Factors Affecting Online Knowledge Sharing Behavior Using Social Media in Kathmandu Valley among Youth of Gen Z

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RECOMMENDATION

CERTIFICATION

DECLARATION OF AUTHENTICITY

I, Sushant Lamichhane, confirm that the content of this GRP is entirely my own work and any external sources used have been fully and explicitly cited. I also acknowledge that if it is found that I have significantly misinterpreted any material presented to SOMTU, any credits awarded to me based on that material may be revoked.

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ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS

AMOS   : Analysis of Moment Structure

APA   : American Psychological Association

EFA   : Exploratory Factor Analysis

Gen Z   : Generation Z

KMO   : Kaiser-Meyer-Olkin

Max   : Maximum

Min   : Minimum

OKSB   : Online Knowledge Sharing Behavior

S.D.   : Standard Deviation

EXECUTIVE SUMMARY

The survey-based research study is part of the graduate research project named "Factors affecting online knowledge sharing behavior utilizing social media among youth of Gen Z in Kathmandu valley." This study's major objective is to investigate critical variables which creates impact on how Gen Z adolescents in the Kathmandu Valley use social media to share information online. Based on prior research, a number of variables were identified as potential influences on the individual's behavior to share knowledge among Gen Z youth in the Kathmandu Valley using social media, including perceived online attachment motivation as well as relationship commitment, altruism, and self-efficacy.

Goal of the research was to investigate how the independent variables as well as the dependent variable, online knowledge sharing behavior on social media, among Gen Z adolescents in the Kathmandu Valley, related to one another. This was achieved by physically distributing surveys by the researcher and sending them out using Google Form. Twenty-five items in the self-administered questionnaire and five study variables were distributed. In a similar vein, secondary sources like journals, articles, books, the internet, and newspapers are utilized when studying literature.

A descriptive and informal comparative research design was used for this study. Youth of Gen Z were the intended audience for this study, and the Gen Z youth living in the Kathmandu Valley made up the sample. 388 young people made up the sample size for this investigation. Software from Statistical Package for Social Science (SPSS) was used to evaluate the data that had been gathered.

The study's findings show that perceived online affiliation has little bearing on how people share knowledge online. However, the study discovered that among Gen Z individuals in the Kathmandu Valley, perceived online relationship commitment, compassion, and self-efficacy have a substantial impact on the individual behavior to share the knowledge in online.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Knowledge sharing, according to Hung and Cheng (2013), is the cycle or flow of information exchange between individuals or associations. The transmission of information from a source such that the recipient learns and utilizes it was how Ma and Chan (2014) expressed knowledge sharing. Increasing use of social media to encourage information sharing and ensure that it is widely dispersed across people, society, and associations generates an online environment that supports those activities (Kwahk and Park, 2016).

Getting knowledge and information from a source and returning knowledge and information to the source are examples of knowledge sharing activity. It is seen as a crucial step in gathering knowledge, assisting members' learning processes, developing fresh concepts from environmental and socialization processes, and opening up new prospects. The key action that empowers people and boosts their sense of drive in participation of the online community, databases, information systems, as well as networks can be referred to as knowledge sharing (Ma & Yuen, 2011).

Web 2.0's progress has led to the emergence of social media. Because most of the people are using smartphones in order to integrate social media into their daily lives, social media consumption has increased as well. Internet-based programs that allow users to communicate their ideas, opinions, experiences, and viewpoints are referred to as social media. (Kwahk & Park, 2016) Similarly, the use of smart phones has opened up new chances for people with developmental impairments to participate meaningfully in many activities. It was discovered that if smart phones are available during the day and sufficient instruction and support is given by parents or siblings, kids can learn academics just like other students (Arun & Jain, 2022).

Gnawali (2020) defined social media as global platform of networking that allows individuals to connect as well as communicate along each another while exploring the world. Social media, according to Ramnarain and Govender (2013), is the contact between the individuals which allows them to build, exchange knowledge as well as ideas with online groups as well as networks. According to Wang (2011), social media is characterized by connections which exist among the social networks of individuals.

In Nepal, there are 8 million Facebook members and 3.2 million Twitter users, according to a 2017 analysis by Social Aves. Internet usage in Nepal stands at 62% of the total population, with over 97% of people using mobile devices in order to access the network, where use of social media is particularly high. Social media has sparked a lot of interest among young people in Nepal, who use it to connect with new people. People share information, news, and opinions on current issues, amplifying the voices of the general public (Pandey, 2017).

Gen Z refers to the demographic cohort of people who were born between the middle of the 1990s and the beginning of the 2010s, according to research done by Liu, Liu, Yoganathan, and Osburg in 2021. According to Meola (2022), the Gen Z refers to persons who were born between 1997 and 2012. In 2015, the Government of Nepal enacted the National Youth Policy, which defined youth as being between the ages of 16 and 40.

Generation Z social media usage statistics (2022) shows that 65% of the Gen Z uses the social media on the daily basis. They are the leaders in the social media users along the continent and it is also reported that the Gen Z users uses the daily of around 8 hours surfing the internet. This shows that the Gen Z users are the one who are hghly active in the social media and are involved in the knowledge sharing.

1.2 Problem Statement

After the US developed the World Wide Web in 1992, internet usage has risen. In Nepal, there really are 27.76 million people with internet connection. People's lives had been drastically altered by social media. People may now observe, converse, exchange information, ideas, and contacts with only one click. Social networking can be used to get jobs and get news about what's happening in the world. Users of social media are becoming more prevalent. During the COVID outbreak, it was the most effective means for kids and young people to spread information (Lamichhane, 2021).

