowledge by viewing multimedia content to facilitate their knowledge. The multimedia content like e-books, slides, flashcard and videos are easily accessible by using content communities. Hence, the participants can use it to get sample answers they wanted as well as learning from the thought, experience and demonstration of others in the videos that they watch.

Social Network refers to a blog where users stay in touch with family and friends, expressing their opinions and update the world such as Facebook, Whatsapp and Telegram. These social media types that are mentioned by the participants are Whatsapp and Facebook. Whatsapp is a cross-platform voice over IP service and messaging that

enables users to send text messages and voice messages, create voice and video calls and share pictures, records, user places and other media which easy for the participants to acquire knowledge from the files that have been send to them and using it to ask questions directly to the person they intent to learn. Aside from that, Facebook allows users to connect and stay in touch with their acquaintance as well as follow the persons or thing that they like. Participant 3 affirm that:

“Facebook is a good place to discuss something as we can comment on the article posted. In facebook there are also detailed explanations about the topic shared compared to twitter as twitter has words restriction on their post”. (P3)

The findings indicate that participants use social networking to discuss, comment on the post as well as directly asking to the persons and reads the materials that have been send to them to acquire knowledge in addition to enhance their understanding.

Micro blogging otherwise known as nanoblogging is a service that allows its users to send and publish brief posts as there are restricted character limit such as Twitter, Weibo and Instagram. Twitter allows users to post and interact with messages that area branded as "tweets". Tweets were originally limited to 140 characters, but on November 7, 2017, this limit double up to 280 for all languages except Korean, Japanese, and Chinese. Participant 3 comment that:

“By reading all tweets that sort by ranking in Malaysia, the first ranking tweet is usually about what happened on that day. From that tweet, I know what news happened in Malaysia as I like to keep up to date with the news in Malaysia”(P3)

Weibo is a Chinese micro blogging website with over 445 million monthly active users, one of the largest social media platforms in China. Next, Instagram is a platform for sharing photos and videos which also have character limit for their post making the post shorts and precise to that the main point are easily understood.

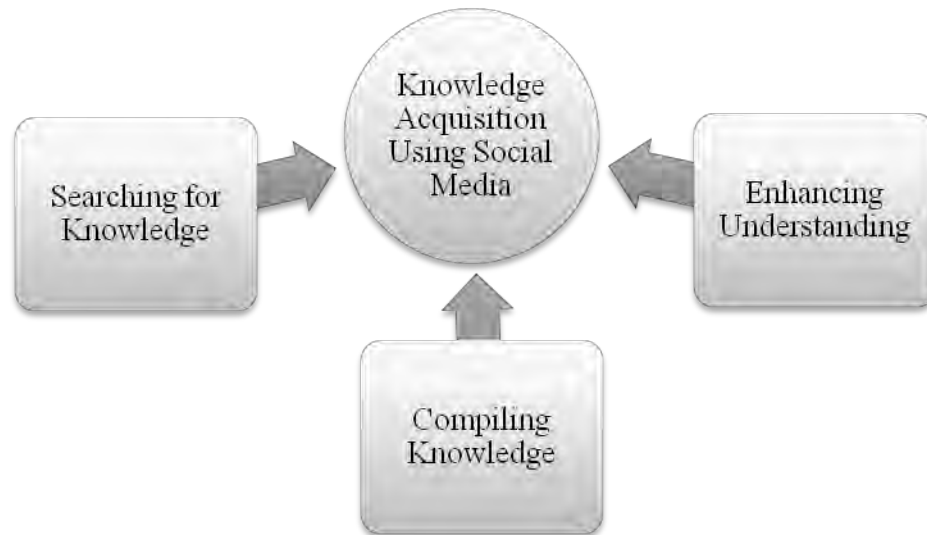
The study discover that participants use micro blogging to keep up to date to the news of what happen in the world and Malaysia particularly as micro blogging are famous as ‘fast newspaper’. Moreover, as there are words limit the information that are posted are shorts and precise.

Apart from that, people have different preference in using social media as the every individual are different. Hence, some student might fond in using Collaborative Project while other preferred Content Communities. Some might like using Social Network and some might prefer Micro blogging. These differences might be affected by the differences background of the individuals and their personalities. In understanding the knowledge acquisitions through social media among the university students, the reasons and how they acquire knowledge will be discuss in the next subsections.

4.2.3 Knowledge Acquisition through Social Media Engagement

Participants were also asked on how the use of different social media platform assists them in acquiring knowledge. The themes that are generated by using thematic analysis using the procedures proposed by Braun and Clark are like the figure 4.2 below;

Figure 4.2 Knowledge Acquisition using Social Media



Searching Knowledge

Participants usually will search knowledge using social media about the topic that they don't understand using social media to explore more about that topic. By searching the topic that they are intending to learn, they can acquire knowledge through written articles, forum or slides that are posted online. Reading and understanding the information written or discussions in forums can help them acquire new knowledge as well as refreshing the memories. Participants 1 said that:

“I usually acquire knowledge through the articles written, forum and slides that are posted online. I usually will search about the topic I wanted to know or learn” (P1)

Meanwhile some will particularly search in a specific social media to serve their purposes. As example, some will use scribd in acquiring new knowledge. This is being said by Participant 7 which commented;

“When I have any problem with my assignment or wanted to know the sample answer to some particular question I usually search the topic or question on the scribd” (P7)

As participant usually search about the topic or areas that they wish to learn from various platform. They also use YouTube in acquiring knowledge. This is mention by Participant 2 in the interview session that affirmed:

“For my study, I usually searching in the YouTube regarding the topic that I do not understand” (P2)

