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Knowledge Sharing Behavior among postgraduate students using Facebook: An Empirical Study of Iraq

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Abstract

Facebook has gained the popularity among postgraduate students around the world as a platform to get connected with other students. However, the studies on postgraduate students' knowledge sharing behavior using Facebook are limited. The main aim of this study is to examine factors affecting postgraduate students' knowledge sharing behavior on Facebook. This study was motivated by the concern to extend the use of Facebook to be used by postgraduate students not only for social activities but also to extends its usage to be an important platform for knowledge sharing. Two methods were adopted, which were an interview with three experts and survey to sixty students from the University of Basrah. Based on the regression analysis, the results indicate that knowledge sharing is affected only by Organizational Culture, Attitude toward Knowledge Sharing, Subjective Norms, and negatively affected by Enjoyment to Helping Others. Further, the Attitude toward Knowledge Sharing is affected by Expected Association, and adversely affected by Expected Feedback. This paper is one of the first studies to explore the study of knowledge sharing behavior of postgraduate students on Facebook. This study may help promote using Facebook as a knowledge-sharing platform and thus assist postgraduate students to take advantage of Facebook to improve their learning process. Finally, using Facebook as a knowledge-sharing platform will improve the problem solving of postgraduate students and run their research easily.

Keywords: Knowledge Sharing, Student Behavior, Organization Culture, Attitudes Toward knowledge Sharing

1. Introduction

Millions of people use social networking such as Twitter and Facebook, but little is known to what extent the social networking sites are used [1]. Using social media provides an essential background for the social and emotional improvement of youth, this represents the important portion of their life [2]. Social networks such as LinkedIn, Facebook, Friendster, and MySpace represent the main platform to interconnect with the users in which can post profile information and share their knowledge [1]. Most students have accounts on Facebook to share their photos, information, and exchange their knowledge.

There are many attempts to define the concept of knowledge that has occupied the minds of philosophers since the era of Greek [3]. Knowledge can be defined as a collection of skills and experiences gained from a long life and can use to create new values that do not exist on the documents, Knowledge becomes an embedded in people's minds over time [4]. In general,

knowledge is classified into tacit and explicit, tacit elements that have born of experience while explicit element represents the knowledge on documents such as image and reports. Knowledge management (KM) is defined as a set of activities that encourage the people, groups, and organizations in acquiring knowledge from different resources either in/out of the organizations [5].

This work focuses on knowledge sharing which is considered as one of the most important processes of knowledge management. Knowledge sharing defined as the process of creating new knowledge through mutually exchanging of knowledge [6].Sharing of knowledge means an individual's collaboration toward the organization's objective which maximizes the production through enhancing the performance of an [7]. There are too many ways used to share knowledge between peoples such as the intranet, social media, group discussion, and meeting. Social networking is one of the most popular ways to share knowledge. Facebook is one of the social media platforms that have rapidly gained widespread because people interconnect with others through the different channels of their mutually shared online social networks. [8] proved that students use Facebook in education to share their experience, and discuss the ideas that enhance the student to perform. The main reason why students preferred using Facebook to share their experiences is that Facebook has a high level of Widespread around the world. Behavior is defined as the general manner of individual response or group response to environment requirement. Thus, knowledge sharing behavior among Facebook means the student manner to exchange their knowledge with others to enhance their performance. There are many factors that influence knowledge sharing behaviors such as enjoyment to help others and attitude toward knowledge sharing. The main objective of this study is to examine the factors that influence the behaviors of knowledge sharing among postgraduate students by using Facebook.

The main contribution of this study develops a structural model for knowledge sharing that encourages the postgraduate student to share their knowledge in the best ways and improve their learning process. The rest of this research is managed as the following. Section 2: present the related work. The research methodology explains in section 3. Section 4 shows the data collection methods. The analysis of collected data and results discussion is summarized in section 5. Section 6 finales the research by the conclusion and future works.