Numbers of social media platforms like Facebook, Instagram, as well as blogging platforms like WordPress.com or Blogspot.com, are popular in Nepal, according to a study by Pandey (2017). YouTube is the most popular social media network in Nepal, according to a research, followed by Facebook, which is ranked fifth. Twitter is found to be particularly popular among professional groups and opinion leaders. As per the data of Social Aves (2017), Facebook users in Nepal stand 8 million and Twitter stands at 3.2 million. Dahal,

Idris, and Brava (2020) stated that Facebook was used as a tool to share information, organize volunteers, fund raise and motivate peers, twitter was used as a tool to share the messages and motivate the peers using hashtags during the earthquake in Nepal in 2015.

The study conducted by Poudel (2021) showed that, most of the youths have mobile phones in there hand and when they swipe the phones they get a lot of notifications from the social media apps. He added social media had made easy for the youths to make the connections with the people. There were accounts in the social media that ranges from the entertainment to education which made it popular among the youths. Youths were also contiuously using the social media to get the constant information from the social media sites during the COVID period.

There were certain researches conducted on the individual behavior to share the knowledge using online platform in different part of the world (Ahsanah, Oktafia W, Dewi, & Artanti, 2020; Kim & Lee, 2015; Wang & Lin, 2021). It is hard to find the study made on the youth of Gen Z regarding their online knowledge sharing behaviour in Kathmandu Valley or in Nepal. And, it is found that 65% of the Gen Z are found to be addictive to the social media sites. As the study is not done among the youth of Gen Z towards the online knowledge sharing behaviour, the study will help to meet the objectives with the questions,

- What are the factors influencing online knowledge sharing behavior in social media Platforms in Kathmandu Valley among youth of Gen Z?
- What is the relationship perceived online attachment, perceived online relationship commitment, altruism and self-efficacy with online knowledge sharing behavior in Kathmandu Valley among youth of Gen Z?
- To what extent perceived online attachment, perceived online relationship commitment, altruism and self-efficacy have impact on online knowledge sharing behavior using social media in Kathmandu Valley among youth of Gen Z?

1.3 Objectives of the Study

General Objective

The general objective of the study is to evaluate the factors affecting online knowledge sharing behavior of social media in Kathmandu Valley among youth of Gen Z.

Specific Objective

The specific objectives of the study are:

- To assess the factors affecting online knowledge sharing behavior.
- To examine the relationship between perceived online attachment, perceived online relationship commitment, altruism and self-efficacy with online knowledge sharing behavior of youth of Gen Z.
- To evaluate the impact of perceived online attachment, perceived online relationship commitment, altruism and self-efficacy with online knowledge sharing behavior of youth of Gen Z.

1.4 Research Hypothesis

The hypothesis for the study are,

The goal of Motteh Saleh's study from 2019 was to investigate the roadmap in which social media platforms encourage the college students to share the knowledge. 157 undergraduate students at British universities participated in the study's online survey. According to the study's findings, information sharing behavior was positively influenced by five factors: trust between participants reciprocity between participants, Ewom quality, perception of indivdual for the usefulness, and the incentive of the online attachment. The study by the influence of individual towards the perception of motivation through online on individual behaviour to share knowledge in online was another area of focus for Ma and Yuen (2011). According to this study, persons who used written communication in an online learning environment with anonymity and absence of physicality had better results in developing and maintaining interpersonal relationships. This backs up the findings of a study by Bargh and McKenna (2004) that implied anonymity and a lack of physical contact in online communication which could result in more favorable outcomes for establishing and maintaining relationships.

H1: There is a significant impact of perceived online attachment motivation of social media users on their online knowledge sharing behavior.

Wang and Lin (2021) collected data from 425 nursing students enrolled in 7 colleges of institutions of Taiwan for their study, "Evaluating Factors Influencing Knowledge-Sharing Behavior of Students in Online Problem-Based Learning," and then used the PLS in order to examine the results. The findings demonstrated that relationship qualities, such as relationship commitment, are crucial in the behavior of information sharing. The research by Ma and Yuen (2011) demonstrated the influence of perception towards the relationship commitment in the online medium on individual behavior to share the knowledge.

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H2: There is a significant impact of perceived online relationship commitment of social media users on their online knowledge sharing behavior.

A study by Obrenovic, et al. (2020) involved 288 Croatian workers who were performing knowledge-intensive activities. Survey which was conducted on online was utilized in the study to investigate the connections between personality, the behavior of individual to share the information, and the mediating roles of drive to share the knowledge. According to the study, charity directly affected how people share tacit knowledge. This was consistent with research by Eddleston and Kellermanns from 2007, which found that altruism affected knowledge-sharing behavior. According to the study, personality factors like altruism may influence people's propensity to share knowledge and influence how successfully knowledge is shared within organizations.

H3: There is a significant impact of altruism of social media users on their online knowledge sharing behavior.

In a research conducted by Obrenovic, et al. (2020), 288 Croatian workers engaged in knowledge-intensive tasks. The study used an online survey to look into the relationships between personality, information-sharing behavior, and the mediating roles of subjective norm and readiness of individual to share the knowledge. The research found that sharing of tacit knowledge created direct impacted by charitable giving. This is in line with a 2007 study by Eddleston and Kellermanns that discovered benevolence had an impact on knowledge-sharing behavior. The study suggested that personality traits like altruism may affect how successfully knowledge is shared within organizations and people's propensity to do so.

H4: There is a significant impact of self-efficacy of social media users on their online knowledge sharing behavior.

1.5 Significance of the Study

In the context of Gen Z in Nepal, this field of research is new. In order to widespread usage of social media and group chat like Facebook, Whatsapp, Viber, and Instagram for knowledge exchange, this topic is crucial for academics, professionals, businesses, and a variety of other generations today. The universities and offices are also doing interaction with the students or employees, sharing the news or information with internal and external stakeholders using different media after the COVID as the mass gathering and the

knowledge sharing through the physical medium was restricted. The study helps to identify the measures to increase the effectiveness of knowledge sharing using the social networking sites or social media.