Besides, in the details of how the participants search knowledge using YouTube can seen by the example given by the participant 9. Participants 9 explain that:

“I often watch Youtube in order to get roughly ideas, and use the information from YouTube and ask Prof. Google. For example, I want to know the Internet of Things (IoT). Then I will get the rough ideas from youtube. And I will search for the potential industries that might be affected by IoT. Once I get this, it is easier for me to investigate further. I will search for the literature and articles based on the rough ideas I get it from YouTube” (P9)

When participants search for something using YouTube, the recommended video related to the topic will be listed out by the provider which Participant 6 commented:

“I search for the topic that I wanted to learn and choose a video that are on the top of the list as I believe it would be the most related video with the topic I searching or the most view video regarding the topic”. (P6)

This means that when the result for the topic search is listed out, participants usually are tend to choose the top video in the list as they thought it would be more related and more viewed by others. The higher views in the video mean high engagements of people in the video and would usually perceive as a highly informative and entertaining content in the video.

Next, twitter is also one of the social media platform that been used by the participants to acquire knowledge. As the message on the twitter are usually brief and direct to the point. It attracts peoples as it is easier to understand and get the important point of the topic. Twitter have tagging features that make it easier for people to search with the keyword that they wanted to explore. Participant 3 mention that:

“When I wanted to know about a certain topic I will just searching using tagging if I am using twitter and searching normally through various social media platform”. (P3)

As a matter of facts, Weibo is a Chinese microblogging website which is considered as one of the biggest social media platforms in China. Weibo is often dubbed as China Twitter. However, the features offered by weibo and Twitter are different as Weibo offer more features if compared to Twitter. Hence, it is ordinary for Participants 7 which is a Chinese to say that she commonly use Weibo to acquire knowledge. Participant 7 states that:

“I tend to search for the topic that I wanted to know and learn further. Sometimes I also tend to look or click at the recommended or hot topic that on the Weibo chart.” (P7)

As the participants searching about the topic that they wanted to learn, they will be able to add the information that they get through manual searching or add more understanding

or explore the things that they already know. The findings shows that in searching knowledge, participants used social media platforms by looking for basic information or fundamental information like sample answer, videos, tagging and recommendation.

Compiling Knowledge

Generally, knowledge compilation allows some hard tasks to be performed efficiently on the compiled forms by converting general types of knowledge into tractable forms. This usually happen after the students searching for knowledge. Based on the interviews conducted, some participants will search and then gathered all the information from various platform but some have their preferred social media that they like to gather from to compile the knowledge. This is being affirmed by participant 1 that said:

“I will gather the information from the various platforms but I often tend to take from Wikipedia and SlideShare”. (P1)

As for some participant, they preferred to watch videos in the social media platform in compiling their knowledge as it can also helps in refreshing memories about the particular topic. This is supported by Participant 2 that said:

“I will watch the video that explain the topic that I wanted to learn to enhance my understanding”. (P2)

In addition, for social networking and microblogging social media, students would usually open and read the trends or latest news as both of this platform are known as ‘fast newspaper’. So, in order to compile the information in this categories of social media,

students will have to read the news or topic that been discusses in it. This is said by Participant 3:

“I usually open twitter and facebook to read about the latest news or information that are usually shared or debated” (P3)

Nevertheless, even if the students using other type of social media, some will still required students to read the information in the content uploaded in order for them to compile the knowledge. This is point out by Participant 8 that said:

“I usually acquire knowledge through social media by gathering materials that I wanted to learn. From the information that I gathered from the social media, I will read them and try to understand the information”. (P8)

Additionally, in gathering the knowledge as there are various answer for them to read, compare and digest the information, some students will jot down the important point and makes notes with it in order to compile the knowledge. This is acknowledged by Participant 5 which said:

“I will gather all the information and makes notes to ease my understanding about the area and easy for me to re-read and jot down the things that I don't understand”.(P5)

Furthermore, students might also downloaded necessary files that will aid in compiling the knowledge. Some students download something to try hands on in order to apply the knowledge while watching or readings the materials gathered. Participant 9 giving example by saying that:

“As example, when I need to use the PLS-SEM (Smart PLS) which is one of the software that can be used for data analysis of research. I will start will search the YouTube with regarding the installation of PLS-SEM. Once I downloaded this software, I will watch the YouTube video about how to use it and everything regarding its from A-Z”. (P9)

Another participant that also download sample as a reference in understanding and gathering the knowledge is Participant 10 that supported the statement by saying:

“When I was given an assignment in school, I went through diverse platforms to gather information by downloading sample solutions uploaded so as to find solutions for my assignment”.(P10)

From the findings, it can be seen that the participants gathered and compile the information that they get from social media by downloading, reading and watching the materials as well as jots down the information gathered and makes notes about the topic that had been search in order for them to efficiently acquire the knowledge that they intend to obtain.

Enhancing Understanding

Understanding is the ability to comprehend and understand something. Enhancing understanding can be done by asking directly to people, post questions, email and comments to understand more about the knowledge they wanted to acquire.