2. Related Works

2.1. The Research Model and Hypotheses

There are too many studies conducted in knowledge management to identify the factors that influence the behaviors of knowledge sharing among employees from different organizations. The main limitation of these studies is there is no clear study conducted to determine the factors that influence the knowledge sharing behavior among postgraduate student by using Facebook in a higher education institution. Furthermore, most of the previous studies did not empirically examine the factors that influence the knowledge sharing behavior by using solid theoretical understanding. To overcome these drawbacks this study use theory of reasoned action (TRA) [9] to test the factors influence the knowledge sharing behavior among postgraduate student by using Facebook. According to literature, there are a list of factors that influence the behavior of knowledge sharing which are organizational Culture, enjoyment in helping others, subjective norms about knowledge sharing, and attitude toward knowledge sharing

- **Organizational Culture**

One of the most important factors that influence the behavior of knowledge sharing is organizational culture [10].Organizational culture meant a complex set of practices, beliefs, values, and assumptions that determine the best way to improve the firm's business [11]. As an individual, every firm has its own culture that developed through the working life of an organization that reflects the organization's identity in two dimensions: visible and invisible. The visible dimension presented as the philosophy and mission of an organization as while as the invisible dimension of organizational culture is described as the unspoken set of values that guide employees' actions and perceptions in the organization. The employee's trust is an important characteristic of organizational, which is held to have a significant influence over knowledge sharing [4]. According to [12], web-based activities can use to improve the behavior of knowledge sharing among postgraduate students in higher education institutions. Furthermore, organizational culture has an essential effect on employees and students to share their knowledge with others among web activities [12 & 13]. These study attentions to clarify the relationship between organizational culture and knowledge sharing behavior for postgraduate students through using Facebook. We, therefore, hypothesize that:
H1: *Organizational culture has a positive influence on postgraduate students to share their knowledge through Facebook.*

- **Enjoyment in Helping Others**

According to [14], enjoyment is one of the most essential factors to motivate knowledge sharing behavior among employees. Enjoyment is defined as the interest to share knowledge and helping others to solve their problems and derive feelings of intrinsic [10]. In general, knowledge contributors such as students and employees have to share their knowledge with peers to derive enjoyment from helping others [14]. Social networks offer new chances for interaction between knowledge workers to share their knowledge. [15] Mentioned that the participation of the postgraduate student at the University of Toronto in online group discussions enhances their ability to share their knowledge. This study focuses on understanding the effect of enjoyment in helping others on knowledge sharing behavior among the postgraduate student in Malaysian universities by using Facebook. We proposed the following hypothesis:
H2: *Enjoyment in helping others has a positive influence on the postgraduate student to share their knowledge through Facebook.*

- **Subjective Norms About Knowledge Sharing**

According to [16], subjective norms are one of the most important factors to motivate the behavior of knowledge sharing among physicians in the hospital. Subjective norms defined as an individual's perception and opinion about what is the most important required to do first [17], defines the subjective norms as social pressure to perform or not perform a certain behavior.
According to [10], subjective norms have a significant influence on knowledge sharing behavior. On the other hand, the administrative member's overall organizations focus on determining trustworthy employees to share their knowledge with others [18]. Therefore, the administrative level of an organization can know the trust employees to share the knowledge based on their subjective norms. As mentioned by [19], subjective norms have a direct impact on the sharing of electronic knowledge repositories by

contributors. This lead to our third hypothesis:
H3: Subjective norms to sharing knowledge have a positive influence on the postgraduate students to share their knowledge through Facebook.