1.6 Organization of the Study

With a view to make the study more scientific as well as make it easier in order to understand significance of this study, it has been methodically divided up into five sections or chapters.

Chapter-I: Introduction

The backdrop of something like the study, a brief background of the title, description of study or problem, goals of study, significance of the review, and the review's limitations are all included in this section.

Chapter-II: Related Literature and Theoretical Framework

This Section main goal is to review relevant material to gain a thorough understanding of subject. It also contains a succinct summary of earlier findings. This chapter offers the researcher the chance to hone their skills in resource identification, literature scanning and evaluation, and well-organized resource organization.

Chapter-III: Research Methods

Research methodology used in order to meet the study's objectives is covered in third section. It includes the investigation's variables, the instruments to be used, the types and data sources, and the research strategy.

Chapter-IV: Analysis and Results

This fourth chapter, data are presented in suitable format according to APA 6th edition and then analyzed and discussed accordingly. This chapter gives a clear picture of how the collected data has been presented and how it has been analyzed.

Chapter-V: Discussion, Conclusion and Implications

The overview, results, and the study's implications are presented in this fifth section. The reference section and the appendix conclude this study.

CHAPTER II

RELATED LITERATURE AND THEORETICAL FRAMEWORK

This section incorporates hypothetical foundation and numerous observational examination. The hypothetical system was additionally evolved utilizing the discoveries of the writing audit. A writing survey is a piece of composing that assesses the main current discoveries as well as significant advances in principle and philosophy on a specific subject. This segment has an outline of the examinations that have proactively been finished.

2.1 Theoretical Review

There are different researches conducted in the social media. There are certain factors that affects the individual to share the knowledge through the social media. This contains the information regarding the related literatures and the theoretical frameworks and the theories related to them.

2.1.1 Knowledge Sharing

Knowledge sharing is complex in all parts of the knowledge management. Its idea was additionally not totally uniform (Feng, et al., 2021). Ma and Chan (2014) characterized sharing of knowledge as the correspondence of an information or data starting with one individual then onto the next so that it is learned and applied by the beneficiary. Tong, Tak and Womg (2015) characterized knowledge sharing as the most common way of interchanging the tacit knowledge constructing new knowledge among the local area, companions or association. Pilerot (2015) additionally expressed that information sharing can be made sense of and comprehended by the words like transfering and giving. Hao, Jin, and Wei (2019) expressed that knowledge sharing is the negligible expanding utility of the information that advances the knowledge sharing phenomenon. Hence, Sharng of knowledge can be characterized as a cycle which the information or data is moved starting with one individual then onto the next inorder to increase their utilities of knowedge.

Ma and Yuen (2010) identified that when the learners apperas in the online platform, the necessity to belonginess drive them to make a social contact and they start to make a communication with each other and make a social relationship. As a result, they start to share the ideas, views, thoughts with each other and it creates a platform to share the knowledge through online medium. It showed them the sense of belongingness i.e. its

importnace in the life as of other basic human needs. It creates both value in life and the ability to learn healthy coping skills. The way of sharing the knowledge with each other also helped to enhance the reputation of the individual who were sharing the knowledge to the another one (Ma & Chan, 2014).

Social Cognitive Theory

Social cognitive theory is utilized in order to figure out the singular inspirations and ways of behaving in different situation. As indicated by Bandura (1986), individual way of behaving are the result of interrelationship between the envronment of society and the perceptions of the individual. He further posted that individual variables or factors like feelings, sentiments or perception, demographic and the ecological factors of individuals impacts to take on a specific way of behaving. According to social cognitive theory, a variety of individual and biological characteristics, as well as their antecedents, have a significant impact on how people behave (Almuqrin and Mutambik, 2021).

According to the study conducted by Kwahk and Park (2015), the individuals showing specific behavioral standard are drive by several elements such as cognitive, environmental, surrounding or relational. So, the individual's behavior varies upon the individual's exposure to the external environment; way of living and the surrounding where they are exposed.

According to the article of Kim, Lee and Elias (2015), Social Cognitive theory gives the structure to figure out the human way of behaving. According to the article, the theory had been broadly applied to make sense of the deliberate individual ways of behaving in different fields of examination including marketing, management, education and mass communication. Social cognitive theory factors continually impact and decide the individual way of behaving, individual and environmental factors. The social environment and one's intellect influence how they behave. The individual's behavior and the feedback they received from it determine how they create their environments and react to them. It is expected that the example of cooperation between these elements might fluctuate relying upon the individual, the specific way of behaving being analyzed and the particular setting in which conduct happens (Bandura, 1997).

The significance of cognitive processes in the context of knowledge sharing had been underlined by research in the field of social cognitive theory. Two key concepts, namely

self-efficacy and expected outcomes, had been the focus of much attention in this area (Kim, Lee, & Elias, 2015). According to Bandura (1997), an individual's level of perceived self-efficacy can significantly impact their choices in terms of behavior, the level of effort they put towards achieving their goals, and the goals they set for themselves.

Multiple studies had been conducted on the individual behavior to share the knowledge from the view point of the social cognitive theory, focusing on elements like self-efficacy and expected outcomes. As per the article by Gao, Sun, Chen, and Guo (2020), research had shown a positive association between self-efficacy and the individuals behavior to share the knowledge willingly as found in the study by Papadopoulos, Stamati, and Nopparuch (2013). Jin, Zhou, Lee, and Cheung (2013) observed similar findings and discovered that user happiness and self-efficacy were positively correlated with the willingness to share information. In the study conducted by them on effects of environmental factors and outcome expectations towards the mobile communities in sharing the knowledge. He and Guo (2016) discovered that the expectations of results had a substantial impact on behavior. Studies by Luo et al. (2014) and Hua et al. (2019), which also used survey data to do empirical research, came to similar conclusions.