Post questions on social media are a good way to strengthen understanding. Asking the right questions can fetch other user’s replies and response which might have some

answers or explanation that will instigate users to boost their understanding. Participant 1 also mentions that:

“If I want to discuss about certain topic I usually post a question for discussion in my Facebook group so that we can discuss about that topic as everyone can comment on it”.
(P1)

In addition, questions can be also post to the websites or any other social media to contact people to seek help to get insight into the knowledge which can strengthen understanding. Directly message the owner of the information content of the area is usually the preferred way in asking questions. This is supported by Participant 10 that mention that:

“There are some social Media whereby I can post my questions to the website or find an online tutor to pass their questions and they will help to give the solutions or guidance to complete the assignments instead of directly downloading the answers available in the websites”. (P10)

Other than posting questions on social media, students can also ask directly to the people or acquaintances that are well verse with the area or topics. This will help students to enhance understanding as they will get the details or specific answers tailored to their needs and curiosity in order to clear up their doubt and get deeper into to understand the area. Participant 8 affirm the statements as she said:

“If there is anything that I don’t understand. I sometimes use social media like Whatsapp to ask directly to someone that excel in that area to explain to me more. This will help me understand more about those particular things that I don’t understand to add my knowledge in the area”. (P8)

Asking directly can also be done by sending email which is the formal ways to ask the persons to share more information and knowledge on the area as for the formal purposes or contact information that usually left in the social media is the email contact.

Participant 9 verify this by saying that:

“I often watch YouTube in order to get roughly ideas, and then I use the information from YouTube to ask more to the Professor or content owner by email the questions or discuss further about the topic”. (P9)

Besides, following expertise in their area of interest would be beneficial in order to add knowledge from time to time as they will get the updates and news information quickly if they follow the expert. This is states by Participant 2:

“I sometimes would contact the person that uploaded the materials to get more information and understanding by directly message the person. I also follow some people that are expert in my area of interest or work so that I can get any update on the changes and new information regarding my area”.(P2)

Apart from that, comments on the post are also one of the ways to enhance understanding. The comment on the post can be read by many people so anyone that know the answer or good explanation can feel free to reply the comment posted. Other replied and opinions might instigate further discussion on that particular topic which will be deeper until the students assimilate the knowledge. This will also clarify the doubt or confusion that the students hold. Participant 12 assert that:

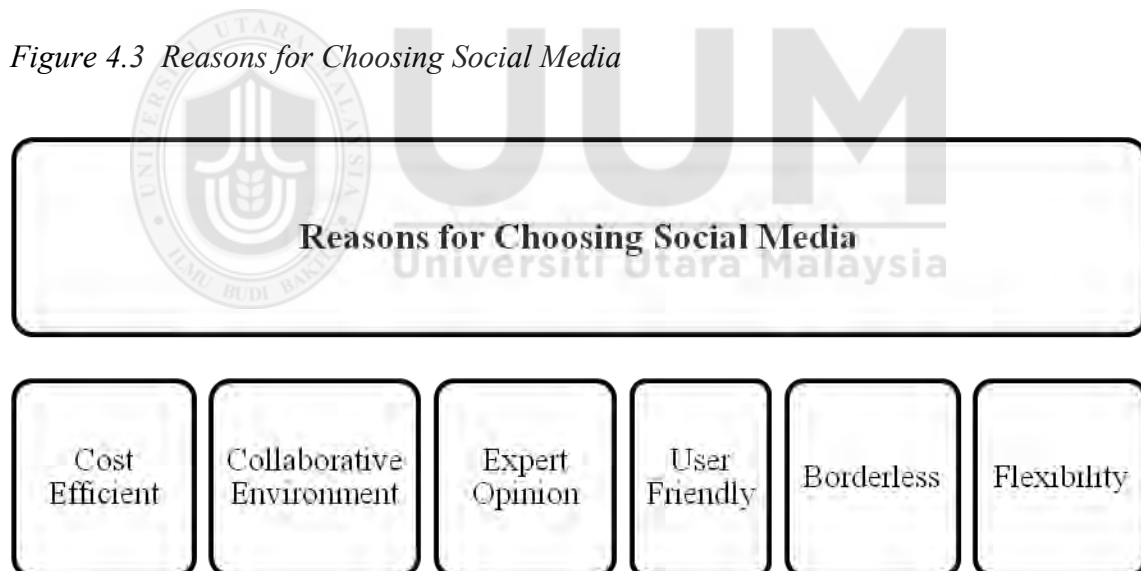
“If I not understand anything about that video I will comment on the video asking for clarification and the uploader and other will answer and clarify my doubt”. (P12)

Findings revealed that social media can be used for knowledge acquisition to enhance understanding by asking questions, post questions online and leave comments. This would help the students to enhance their understanding. Hence, as the students get the information and are able the students are able clarify their doubts, evaluate and interpret the knowledge that they acquire they would be able to achieve understanding.

4.2.4 Reasons for Choosing Social Media for Knowledge Acquisition

The participants were asked about the reasons why the social media is chosen to acquire knowledge. Findings indicate that seven themes emerged as the reasons social media are chosen for knowledge acquisitions which is as figure 4.3.

Figure 4.3 Reasons for Choosing Social Media



Cost efficient

The great advantage of Social Media that well raved by students is because it is cost efficient. Cost efficient mean being efficient without wasting effort, time or expense. Most social media are free or only charge a low fees for add on services or premium subscription. Participant 9 states that:

“These social media are free to join and do not require any fees for viewing nor for the subscription” (P9)

Besides, one of the reasons for the student to choose social media is because that platform doesn't incur any charges to the users. Participant 2 support this by saying:

“Just press whatever you want and all the data will come out with and without sound. As example, through Facebook, many people like to post and share many information. This information can be read for free without any charges or fees' meaning it is free of charge”. (P2)

Furthermore, it is not only free for subscription and communication it can also be used for other purposes such as for promotion or campaign. If using Facebook or Instagram ads to put ads, then there have a certain charges. However, the price is very reasonable with the great impact that social media brings. Students and Institutional can also use this features to reach more people or find something new through the ads. Participant 10 remarks that:

“Using social media is a very cost-effective means of communication and is generally free of charge for end users. Not only can I use it to communicate, it is also a great marketing tool for events, new courses and advances in research.” (P10)

In the other hand, social media is cost saving as it can be open as long as there are connections to the internets like WiFi or data connection. This is really cost saving for the students as universities usually offer free WiFi connection in the university. Even if students out of the university area, they can still use their data connection to access social

media and the charges on data plan as many providers offer various data plan from the low price subscription until the premium plan. Participant 12 pointed out that:

“Besides, this video on social media is easily accessible and free. I can use it if I have WiFi or data connection”. (P12)

Hence, social media is a knowledge acquisition tools that are cost efficient as users doesn't have to spend much money, effort or time. Students can search anything that they want using social media and finds what they need. The result will be pop out almost instantly so they don't have to put much effort into it and it won't consume much time to search what they want. As being states above, social media mostly is free and even some might put charges on their services but they price relatively are low.

Collaborative Environment

Collaborative Environments is meant for groups of people to interact through interconnection tasks leaded by same purpose, and task across time, space, and boundaries mainly through electronic means. Social media has many engaged users creating and sharing and discussing the content which create the collaborative environment. This environment leads to a supportive environment that also combines complementary strengths as they can collaborate with others either in group or individual as they sharing knowledge. This environment will make students acquire knowledge in interactive ways as they can know the opinions of others or ask them .Participant 1 affirm that:

“By connecting with “friends”, Facebook are perfect as I can collaborate with others in grouping or individuals. It a great place for me to connect with other and discuss. Hence, I can get many opinion and knowledge from my friends in one platform”. (P1)

Besides, collaborative environment also becoming the important features to consider by the users as many people like to socialize and interact even in the knowledge acquisition process. Building relationship and connection by social media helps students to stay in touch as they can exchange opinion and though on something. Participant 10 said that:

“I also choose social Medias as it helps me to build relationship among people better and faster. Through social media networks, students can get to know each other better. It helps bring two or more individuals together, where we can share our issue, which our peers can fix. Besides that, I can also connect to students on my own course or seniors or juniors, friends studying in the same field at other institutions to get deeper knowledge from different demographic or background”. (P10)

Students also like to get into interpersonal communication which is exchange of information between two or more people in order to acquire knowledge as well as through peer learning as they are more comfortable to ask anything that they don't understand without hesitation. Participant 11 supported this as he said that:

“I used Facebook to get skills through peer learning, feeding back into interpersonal communication and collaboration between groups”. (P11)

Hence, collaborative environment is also one of the great features that some social media offers to the students. Students can choose this type of social media platform if this suits their learning style to acquire knowledge. This collaborative environment are said to be a

good way to acquire knowledge as it is quick and more effective as they can ask other opinion or ask guidance to help them enhance their knowledge.

Expert Opinion

Expert opinion is a belief, faith or judgment regarding something specified by an expert on the matter. Some expert use social media to post their knowledge and opinion online to raise awareness or sharing information to others. This will let people know how the expert perceived and advice on the issue. Participant 8 states that:

“It helps in the research process as social media provides useful tools for audience and subject monitoring and is one of the best data extraction platforms. I can find out how most individuals feel about a specific subject or how specialists view and advise on specific topics”. (P8)

In addition, by following the YouTube channel, social media page or group will give students more insight regarding the topics that they interested. This would help facilitate the knowledge acquisition and enhance their understanding. Students for example can follow doctorate support group or any other expert group or page to acquire knowledge directly from them. This is affirmed by Participant 9:

“For sure, YouTube is one of the social media platforms that I use the most. Meanwhile, I also use other social media like Facebook. I entered into several group chat. For example, Doctorate support group. This is a useful Facebook group, which I can get much information from the professors or PhD candidates and getting the knowledge from them”.(P9)

Besides, student can also leave comments or contact the expert through other means in order to acquire knowledge through them by asking question or asking for more explanations and clarification. Furthermore, by asking the expert opinion or guidance like regarding the matter or to assist them to solve a particular questions would help students to add knowledge more effectively and strengthen their understanding. Participant 10 remarks that:

“If I am having a problem in particular subjects, I can open up through chat, forum groups and find some genius that could provide solutions to my problem. Sometimes, I also find an online tutor to pass their questions and they will help to give the solutions or guidance to complete the assignments”. (P10)

To sum up, expert opinion would help students to see how the expert perceive and advice on the issues or topics. Social media would help students to follow experts so they won't miss any information that posted by the experts and able to contact the expert to asking assist or solutions to the problems that they encountered as a qualified opinion from an expert would resolve the complex problems affecting the capability of the project or even the understanding. Besides, by in quest of the counsel from a specialized expert, it will help to develop ability solve problems based on solid, experience based information gathered from concrete information as experts usually suggest opinion based on judgment of past and current industries practices that provides projects with valuable insights on diverse dispute. Fresh perspectives on a certain topic by expert can save time, cost and avoid any potential hinder.