- **Attitude Toward Knowledge Sharing**

One of the most important factors that influence the knowledge sharing behavior is the attitude toward knowledge sharing [14 &10] . Attitude toward knowledge sharing is defined as the level of the individual's feeling about sharing the knowledge which positively enhances the organization's performance (Bock et al., 2005). Knowledge sharing behavior needs a positive attitude of employees to feel that they have the competence to deal with their environment [21] Competence defined as the adequate amount of skills and experiences that enable one has to act in a wide variety of situations regarding individual judgments [14]. Therefore, competence can encourage the employee's behavior to share knowledge with others. [22 & 23] mentioned that employees with high confidence in their competence to share the useful knowledge are more influence the knowledge sharing behavior overall social media.
The employees with a high feeling they can enhance the organization's performance by sharing their knowledge they pay more attention to the knowledge sharing. Furthermore, attitude controls the employee's behavior in sharing knowledge with others [24].In term of knowledge sharing, most of the postgraduate student uses Facebook to exchange the idea, insight, and discussion [25]. Furthermore, [26], states that the participation of the student on Facebook can be tapped for academic purposes such as improve the education levels through knowledge sharing among communication between students. We proposed the following hypothesis:
H4: *Attitude toward knowledge sharing has a positive influence on postgraduate students to share their knowledge through Facebook.*

Continuously, with attitude toward knowledge sharing, there are two factors that only influence the attitude of employees toward the behavior knowledge sharing as follows: One of the important factors that influence the attitude toward knowledge sharing is expected feedback [23]. Expected feedback is defined as the rewards received by employees in honor of spending efforts to share the knowledge with others such as monetary reward and new higher positions [27]. Therefore, enlarging the expected feedback will grow the attitude toward knowledge sharing. We proposed the following hypothesis:
H5: *Expected feedback has positive effects on attitude toward knowledge sharing among postgraduate students through Facebook.*

The next factor that affects the attitude toward knowledge sharing is the expected association [23] . The expected association is defined as the level of belief the sharing of knowledge with others will improve the relationships. Thus, exploiting the expected association will increase the attitude toward knowledge sharing. Table 1 presents the symbols in the proposed model while Fig 1 presents the proposed model for knowledge sharing among postgraduate students. We proposed the following hypothesis:

H6: *The expected association has positive effects on attitude toward knowledge sharing among postgraduate students through Facebook.*

Table 1. Description of symbols used throughout our proposed model

Symbol	Meaning
OC	Organizational Culture
EH	Enjoyment in Helping Others
ATK	Attitude toward Knowledge Sharing
SN	Subjective Norms about Knowledge Sharing
EF	Expected Feedback
EA	Expected association
KS	Knowledge Sharing

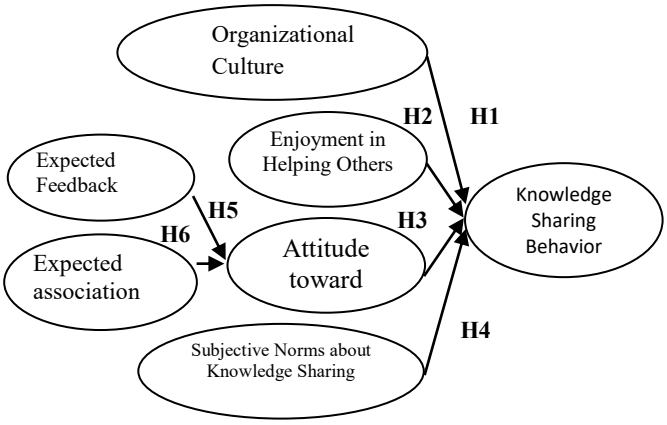

Fig. 1: Proposed Model for Postgraduates Behavior of Knowledge Sharing

3. Research Methodology

The definition of research methodology is a set of approaches to analyze the collected data to meet the research objectives [28 & 29]. The methodology is a process of answering the research questions, meeting the research objectives by using different research methods such as experiments[29] . Generally research methodology depends on the nature of the research and its objectives. The methodology for this study is consists of three methods which are Literature review, Quantitative approach (questionnaire), and Qualitative approach (interview).

4. DATA COLLECTION

This research uses quantitative approach (questionnaire) to collect research data from the postgraduate student in University of Basrah south of Iraq and the qualitative approach to interview the experts.