2.1.2 Perceived Online Attachment Motivation

The need of social contact as a core human motivator was highlighted by Baumeister and Leary's (1995) concept of the need to belongingness. According to the hypothesis, people have an inbuilt urge to establish and retain a specific number of social ties. This need for social connection is suspected to be an innate and fundamental aspect of human nature. The need to belong theory focused on the mechanisms of affiliation motivation and relationship commitment in order to explain the drive for social contact in setting of learning. Relationship commitment is the urge to sustain and strengthen current relationships, whereas affiliation motivation is the drive to establish and sustain positive relationships with others. The notion of need to belong discusses how social connection can function as a driver in the cycle of learning through these methods.

The benefits of forming social connections as well as the role of attachment motivation in human behavior had been highlighted by several researchers. According to the study of Bowlby (1969), attachment motivation is a personality trait that represents a person's intrinsic drive for interpersonal connection and communication. He underlined how crucial it is for human nature for people to want to develop social relationships. Reis and Patrick

(1996) further supported this idea by stating that people actively seek support from their social networks to feel safe. They proposed that this need for social support is an essential aspect of human behavior. The importance of social interaction as a motivating factor in human conduct was further stressed by Hill (1987), who labeled the will for social contact as desire of attachment. It was further demonstrated in such a way that the requirement of social interaction is one of the most potent forces shaping human nature, influencing how people engage with one another and build connections. These researchers had all emphasized the benefits of connections with other social members and desire for interaction with social members as key drivers of human behavior.

According to the study conducted by Ma and Yuen's (2010), perceived online attachment is the want for a person to develop a social connection. The idea of attachment motivation in the context of online learning was further developed by Ma and Yuen (2011). They defined perception of the indvidual towards the online attachment motivation as the idea that using online learning environment can improve one's social relationships and sense of community. Motteh Saleh (2019) also demonstrated that one of the elements that have a beneficial impact on the behavior of indvdual towards the sharing of information is the online attachment motive.

With of view point to promote a culture of sharing knowledge among the university students, Motteh Saleh (2019) conducted research to examine how social media platforms can enhance the knowledge-sharing process. For the study, 157 undergraduate students from British universities completed online questionnaires. The study's conclusions demonstrated that five variables which includes trust among the indivduals mutually, exchaning knowledge reciprocally, Source credibility quality, perceived usefulnes and attachment motivation in online had a favorable influence on information sharing behavior. According to the study conducted by Ma and Yuen's (2011), perceived online attachment incentive affects how people share knowledge online.

2.1.3 Perceived Online Relationship Commitment

The commitment-trust theory of Morgan and Hunt (1994) highlighted the need of creating longlasting social ties between the people, groups, or organizations in business situations. According to this hypothesis, solid relationships provide more trust, teamwork, and overall success in professional contexts. Similarly, Ma and Yuen (2011) described the concept of

individual perception of relationship commitment in the context of online learning. They explained that perception of indivdual for relationship commitment in online to an individual's belief which they can maintain relationships with others on the learning platform which is viewed through online. This included their ability to interact and communicate effectively, build trust and cooperation with other learners, and create a sense of connectedness and community. This concept of perceived online relationship commitment was considered important because it can influence an individual's engagement and participation in online learning, and ultimately impact their learning outcomes.

In order to ensure the continuity of relationships among group members, relationship commitment is a crucial component. A group's activity of sharing knowledge were more likely to receive attention and effort they deserve from the devoted members (Hashim and Tan, 2015). The sensation of belonging to a learning community increases with an individual's level of participation. As a result, switching costs increase, and each learner will sense their commitment to and deep attachment to the community. As a result, the learner will notice a stronger attachment to the online environment.

It had been demonstrated that interpersonal trust, which was understood to be the dependability and reliability of the partners having relationship with each others, both directly and indirectly promotes behavior of information sharing in a group (Chang, Hsu, & Lee, 2015). Individual students become bound to impart to different individuals from the web-based local area because of saving existing ties. In this way, sharing information was viewed as a useful activity that helps the gatherings in question. Normal social connection with individuals one feels connected to is important to fulfill the need to have a place (Ma & Yuen, 2011).

2.1.4 Altruism

Fehr and Gachter (2000) defined altruism as an act of kindness without the expectation of receiving something in return. Fang and Chiu (2010) expanded on this definition, describing altruism as voluntary actions taken to improve the welfare of others. Additionally, Ma and Chan (2014) expressed altruism as the act to help others for a cause or serving the community with a selfless motivation.

Altruism had been shown by Eddleston and Kellermanns (2007) to significantly lessen interpersonal disputes and foster participatory processes. He and Wei (2009) also

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discovered that when knowledge workers like assisting others, they are more likely to exchange and circulate their knowledge with other individual. Further investigation by Hung, Duricikova, Lai, and W.M. (2011) shown that altruism can greatly boost satisfaction with the results of information sharing. The desire of knowledge contributors to share their information was significantly impacted by the satisfaction that came from aiding others (Kankanhalli, Tan, & Wei, 2005).

According to a research conducted by Suwanti (2019), people who are inherently motivated by their altruistic nature tend to be more positive and creative, which allows them to access more information and generate ideas in a flexible way. Ma and Chan (2014) also stated that one's personal circumstances are closely tied to their social environment and can greatly affect their participation and motivation. They also noted that when people help others, they tend to enhance their reputation, which can be a source of enjoyment for them.