User Friendly

Social media are preferred by students to acquire knowledge as it is user friendly as it is easy to access and find the topic that students wish to know by just typing the keyword of the things that they wanted to find. User friendly in social media is based on the software interface that is easy to use and attractive to users. This is state by Participant 2 that said:

“Social media are easy to access as everything is at your fingertips. I just need to open it and search the topic that I wanted to learn, then I can make a conclusion or notes based on my understanding from the video”. (P2)

Other than that, there are various information in the social media. Students just need to search accordingly to the topic they desired to know. The information in social media are keep updating as various people keep added the information so that students can extract the information that are being posted and shared so they can convert it into knowledge and go in deeper by adding more knowledge to enhance their understanding by effortlessly acquire more knowledge as they just need to open and search regardless the topic or where they are. Participant 1 supports this as saying that:

“I usually used Wikipedia to refresh my memory on things I’ve learnt in the past and had forgotten as Wikipedia is a place which many people put various information related to the topic which make me easy to understand as it shows about the whole process, history, advantage and even disadvantage”.(P1)

Besides, social media provides audio as well as visual which are very attractive and easy for understanding so that students can find which social media platform that are suit to

their style and interest as everyone are different. In this way they would be entertain even if they are actually learning. Participant 3 said that:

“I choose Twitter and Facebook as social media is a “fast newspaper”. All news will be spreading in social media first before they goes to publish in newspaper. Besides, I also choose this two as I also spent most of my time on these two platforms to socialize and for my entertainment. Hence, I would not feel boring to engage in these two platforms as I can use it for various purposes”. (P3)

Other than that, there are many social media platform that offers variety of things like YouTube to watch video and hear audio, Instagram by looking at picture, Facebook by reading and looking at image and Wikipedia by reading. Students can choose from this variety of social media platform to fill their needs. Participant 8 thought that:

“It is easy as I don’t have to read the article to gain new knowledge. From listening and watch from YouTube I can gain knowledge easier. It became easier when there are tutorial how to do certain work such as mathematical shown on YouTube rather than I have to read the solution”. (P8)

Apart from that, as social media are easy to use and fun making students are eager to choose engaging to social media which contributed to the high engagement of social media among university students in Malaysia. Thus, the attractiveness of social media platform is important point for university students to decide choosing social media as a tool to acquire knowledge. Participant 11 verify that:

“For me using Instagram are easy, fast, beautiful and fun way to share about my opinion and knowledge with friends and family. Aside from improving the communication with

people, I can exchange the information with friends and the family in original way. Besides usually the information being post on Instagram is short and precise”. (P11)

Furthermore, students tend to choose watching videos and hearing audios or in the other words visuals as it are entertaining and not boring so they can stay engage longer as they acquire more knowledge by watching and searching for more knowledge. This is seconded by Participant 12 that said:

“I think this social media platform is convenience and a practical way to acquire knowledge as I can acquire knowledge in an interactive way. It is not boring so I can watch many videos and gain more knowledge by watching those educational videos” (P12)

In a nutshell, students would tend to choose social media that are users friendly as it is easy to use and have nice interface. They also think that user friendly social media are attractive and entertain them as they won't feel bored when they acquire knowledge through social media. Besides, they can get various information in a short time as it is easy to access and convenient.

Borderless

Social media adopt an open and borderless digital society concept as it lack edges, limits, and boundaries. Social media facilitates students to know everything that they are going to do or learn as they are able to search anything from the basic until the complicated terms or information as it doesn't have any limit or border that can distort the knowledge acquisition process. Therefore, students are able to acquire knowledge across the geographical border quickly. The students are also able to gain more insight and know

more about other country views and opinion on the matter or subject discussed. Participant 10 said that:

“Social media has a broader and quicker means of distributing data not only to university learners, but also to the general public. They have as fast as possible access to basic information. Besides, I can get information and communicate with people or other students even at 3am and there is often someone to chat to from the international community. Another advantage of using social networking sites is that it is not restricted by geographic or demographic” (P10)

The borderless features make students life easier as there are so many research and topic that can be explore and learn as different countries have different systems, views, expertise and specialties which would allow knowledge transfer to take place and students are able to acquire knowledge regardless where they are.

Flexibility

Flexibility refers to the ability to modify easily in order to respond to altered circumstances (Grigore, 2007). Flexibility is one of the reasons of why social media are raved by the users especially among universities students. Social media are easy to access as most of them supported various operating systems like windows, Linux, android, macOS, iOS and so on which let students to choose whether they wanted to access form the laptop or Smartphone. Participant 1 affirms that:

“I like to use Slideshare as the documents are visible and accessible to the visitor without the need to download them first. Besides, the documents are easy to access using mobile phones”. (P1)

Besides, social media can be used by all age and education levels as all students can search for anything that they wanted to know. Students can also use social media anywhere as long as they have connection to the internet. This is remarks by Participant 8 that said:

“Social media can be operated in mobile devices. It also provide knowledge to anyone without any age or whether undergrad student or master student which is ideal for mobile learning as I can access it and view it on the go through my smart phones and tablets, mobile learning devices. Regardless of how small the screen is, I can use YouTube as a platform to search for new knowledge not only online video resources. I can gain new knowledge anywhere with the Smartphone.(P8)

In addition, social media can be connected anytime so that students can use it anytime they wanted which is a great feature as some students like to study during the day while some like to study during the nights. Using social media, students won't have problem to access it during the day or night. Participant 10 notes that:

“It also enables me and other students to connect at any time without time limit, social networking never sleeps”. (P10)

In summary, the features of flexibility encourage students to engage to social media as it is easy to access using Smartphone or laptop, anytime and anywhere. Social media usually will update it features to fit in the demands of users and in order to compete with other platform. Hence, it is to modify itself to react to the circumstances which ensured the students as they won't be having difficulties if the circumstances different.

4.3 Discussion

The aim of this study is to identify the type of social media used among the university student for knowledge acquisition, examine how social media engagement facilitate knowledge acquisition and assess the reasons in choosing the social media platform to acquire knowledge. In order to achieve this aim a set of research questions were designed and become the main questions in the interviews sessions that have been conducted.