4.1 Quantitative Data Collection

The research data were collected from the postgraduate student at the University of Basrah in January of 2017. The questionnaire of this study was adopted from more than one study [4 & 18] . The study's questionnaire was designed based on 5 - Likert scale (1) SA for Strongly Agree, (2) A for Agree, (3) N for Neutral, (4) DA for Disagree, and (5) SD for Strongly Disagree. The questionnaire consists of 32 items divided into 2 sections which are Demographic Information and research variables; (1) Enjoyment to Help Other, (2) Attitude toward knowledge sharing (3) Subjective Norms,(4) Organizational Culture,(5) Expected Feedback, (6) Expected Association, and (7) Knowledge Sharing. The number of responses for this questionnaire was 60 responses table 2 shows the adoption sources.

Table 2: The Measurement Variable Questions.

Variables	No. of Items	Reference
Organizational Culture (OC)	4	[4]
Enjoyment in Helping Others (EH)	3	[18 & 4]
Subjective Norms (SN)	4	[18 & 35]
Attitude toward Knowledge Sharing ($ATKS$)	5	[18 & 35]
Expected Feedback (EF)	3	[31]
Expected Association (EA)	4	[31]

Knowledge Sharing (SH)	5	18]

5. *Data Analysis*

5.1 Quantitative (Questionnaire)

5.1.1 Validity and Reliability

The validity of the questionnaire was tested by three experts, their correction considered in the development of the questionnaire's items which leads to meet the research objectives. The main instrument used to analyze the collected data is the Statistical Package for the Social Sciences (SPSS) version 22.0. The questionnaire reliability is a process to analyze the relations between the questionnaire items and responses [32]. Cronbach‟s alpha is one of the best approaches to identify the questionnaire's reliability [33. The accepted rank of "Cronbach alpha is > 0.7" [32& 34]. Table 3 shows the Coefficient alpha is 0.898 related to 60 responses which mean the collected data is quite enough to conduct a study because it is reliable.

Table 3: **Questionnaire Reliability**

Variable	No of Items	Coefficient alpha
Organizational Culture (OC)	4	.732
Enjoyment in Helping Others (EH)	3	.818
Subjective Norms (SN)	4	.772
Attitude toward Knowledge Sharing (ATK)	5	.845
Expected Feedback (EF)	3	.885
Expected Association (EA)	4	.783
Knowledge Sharing (SH)	5	.731

5.1.2 Demographic of Responses

According to gender variable, the percentage of Male is the 81.7% while Female is 18.3% which mean the collected data is useful because it represents unbalance mixture of gender that to reflect different opinion from both genders. Regarding age, the highest percentage is 60% which related to (30-39), this category means they are still young but they willing to share their knowledge on Facebook to help others. On the subject of experience year, 3-6 and above 6 have the same percentage which is 36% this means the collected data are useful because the surveyed students have long years of experience with knowledge management which leads to getting richest data to support the usefulness analysis. Finally, qualification level, most of the responses have Master qualification 56% this means this data is important because the responses from the youth who use Facebook for a long time and have time to share their knowledge with friends. Table 4 shows the demographic characteristics of the respondents.

Table 4: Respondents' demographic characteristics

Item	*Labels*	Frequency	Percent
Gender	Male	49	81.7
	Female	11	18.3
Age	20-29	16	26.7
	30-39	36	60.0
	40-49	8	13.3
Experience Year	< 3	16	26.7
	3 to 6	22	36.7
	Above 6	22	36.7
Qualification level	PhD Level	26	43.3
	MSc Level	34	56.7

5.1.3 Hypotheses Testing:

The main analyses used to test the hypothesis are correlation and regression analysis. Correlation analysis defined as a method of correlating linear relationships between two multidimensional variables,

while the regression analysis uses to predict the relationship between the dependent and independent variables [36]. Tables 5 and 6 show the correlation coefficient analysis (Pearson) explain the coefficient between the study variables which is ranged between positive and negative.