2.1.5 Self Efficacy

Bandura (2001) had suggested that individuals can increase their self-efficacy by increasing their self-esteem and ability. The increase in self-confidence can be attributed to the individual's perception of self-confidence, external influences and social interactions. Bandura (1977) recommended that training, development, and positive reinforcement provided by the organization are the means to increase employees' sense of self-efficacy. It is therefore the personal confidence of the abilities he possesses to accomplish the specific task.

Self-efficacy played the role of self-assessment, influencing individual decisions about tasks to be performed in the face of obstacles, and defined as individuals' belief in their valuable knowledge when discussing with others (Hsu, Ju, Yen and Chang, 2007). According to the study conducted by Bandura (2002), reflecting on the impact of one's actions encourage people to try or limit certain behaviors. Endres, Endres, Chowdhury and Alam (2007) posited that formulation of the knowledge or skills which he beliefs possesses and have confident on it i.e. self-efficacy is influenced by the environment, possibly leading to knowledge sharing.

According to article published by Veit and Ware (1983), the phrase "well-being" broadly incorporates a variety of favorable outcomes and emotional connections. According to research by Zhang, Liu, Deng, et X (2017) information sharing was positively connected

with knowledge self-efficacy, which is an individuals confidence in their capacity in order to learn and use knowledge. This implied that people who had a high degree of confidence in his/her capacity to learn and apply knowledge were more driven to impart it to others. According to Hocevar, Flanagain, and Metzger's previous research, users with higher self-efficacy viewed information published on social networking sites to be more dependable than users with lower self-efficacy (2014).This could be because members who have high knowledge-based self-efficacy find their contributions useful and feel that they have valuable information to share with patients. They may not be concerned that the knowledge they provide is irrelevant or unreliable. Whereas, members with less knowledge-based self-efficacy might be less likely to express their knowledge as they have the concern or lacks confidence and feels that their knowledge is not relevant or reliable. When members have high levels of self-efficacy, it leads to positive behaviors and higher levels of subjective well-being, which is an individual's overall sense of welare and satisfaction with life. This implies that self-efficacy is essential for fostering knowledge transfer and general wellbeing.

2.2 Empirical Review

Jiarui, Xiaoli, and Jiafu's study from 2022 used the total adoption model as a moderating variable for creating a framework of the variables which influenced the information sharing behavior of internet key stakeholders. The 336 people who made up the study sample were assessed on factors like reciprocity, trust, knowledge quality, tacit knowledge, percepion of individual towards its usefulness as well as ease of use, and indivudal behavior to share the information. The study's findings demonstrated that participants' perceptions of the information's utility had a significant detrimental effect on their behavior to share the knowledge. The study discovered the association among tacit knowledge and information sharing behavior was negatively affected by the individuals perception towards its usefulness and easness to use.

As per the study published in 2021 by Lee, Byun, and Kim investigated the impact of coworkers' helpful behavior on information sharing. A significant governmental organization in South Korea provided the researchers with information of 200 full-time supervisor-subordinate pairings, and they employed analysis of regression as well as bootstrapping in order to test their hypothesis. The study's findings suggested that a person's desire to share knowledge can be positively influenced by their coworkers' helpful

behavior. The survey also revealed that businesses cannot achieve a competitive edge just by encouraging employees to support one another and share expertise.

The parameters self-efficacy, expectations towards the individual and result, expectation of community-related, reputation, altruism as well as knowledge sharing through donating and collecting were used in a study by Almuqrin and Mutambik (2021). The survey used 411 Saudi professors who hold academic positions in universities. The results in the study found that self-efficacy in sharing the knowledge was a significant forecastor of information sharing and that generosity and reputation had a considerable positive impact on knowledge donating and collecting.

The elements impacting students' behavior to share the knowledge in the online problem-based learning were assessed by Wang and Lin (2021). Social identification, relational commitment, interpersonal trust, and the students behavior to share the knowledge were used as the study variables. The study involved 425 nursing students, and the correlation and structural modeling methods were used to evaluate the data. The study demonstrated that relationship commitment had a critical influence on the behavior of the student to share the information and plays a crucial part in it.

Ahsanah, Oktafia W, Dewi and Artanti (2020) studied on the topic entitled "The Study of Online Knowledge Sharing Behavior: Effect of Individual Motivation factors on Individual Performance". With an aim of improving student academic performance, the study's goal was to investigate the effects of personal motivation elements, such as the need to fit in, benevolence, and development of an individual, behavior of individual to share the information in online. Researchers in the study gave online surveys to students at colleges in Indonesia, and used the way to analysis and examine the data. According to the findings, factors including a sense of belonging, altruism, and personal development positively influence the sharing of knowledge in online with aim to better perceive how Chinese senior persons use WeChat to share health information. Wang, Zhuang, and Shao (2020) carried out a study. The study employed 40 samples from in-depth interviews and 336 samples from a questionnaire survey. According to the study, sharing of health information is positively correlated with experience with online health information, power orientation, and relationship orientation. The findings also indicated that there isn't any connection between the habit of sharing health information and perceived reliability of such information. This study sheds light on how many variables, including internet experience,

authority orientation, and relationship orientation, can affect how senior citizens use WeChat to share health-related information.

Mao et al. (2020) looked into how patients' information-sharing behaviors were affected by interactive, personalized information support for clinical trial participation. An interactive personalized information aid increased patients' propensity to share both online and offline information more than a non-interactive tool did in this study of 312 cancer patients and survivors. Retention of knowledge and the perceived quality of visual information were direct predictors of knowledge sharing. Through the antecedent components of consumer engagement and design esthetics, perceived usefulness and ease of use indirectly have a favorable impact on information sharing. The fact that patients with higher education levels communicated information more frequently significantly mitigated this effect.