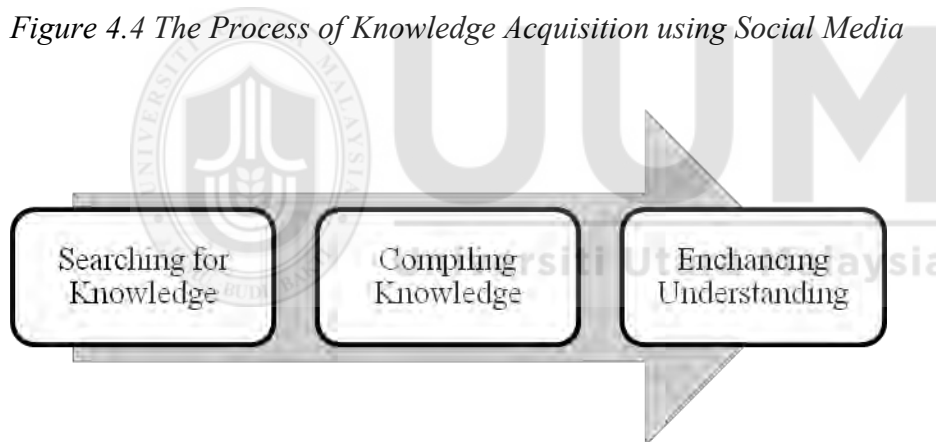
The acquisition of knowledge relates to the process of extracting, structuring and arranging knowledge from domain to domain expert (Shang, 2005) while based on Freberg (2016) social media are virtual platforms that enable user-generated content to be shared in extremely vibrant and interactive societies in real time, enabling content to be co-created, thoughts and views to be gathered from a crowd, and discussions and thoughts to be edited and extended to the next stage within a corresponding platform and with a specific society. This study able to identify the type of social media used among the university students for knowledge acquisition and the reasons in choosing that particular social media. Hence, all the research questions were answered in the findings.

Apart form that as mention in the literature review, there are mixed results on social media relationship to knowledge. Based on the findings from the interviews conducted, knowledge acquisition through social media engagement shows that participants will start with searching knowledge by searching the topics or knowledge that they wish to acquire. Then, they will gather and compile the knowledge by downloading, reading the materials found, watching videos and make notes. In this process they organized the information

by using cognitive structures which is the mental processes that individuals use to process and understand information.

The information is organized for learning and recall. After they understand the patterns of the information as they are compiling their knowledge, they will start to asking directly to lecturers or anyone that they intend to acquire knowledge from, posting questions online and leave comments on the educational post. All of these acts will enhance their understanding that let them gain knowledge with insights. This process shows how social media engagement facilitates knowledge acquisition. The process of knowledge acquisitions using social media can be summarized as figure 4.4 below;

Figure 4.4 The Process of Knowledge Acquisition using Social Media



The theoretical lens for this research is educational learning theories. There are five theories under educational learning theories which are behaviorism, cognitivism, constructivism, humanism and connectivism.

Behaviorism

The first educational learning theory which is Behavioral conduct is a perspective in which external variables can explain conduct and behavioral conditioning can be used as

a universal learning method. Much behavioral learning theory needs stereotypes to be created, applied, processed, and generalized. In this theory, observation is a key learning element and can either strengthen or challenge previous knowledge and dispel it. Social media can be a monitoring tool for them to actually observe other behavior through people posts. Such generalization, however, can lead to discrimination, racism, prejudice, and ignorance among individuals, and usually block or ban the acquisition of new data, particularly if it conflicts with earlier held or well-established views.

Cognitivism

Next, psychologists and teachers started to de-emphasize a concern with overt, observed conduct and instead stressed more complicated cognitive processes such as thinking, problem solving, vocabulary, concept formation, and processing of data leading to cognitive theory. Learning is associated with discrete changes in knowledge state rather than changes in response probability. Learning is not about what the learners are doing, but about what they know and how they acquire it. This theory is consistent with this study as this study focuses on knowledge acquisition and how social media commitments facilitate the acquisition of knowledge.

Cognitive theories focus on conceptualizing learning processes for students and addressing issues of how the mind receives, organizes, stores, and retrieves information. The findings of the study says that using social media, the students first will search for knowledge, then gathered and compile the knowledge and lastly students will use the knowledge to enhance their understanding. In this theory, the learner is viewed as an active participant in the learning process while students that use social media can also be

said as an active participants in the learning process as they are searching through social media, asking peers and experts in the area to explain the things that they didn't understand. Besides, this theory also states that students learn most effectively through reading text and lecture instruction. Through social media, students can choose which type of social media platform that suitable for them. In this study, it is found that students preferred Wikipedia in the collaborative projects type. Students can read text using Wikipedia as the information is presented in form of text. As the information can be added by many people, the information on the Wikipedia is usually detailed and explaining the whole process or complete pictures regarding the topics.

Constructivism

The next concept that is constructivism is the concept that individuals are accountable for generating their own knowledge of the globe and using what they understand in the process of connecting fresh data to these experiences based on prior experiences. In any case, the individuals themselves are their own knowledge's active creators. They have to ask questions, explore, and evaluate what they know to do this. The social media types that support constructivism learner are Micro blogging and Social Network. This is because the social media platform in this categories such as Weibo, Twitter, Facebook and Instagram is like fast newspaper which updates about what currently happen in the world so the students can explore and access about what they wanted to know as well keep getting update when they follow the page or individual on the social media. Based on the information posted, students can create their own understanding of the world and using what they know based on previous experiences or knowledge they already have to link with the new information to these experiences.