Table 5: Correlation (Pearson Analysis of KS)

Hypotheses	EH	ATK	SN	OC	KS
EH	1	.587**	.610**	.434**	.179
ATK	.587**	1	.715**	.474**	.358**
SN	.610**	.715**	1	.561**	.442**
OC	.434**	.474**	.561**	1	.272*
KS	.179	.358**	.442**	.272*	1

Enjoyment in Helping Others(EH), Attitude toward Knowledge Sharing (ATK), Subjective Norms (SN), Organizational Culture (OC), Knowledge Sharing (SH)

The results of correlation analysis show that the relation between(EH) and (KS) is 0.179 this is positive relation while the relation between (ATK) and (KS) evaluated 0.358 which is positive and stronger than the EH, therefor relation between (SN) and (KS) equal 0.442 considered positive and significant, and finally, the relation between (OC) and (KS) appear 0.272 which is positive and weak relation.

Table 6: Correlation (Pearson Analysis of AKS)

Hypotheses	ATK	EA	EF
ATK	1	.681**	.317*
EA	.681**	1	.574**
EF	.317*	.574**	1

Attitude toward Knowledge Sharing(ATK), Expected Association(EA), Expected Feedback (EF)

Table 6 shows the relation between (ATK) and (EA) is 0.684 while the relation between (ATK) and (EF) is 0.317 which means both positive and strong.

Table 7: Regression Analysis of KS

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	1.241	0.260	4.772	0.000
	EHO	-.128-	0.109	-1.173-	0.246
	ATS	.093	0.122	.759	0.045
	SN	.299	0.131	2.276	0.027
	OC	.035	0.115	.304	0.036

$Dependent\ Variable: KS, P-Value < 0.05, N = 60$

Table 8: Regression Analysis of AKS

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	.900	.246	3.653	.001
	EA	.788	.124	6.327	.000
	EF	-.104-	.111	-.932-	.355

$Dependent\ Variable: ATS, P-Value < 0.05, N = 60$

Table 7 shows that the influence of Organization Culture (OC) on the Knowledge Sharing among Facebook is significant (B =0.35 P-value<0.05), thus H1 is supported. The second hypothesis is Enjoyment in Helping Others (EH) effects on students to share their knowledge on Facebook was very weak (B =-0.128 P-value>0.05), thus H2 is not supported. Next, the hypotheses are Subjective Norms (SN) (B =0.299 P-value<0.05) and Attitude toward Knowledge Sharing (ATK) B =0.093 P-value<0.05, thus H3 and H4 both are supported.

The main facts derived from table 8 are: the hypothesis of Expected Association (EA) has a strong effect on the student to share the knowledge (B =0.78 P-value<0.05), thus H6 is supported. Finally, the effect of the Expected Association (EA) on Knowledge Sharing was found weakened, thus H5 is not supported. In the conclusion of the analysis and findings, Table 9 shows a summary of the accepted and rejected hypotheses. Table 9 consists of four columns the most important one is the beta value which indicates the size of effect along with the P-value of the relationship.

Table 9: The hypotheses Status

Hypotheses	***Beta***	***P-Value***	***Method***	***Status***
H1: Organizational culture has a positive influence on postgraduate students to share their knowledge through Facebook.	.035	001	***Questionnaire***	***Accepted***
H2: Enjoyment in helping others has a positive influence on postgraduate students to share their knowledge through Facebook.	-.128-	.172	***Questionnaire***	***Rejected***
H3: Subjective norms to sharing knowledge have a positive influence on the postgraduate students to share their knowledge through Facebook.	.299	000	***Questionnaire***	***Accepted***
H4: Attitude toward knowledge sharing has a positive influence on the postgraduate students to share their knowledge through Facebook.	093	005	***Questionnaire***	***Accepted***
H5: Expected feedback has a positive effect on attitude toward knowledge sharing among postgraduate students through Facebook.	-.104-	.013	***Questionnaire***	***Rejected***
H6: The expected association has a positive effect on attitude toward knowledge sharing among postgraduate students through Facebook.	.788	000	***Questionnaire***	***Accepted***

5.2 Qualitative Approach

5.2.1 Qualitative Data Collection (Interviews)

This approach collects the experts' opinions regards to knowledge sharing behavior among postgraduate students by using Facebook. Qualitative methods used based on open-close and open-ended questions to collect the experts' opinions. The interview of this study composed of two parts: (1) the importance of knowledge sharing behavior among Facebook, and (2) the list of variables affect the student attitude toward knowledge sharing, and the validity of the questionnaire to measure these variables. Only three experts were interviewed in this study all of them have a high level of academic position (Prof, and Assistant Prof).