Obrenovic, et al (2020) research sought to understand the relationship among personality and information-sharing behavior as well as the mediating effects of preparedness to share knowledge. 288 Croatian workers who were employed in knowledge-intensive jobs made up the sample for the research. The consequences of the research showed that generosity had a direct impact on how tacit information was shared. The findings showed that the drive of an individual to express was a predictor of information to share the behavior among the employees. It directly affected sharing of the tacit knowledge and acted as a mediation between that activity and attribute of selfless ness. The mediation test also demonstrated that compassion indirectly promotes the sharing of tacit information when subjective norm acts as a mediator.

Javaid and Abdullah (2020) studied with a aim to find out how expectations and self-efficacy affected the knowledge sharing behavior. 381 employees of numerous telecom businesses in Islamabad who worked on the research project answered questionnaires as part of a survey that was conducted in the study. The analysis of data were performed using SEM-PLS. According to the study, self-efficacy and expectations had a favorable impact on the KSB. High self-efficacy and expectations among employees lead to greater openness to information sharing.

In order to better understand how Chinese senior persons use WeChat to share health information, Wang, Zhuang, and Shao (2020) carried out a study. The study employed 40 samples from in-depth interviews and 336 samples from a questionnaire survey. According to the study, sharing of health information is positively correlated with experience with

online health information, power orientation, and relationship orientation. The findings also indicated that there isn't any connection between the habit of sharing health information and perceived reliability of such information. This study sheds light on how many variables, including internet experience, authority orientation, and relationship orientation, can affect how senior citizens use WeChat to share health-related information. Eddleston and Kellermanns (2007) utilized the stewardship theory and explained why some family flourish in his study. The study showed that alturism significantly reduce the relationshipconflict. It shows that the altursim as the major factor that affect the individual behavior to share the knowledge.

A qualitative study entitled Possibilities of social networking sites for sharing tacit knowledge within physicians was undertaken by Panahi, Watson, and Partridge in 2015. This study looked at the role of social media in order to encourage the exchange of tacit knowledge. The main goal of this research was to examine how the social media offer chance to encounter the information and how the possibilities encourages physicians to share the tacit knowledge. Semi-structured interviews were employed in this study's exploratory approach to obtain data. Thematic analysis was used in this study to organize the qualitative information obtained from semi-structured interviews. Comparing social media to the media that were used traditionally, findings also founed that the social media may offer fresh prospects for tacit knowledge.

In a study on the information sharing through online medium, Ma and Chan (2014) examined factors influencing this behavior by looking at variables such as perception of individual towards the attachment motivation, relationship commitment in online, and altruism. 299 high school students were used in the collection of data, which used a structured questionnaire with Likert scale. Average, standard variation, as well as correlation were utilized to examine the data using the AMOS v20 analysis program. The research concluded that altruism, and the perception of indivdual towards relationship commitment and attachment motivation in online which all had a direct and significant impact on people to share the knowledge in online.

Ma and Yuen (2011) did a quantitative study to determine the elements that encourage university students in Hong Kong to share information online. The study concentrated on the association between the individual behavior to share knowledge in online which depends on other two variables, i.e. perception of individuals of attachment motive and

relationship commitment in online. The researchers used questionnaire with a Likert scale to gather information from students. Indirect but significant effects of individuals perception of individual behavior of relationship commitment on information sharing through online were discovered by the study. The study also discovered that perceived online attachment incentive among online learners was a significant factor influencing individual knowledge sharing behavior. These findings were consistent with theories such of need to belong, the motivaton of attachment, as well as relationship commitment and further validated the theories proposed in Ma and Yuen (2010). These results further supported the hypotheses put out by Ma and Yuen (2010) by being comparable with those theories.

With a view point to better understand on how to influence person's propensity to share knowledge in a team setting, Hung, Duricikova, Lai, and W.M. conducted a study in 2011. Their findings demonstrated the importance of management of knowledge which built-in the feedback of the reputation feedback for facilitating successful knowledge sharing. Total of 118 students of Taiwan university made up the sample for the study, which used the laboratory experimentation approach. The outcome of information sharing, which comprises idea generation quantity, concept quality, idea originality, and meeting satisfaction, was variable that was dependent. The consequences of this reseach corroborated Taylor's (2006) study, which demonstrated that altruistic motivation was sufficient to promote information sharing.

A stewardship theory of destructive and the beneficial relationship of the family approach was the title of a study carried out by Eddleston and Kellermanns (2007). The idea was used in the study to explain why some members of the family run businesses or firms while others are burdened by conflict. The study's conclusions demonstrated how altruism and control concentration impact relationship conflict and the development of participatory approach. Additionally, it was discovered that altruism greatly reduced relationship friction and improved the process of developing participatory strategies. Altruism, Control Concentration, Participative Strategy Process, Relationship Conflict, and Organizational Performance were the characteristics used in the study, which was undertaken using a sample of 180 family-owned businesses that have at least two family members engaged there. Altruism within a family firm is also proved by Kepner (1991) to be a significant resource and source of major advantages over others. It is also associated with indivdual ties of emotionality, a sense of loyalty, as well as the individuals responsibility, all of which

reduce the likelihood of relationship conflict and keeps the members within the family focused on the business success.

Table 1

Study of Empirical Review

Author(s), Year	Variables Used	Methodology	Findings
Jiarui, Xiaoli and Jiafu (2022)	Reciprocity, Trust, Quality of Knowledge, Tacit Knowledge, Perceived Usefulness, Perceived Ease of Use, Knowledge Sharing Behavior	Sample: 336 Method: Least Square Method, Regression Analysis, Structural Equation Modeling	A considerable negative association between both the user's perceived utility and their knowledge-sharing activity exists. Negatively moderating the association between tacit knowledge and information sharing behavior is perceived ease of use.
Lee, Byun, and Kim (2021)	Coworker Helping Behavior, Interactional Justice, Knowledge Sharing, Creativity	Sample: 250 Employees and 250 Immediate Supervisors of large public enterprise located in South Korea Method: Correlational	Coworkers' helping behavior encouraged individuals to share knowledge and increase their creative performance.