Humanism

As for humanism, it portrays the natural tendency of all human beings to grow, learn, and fully develop. While students learn naturally, as they learn more deeply, they will tend to learn more joyfully. However, they will learn less when students are forced into learning and they will not be able to enjoy learning. In the other word, humanism focuses as the subject on the individual and claims that learning is a natural process that helps a person achieve self-actualization. Scenarios and role modeling, like experiences, exploration and observation of others, are important factors in humanistic learning. Social media helps students to learn naturally and willingly. This theory explains the reasons why most of the participants said that they choose social media to acquire knowledge as social media is user friendly and attractive. By acquiring knowledge with social media they do not feel boring and having fun searching for knowledge as they also gathering and compiling the knowledge to enhance their understanding.

Besides, social media would be able to facilitate the development of fully functioning self-actualize human beings who have the ability to cultivate themselves, others, and their environment. Moreover, social media would be able to instill a joy of learning and a desire to be life-long learner as well as promoting the discovery of each student's passions, abilities, and special talents so that the humanism can be achieve as students can grow, learn, and develop fully using social media.

Connectivism

The last educational theory is connectivism. It is a relatively new theory of learning, developed and based on the idea that by forming connections, people process

information. With the digital and technological era, this theory has evolved, adapting to advances in these arenas. This new theory suggests that, with new tools in technology, people no longer stop learning after formal education and continue to gain knowledge from other paths such as job skills, networking, experience and access to information. Siemens (2004) states that connectivism is a community in which similar areas of interest can be clustered, allowing interaction, sharing, dialog and thinking together. This theory is often linked to the social media as social media allows people to connect easily using technology.

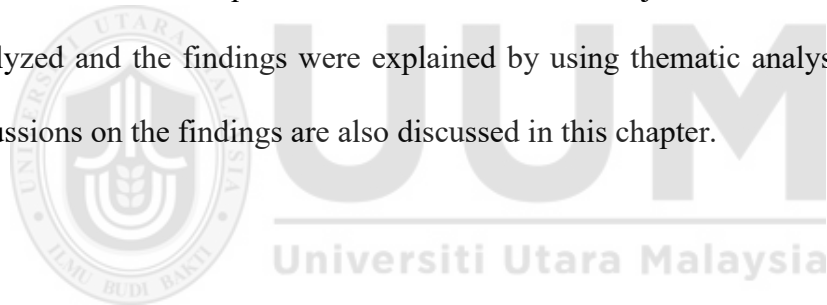
Many past study usually use this theory to explain the relationship between social networking and knowledge sharing. However, this theory can also be use for knowledge acquisition and other type of social media. This is because even collaborative project allows peoples to add in information into the topic discussed to achieve detail information regarding the topics. Besides, forming connection can also be done by microblogging and content communities. As both this type of social media platform allows people to connect by following or subscribing channel. In addition, Kop (2008) said that almost all learners prefer the local or online tutor's assistance and support to guide them through resources and activities, validate information, and participate them critically in the content of the course. They can communicate with their online tutor using social networking like Whatsapp and Facebook as well as content community like YouTube, Quizlet and Flashcard as well as getting helps from the expert as the participants in this study mentioned. As a matter of fact, social media can also be used for other purpose like gaining job skills, improve on their networking, and gain more insight on the experiences of others apart from the educational purposes. Hence, social media

supported the idea of continuing to gain knowledge instead of only relying only on the formal education.

Therefore, findings from the study offer explanation on how the use of social media for knowledge acquisition occurs in different educational learning theories. As people are different between each other this findings can be use to understand how different style of learners acquire knowledge.

4.4 Summary of the Chapter

This chapter offer the outcome obtained from the respondents during interview session in order to answer research questions as well as research objectives of the study. The data was analyzed and the findings were explained by using thematic analysis. Furthermore, the discussions on the findings are also discussed in this chapter.



CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this final chapter, implications, limitation and recommendation as well as the conclusion for the findings in this study are discussed in detail. The three main research objectives are revisited based on the findings in the previous chapter to summarize the keys findings. In addition, the implications of the finding as well as recommendation for future research are also presented in detail.

5.2 Summary of Findings

In this research, there are 12 students as the participants for the semi structured interview conducted for this research. These respondents consist of the postgraduate students from Othman Yeob Abdullah Graduate School of Business (OYAGSB). From this study, three main questions were asked in the interviews that followed by the follow up question when deem necessary. From the analysis for research question one which is the preferred social media platform to acquire knowledge, the participants mainly choose social media from the collaborative project social media content communities, social networking and micro blogging. The most preferred social media that said by the most of participants is YouTube as they enjoyed acquiring knowledge with the aids of visual and audio and they can choose the videos that they feel suitable for them as there are various of choices of educational videos in the platform.

As for the analysis from the research questions two which is how social media engagement facilitates knowledge acquisitions, the participants are actually searching for the knowledge by using their preferred social media. After getting the information from the searching process, the students will then compiling the knowledge. They will select the knowledge that they want to acquire by downloading, reading and watching the materials that they gather from their searching and makes notes based on their understanding. After that, participants will enhance their understanding by ask questions directly to the person that they want to, post questions online and leave comments on the post to clarify their doubts and confusions.

In the findings from the third research question which is about the reasons for choosing the social media platform for knowledge acquisitions. The participants mention that social media is cost efficient, user friendly, borderless, flexible, provide and easy access to expert opinion as well as they like the collaborative environments that the social media platform possess. This is also can be explain by the educational theory that discussed in the discussion part in chapter 4. Hence, with all the findings and discussion that provided in this study, the insights of knowledge acquisition using social media among university students can be understand.