.5.2.2 Qualitative (Interviews) Analysis

The main aim of the interviews is to explore the factors that influence the postgraduate student behavior to share their knowledge by Facebook.

- **The variables influence postgraduates' student behavior to share the knowledge**
  1. The first expert focused on the importance of five variables that affect the postgraduate student's attitude toward the knowledge by Facebook which are Organizational Culture(OC), Attitude toward Knowledge Sharing (ATK), Subjective Norms (SN), Enjoyment in Helping Others (EHO), and Expected Association (EA).
  2. The second expert is agreed on all six variables that support the attitude toward the knowledge sharing on Facebook which are Organizational Culture(OC), Attitude toward Knowledge Sharing (ATK), Subjective Norms (SN), Enjoyment in Helping Others (EHO), Expected Association (EA), and Expected Feedback (EC).
  3. Third mentioned that there are several variables can affect the student attitude toward the knowledge sharing but the most important variable that have clear influence which are Organizational Culture(OC), Subjective Norms (SN), Expected Association (EA), and Expected Feedback (EC). the summarization of interviews are presented in table 10.

Table 10: Knowledge Sharing Variables

	OC	*EHO*	*SN*	*ATK*	*EF*	*EA*
Expert1	√	√	√	√		√
Expert 2	√	√	√	√	√	√
Expert 3	√		√		√	√

Experts mentioned different variables that supporting knowledge sharing behavior for postgraduate students. There are only three variables that are not supported by all experts which are Expected Feedback (EC) is not mentioned by first experts next two variables are Enjoyment in Helping Others and Attitude toward Knowledge Sharing (ATK) not supported by the third experts. Finally, fig 2 presents the final architecture of the proposed model.

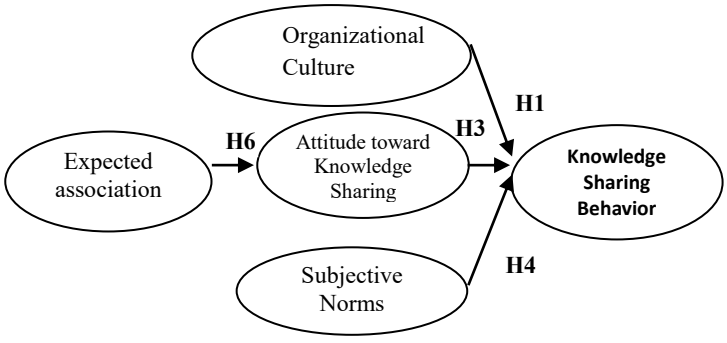

Fig 2: Results of structural model analysis.

5.3 Results Discussion

This research has tested six hypotheses using correlation and regression analysis and find that the knowledge sharing behavior among postgraduate student affected by only four factors.

1. Organization Culture is a strong factor to influence knowledge sharing among Facebook. The University of Basrah culture is a set of values, beliefs, practices, that passed to the student which were a reason for knowledge sharing. In agreement, the present study with previous empirical studies has found that the significant influences of organizational culture on knowledge sharing [4&12.
2. Subjective Norms found a strong relation with knowledge sharing among postgraduate students on Facebook. Thus the University of Basrah student has a high level of norms to perform certain behaviors and one of their behaviors is sharing knowledge with their colleagues. There are several studies that conclude and found the same level of influence of Subjective Norms on knowledge sharing [18 & 19].
3. Attitude toward knowledge sharing also found to affect knowledge sharing among Facebook. Thus, the student in the University of Basrah has an individual feeling about sharing knowledge can positively enhance their performance that leads to improving the city of Basrah. In agreement with the finding of this study [25 & 26] examined the relationship between knowledge sharing and attitude toward knowledge sharing and find a positive significant relation.
4. The expected association has a positive effect on attitude toward knowledge sharing among postgraduate students through Facebook. The student of Basrah University believes that knowledge sharing with others will support their relationship as long as life. Thus increasing the expected association factors leads to grow the knowledge sharing among postgraduate students. Previous studies have found similar results [23], examined the relationship between the expected association and attitude toward knowledge sharing and found is positive and strong.