		Analysis, Multiple Regression Analysis and bootstrapping method.	
Almuqrin and Mutambik (2021)	Self-Efficacy, Personal Outcome Expectations, Community-Related Outcome Expectations, Reputation, Altruism, Knowledge Sharing (Donating) And Knowledge Sharing (Collecting)	Sample: 411 Saudi faculty teaching at higher learning institution Methods: Maximum likelihood procedure	Altruism and reputation carry significant positive effects on knowledge sharing collection and donation. Self-efficacy in knowledge sharing is an important predictor of knowledge sharing.
Wang and Lin (2021)	Social Identification, Relationship Commitment, Interpersonal Trust, Knowledge Sharing Behavior	Sample: 425 nursing students Methods: Correlations, Structural Modeling	Relationship commitment plays a vital role in the knowledge sharing behavior and creates a significant impact on the knowledge sharing behavior
Ahsanah, Oktafia W, Dewi and Artanti (2020)	Need to Belong, Altruism, Personal Growth, Knowledge and Individual Performance	Sample: 120 students from universities in Surabaya, East Java, Indonesia	Online knowledge sharing activity has a beneficial impact on student academic performance, and it also has a positive impact on needs for

		Method: Correlational Analysis, T-test and Path Analysis	belonging, altruism, and personal growth.
Wang, Zhuang, and Shao (2020)	Social Media, Health Information Sharing Behavior, Self-Efficacy, Media Credibility, Social Orientation	Sample: 336 senior college students through structured questionnaire and 40 through in-depth interview Methods: Correlation , t-test	Health information sharing behavior is positively correlated with experience with online health information, authority orientation, and relationship orientation. There is no link between sharing of health information and perceived credibility of that information.
Mao, et al. (2020)	Perceived Informativeness, Cognitive Absorption, Perceived Visual Informativeness, Cognitive Absorption, Information Sharing	Sample: 312 cancer patients and survivors	Information sharing is directly predicted by cognitive absorption and perceived visual informativeness
Obrenovic, et al. (2020)	Tactit Knowledge Sharing, Subjective Norm, Willingness, Altruism	Sample: 288 employees of Croatia	Altruism has direct impact on tacit knowledge sharing behavior

		Methods: conformity factor analysis, structural model analysis	
Javaid and Abdullah (2020)	Self-Efficacy, Expected Reward, Expected Contribution, Knowledge Sharing Behavior, Expected Association	Sample: 381 employees of telecom companies of Islamabad, Pakistan Methods: Structural Modeling, Path coefficient	Self-efficacy had positive impact on the knowledge sharing behavior
Motteh Saleh (2019)	Organizational Factor, Individual Factor, Social Media Technologies, Knowledge Sharing, Online Knowledge Sharing Behavior	Sample: 157 undergraduate students from british universities. Method: Cross-sectional,	Perceived online attachment motivation has positive impact with online knowledge sharing behavior
Kim, Lee and Elias (2015)	Self-Efficacy, Outcome Expectations, Strength of Social Ties, Size of Social Network, Information Sharing Behavior	Sample: 308 students of the university students of Method: Correlation, Hierarchical Multiple regression	Self-efficacy, positive social outcome expectations, and sharing enjoyment feelings is significant predictors of sharing activities.

Panahi, Watson and Partridge (2015)	Ability to Socialize Online, Best Practice Demonstration, Networking With Colleagues, Interactive Storytelling, Increasing Visibility Of/Interplay With Information, Openness, Trust, Archiving Articulated Knowledge	Sample: 10 physicians around the world on the basis of criteria's Method: Qualitative and Explorative research through semi-structured questionnaire.	Tacit knowledge sharing amongst physicians, such as the sharing of clinical experiences, skills, or know-how, or know-whom have a significant impact on the quality of medical diagnosis and decisions
Ma and Chan (2014)	Altruism, Perceived Online Attachment Motivation, Perceived Online Relationship Commitment, Online Knowledge Sharing Behavior	Sample: 299 post-secondary students of HKDSE Methods: Correlations, model testing	Perception of individual towards the attachment motivation and relationship commitment through online have positive, direct and significant effect on the individual behavior to share the knowledge in online. Altruism has a direct and significant effect on knowledge sharing through online.
Ma and Yuen (2011)	Perceived Online Attachment Motivation, Perceived Online	Sample: 581 students	Individual behavior to share the knowledge is

	Relationship Commitment, Online Knowledge Sharing Behavior	Method: Descriptive analysis. Correlation Analysis,	significantly influenced by perception of individual attachment motivation in online. Online knowledge sharing behavior is significantly influenced indirectly by the perception of relation commitment in online.
Hung, Duricikova, Lai, and W.M (2011)	Economic Reward, Reputation Feedback, Reciprocity, Altruism, Outcome of Knowledge Sharing	Sample: 118 participants of Taiwan University Method: Laboratory experiment	Altruism significantly have impact on meeting the satisfaction or knowledge sharing.
Eddleston and Kellermanns (2007)	Altruism, Control Concentration, Participative Strategy Process, Relationship Conflict And Organizational Performance	Sample: 180 family business Method: Structured equation modeling	Altruism significantly reduces the relationship conflict and enhances the participative strategy process.