5.3 Significant and Contribution of Study

5.3.1 Practical

The foremost practical contribution of this study is it aligned with the 11th Malaysia Plan (RMK11) about holistic system education that driven by the thirst of knowledge spirit. This is because as the high engagement of social media especially among the youngster

can spark the spirit to gain knowledge as it easy and accessible. Hence it is important for policy maker to know how social media engagement can facilitate knowledge acquisition in order to make the learning-teaching experience more meaningful and effective in order to achieve the goal in high learning institutions. Other than that, this research also helps higher learning institutions identify the useful and powerful platform of social media for knowledge acquisition to help students achieve better engagement in social media to acquire knowledge instead of addicted to social media for entertainment and social activities only.

5.3.2 Methodological

The main methodological contribution of the research is it provides an insight on the plausibility of “third variable explanation” for the results of the past studies as this studies adopt qualitative approach in order to explain further the reasons behind the most of the knowledge management in social media as most of them are quantitative paper. Therefore, this study would also useful for others studies on the knowledge management and social media area as this case study approach would give deeper understanding on how social media engagement can facilitate knowledge acquisition among university student.

Finally, methodological contribution concerns the adequacy of the application of theoretical concepts and theories developed in other contexts. The applicability of some research theories and models developed in learning education successfully explain why some people would choose different social media platform along with how knowledge acquisition can be facilitate for them as people are different, one method or theory might

not be able explain everyone. The successful use of these theories in this study helps to provide examples of the university student in Malaysia interpreting case studies of knowledge acquisition.

5.3.3 Theoretical

Both theory and empirical findings contribute to the better understanding of knowledge acquisition using social media among university student. This study also contributes to the understanding of the question of social media engagement can facilitate knowledge acquisition and why the social media is chosen to acquire knowledge and contributes to the existing literature on knowledge management and social media. Moreover, the findings can enhance understanding on how students learn to acquire knowledge using social media according to various learning theories from educational learning theory.

Besides, this study constitute towards theoretical development of social media in knowledge management especially in knowledge acquisition. This is because of many previous literature focuses more on knowledge sharing using social media. Although knowledge sharing are often link to the social media due to the nature of social media, however knowledge acquisition is an important process that should not be overlook. Yi Shang (2005) wrote that capturing domain knowledge of a problem domain is the first step in building an expert system. Hence, it means that as knowledge acquisition is the method by which knowledge is extracted, structured and organized from one source, it is a basic and important factor on whether the persons would be able to successfully apply the information like they desired.

5.4 Limitations

There are some limitations in this study. First, time constraints are the major factor to complete in this study as it is limited to the period for data collection. Next, the participants of the study only focuses on the students in UUM cannot perfectly represent the all universities student perception. Besides, the there are only 12 participants of the study which is not enough for generalization purposes. The bigger number of participants in interviews conducted is expected to get to a more accurate and valid result for generalization purposes. Lastly, more questions can be asked for the study to generate a better explanation and understanding.

5.5 Recommendations for Future Research

Findings from this study propose many opportunities in this area for future exploration. The following seem to be most interesting and promising among the many possibilities. First of all, as this study only focus on the postgraduate students in UUM. It is recommended that the future study increase the area of research to all postgraduate and undergraduate students in UUM or university students in Malaysia to gain more sample size in order to be able to do generalization of universities students. Hence, a more inclusive study should be carried out in all higher learning institutions in Malaysia to have full coverage of all accounting students. Apart from that, this study also focus on three research questions and conducts the interviews based on this questions as a pillar in the semi structured interview. Future study can use unstructured interviews to provide more insight to the topic.

5.6 Conclusion

In conclusion, the study documents the types of social media platform that used by the students, how they acquire the knowledge using social media and why they choose the particular social media platform to acquire knowledge. These objectives are being achieved by using the construct research questions of the study and using it in the interview sessions Discussion of the findings are also provided by using educational learning theory as the theoretical lens to further understanding the social media use among university students. Most importantly, this qualitative study has successfully revealed findings and application of social media usage for knowledge acquisitions among student based on the educational learning theories as behaviorism, cognitivism, constructivism, humanism and connectivism. Even though knowledge acquisitions using social media is a complex phenomenon, studying it in different setting and environment will definitely help the researchers to gain more insight in the topics.

5.7 Summary of Chapter

In this final chapter, implications and limitation for the study are stated. The recommendations and future works have been provided for the researcher as they can expand their study in future with different dimensions.

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APPENDIX A

Interview Protocol

Overview:

This interview are conducted for research purposes which is to answer the research questions as well as to achieve the research objective which are to identify the type of social media used among the university student for knowledge acquisition, to examine how social media engagement facilitate knowledge acquisition and to assess the reasons in choosing the social media platform to acquire knowledge.

Procedure:

This interview is semi- structured interviews. The interviews had three main questions that might be added some follow up questions if necessary. The interview will be recorded and scripted for research purposes only.

Contact Information:

Puteri Alia Izzati Binti Badderudin

Master in Science International Accounting

013-4712603

A. Background Info

- Name :
- Age :
- Gender :
- Nationality :

- Mood of Study :

B. Interview Questions

a. Main Questions

- What social media platform you use the most for knowledge acquisition?
- How your social media engagements facilitate your knowledge acquisition?
- Why you choose the social media platform to acquire knowledge?

b. Rephrase Questions

- What social media platform you use to get knowledge?
- By using social media, how can it assist you to acquire knowledge?
- Why do you prefer that social media platform to obtain knowledge?

c. Follow up Questions

- Can you explain further?
- Can you give me example for that?
- What do you mean by that?