6. Conclusion

Facebook is considered one of the most famous platforms used by students to share their experiences and ideas. There are several factors influence students to share their knowledge by using Facebook with their colleagues. These factors are different from region to others depending on the country' culture. The aim of this study is to examine factors affecting postgraduate students' knowledge sharing behavior on Facebook in University of Basrah. Three methods were used in the current study, which was an interview with the experts and survey to sixty students from University of Basrah and literature review. This study examined only six factors which are Organizational Culture(OC), Attitude toward Knowledge Sharing (ATK), Subjective Norms (SN), Enjoyment in Helping Others (EHO), Expected Association (EA), and Expected Feedback (EC). Finally, find only four factors influence the postgraduate student to share their knowledge on Facebook which are Organizational Culture(OC), Attitude toward Knowledge Sharing (ATK), Subjective Norms (SN), and Expected Association (EA). Regarding future works we plan to improve these four

factors measure the knowledge sharing growth in the same sample of students.

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سلوك تبادل المعرفة بين طلاب الدراسات العليا باستخدام الفيسبوك: دراسة تجريبية للعراق

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خلاصة :

اكتسب موقع Facebook شعبية بين طلاب الدراسات العليا حول العالم كمنصة للتواصل مع الطلاب الآخرين. ومع ذلك ، فإن الدراسات حول سلوك مشاركة المعرفة لطلاب الدراسات العليا باستخدام Facebook محدودة. الهدف الرئيسي من هذه الدراسة هو فحص العوامل التي تؤثر على سلوك مشاركة المعرفة لطلاب الدراسات العليا على .Facebook كان الدافع وراء هذه الدراسة هو الاهتمام بتوسيع استخدام Facebook ليتم استخدامه من قبل طلاب الدراسات العليا ليس فقط للأنشطة الاجتماعية ولكن أيضًا لتوسيع استخدامه ليكون منصة مهمة لمشاركة المعرفة. تم اعتماد طريقتين ، وهما المقابلة مع ثلاثة خبراء ومسح لستين طالبا من جامعة البصرة. بناءً على تحليل الانحدار ، تشير النتائج إلى أن مشاركة المعرفة تتأثر فقط بالثقافة التنظيمية ، والمواقف تجاه مشاركة المعرفة ، والقواعد الذاتية ، وتتأثر سلبًا من خلال الاستمتاع بمساعدة الآخرين. علاوة على ذلك ، يتأثر الموقف تجاه مشاركة المعرفة بالترابط المتوقع ، ويتأثر سلبًا بالتعليقات المتوقعة. هذه الورقة هي واحدة من الدراسات الأولى لاستكشاف دراسة سلوك مشاركة المعرفة لطلاب الدراسات العليا على .Facebook قد تساعد هذه الدراسة في الترويج لاستخدام Facebook كمنصة لتبادل المعرفة وبالتالي مساعدة طلاب الدراسات العليا على الاستفادة من Facebook لتحسين عملية التعلم الخاصة بهم. أخيرًا ، سيؤدي استخدام Facebook كمنصة لتبادل المعرفة إلى تحسين حل مشكلات طلاب الدراسات العليا وإجراء أبحاثهم بسهولة.

الكلمات المفتاحية: تبادل المعرفة ، سلوك الطالب ، ثقافة المنظمة ، المواقف تجاه تبادل المعرفة