2.3 Research Gap

According to the literature analysis, there had been several studies on social media undertaken in other nations. These studies, however, contradict one another in terms of elements that creates impact on the individual to share the knowledge in online and range

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of studies that have been done elsewhere. Many individuals in Nepal utilize different types of social media. The Gen Z generation's youth in the Kathmandu valley also frequently exhibit this tendency. This opened up a new field of study to investigate why young people, particularly those in the Gen Z generation, use social media platforms in the Kathmandu Valley. Are these packages simply used to maintain touch with others, or do they also help to knowledge development and the sharing of already-existing knowledge with others? This led to a knowledge gap—does Gen Z youth's use of social media affect the knowledge exchange on these platforms with certain members who use social media? It is challenging to locate studies on online knowledge sharing among Gen Z youth in Nepal. As a result, there is a clear gap in knowledge in the domain of online sharing of knowledge with regard to youngsters from Generation Z. The motive of this study is to fill the gap regarding how youth in Generation Z use social media and engage in online knowledge exchange.

2.4 Conceptual Framework

The study intends to explore the variables that govern how members of the Gen Z population share knowledge and how these variables may influence this behavior. Perceived online attachment motivation, perceived online relationship commitment, altruism and self-efficacy will be used by the researcher as independent variable which have an impact on the individual behavior to share online which is termed as the dependent variable.
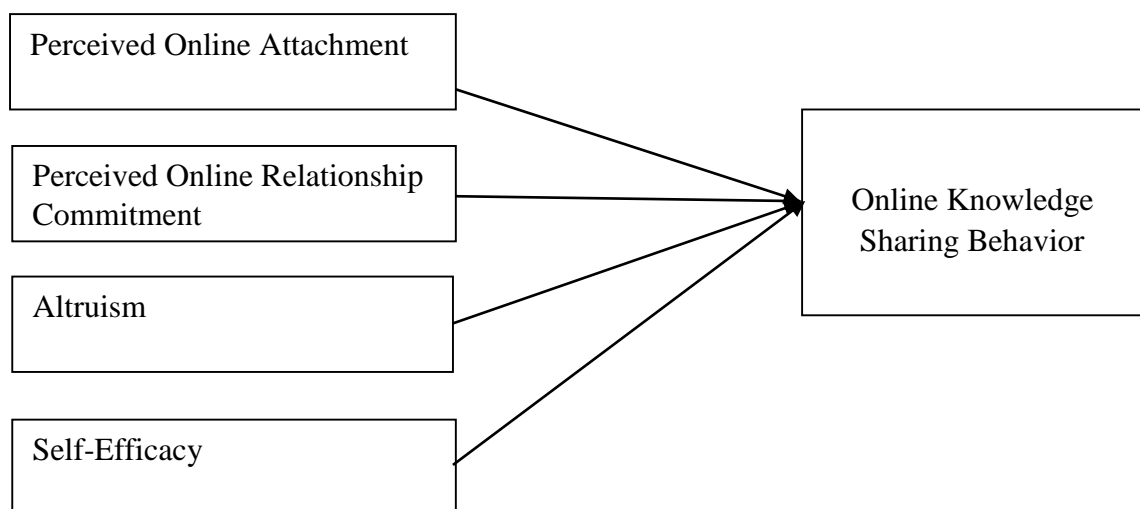
Figure 1: *Theoretical Framework*

Source: (Eddleston & Kellermanns 2007; Kim & Lee, 2015; Ma & Yuen, 2011).

The association among the independent and relationship between variables is shown as proposed research model using the above studied as a basis.

Independent Variable

The goal of the research is to understand the variables that creates impact on how members of the Gen Z generation share the knowledge in online using the social media. In this case, the variables considered to have an effect on the dependent variable— the individual behavior to share knowledge in online—are known as independent variables. Altruism, self-efficacy, perception of individual towards the relationship commitment, attachment in online are the independent factors being looked at in this study. An individual's perceived emotional attachment to social media and the internet is referred to as perceived online attachment. A person's perceived amount of devotion to their online interactions is referred to as their level of investment. Self-efficacy refers to the confidence with which one reach a goal, while altruism is the drive to help someone else without anticipating anything in return. The variables that create impact on the dependent variables will be evaluated using questions on a Likert scale. When measuring attitudes, views, and actions in survey research, a Likert scale is a common sort of rating scale. In order to comprehend how these elements, affect how members of Generation Z use social media to share the knowledge, replies all the concerns that will be examined.

Dependent Variable

The dependent variable for this research was the effect of all the variables that affect the dependent variables on the online knowledge sharing behavior. The responses were compiled using a 5-point Likert - type scale.

CHAPTER III

RESEARCH METHODS

The research design, sample, data collection, and analysis methodologies, as well as other techniques, are all explained in this chapter. It displays the particulars of the researcher's grand research strategy. The decision-making process for sample size, sampling procedure, study tools, data collection sources, and data management are also included in this section. The research strategy used in the study's and techniques utilized in order to gather and interpret the data have been fully detailed in this chapter. In order to achieve the goal of the research, it has also been detailed how or why the study was carried out and how the hypothesis was tested.

3.1 Research Design

A research design is can be defined as a comprehensive plan which outlines the techniques and actions to be done in order to gather and analyze the required data. The road map defines the steps that must be done to complete the research objective. This research adopted a descriptive and casual comparative research design. Descriptive study design seeks to examine the factors that influence the individual behavior to share the knowledge in online. Similarly, this study employed a causal comparative research strategy, which seeks to find a relationship between different factors which affects the behavior of individual to share knowledge and individual to share the knowledge in online.

3.2 Population and Sample Size

This study was done among youth of Gen Z in the Kathmandu Valley, where the youths were involved in different sectors or lines like student, service, self-employed, and business. The youths of the Gen Z are randomly chosen for the study.

The Gen Z youngsters mainly composed the research's study population. Given that the precise number of youngsters in the study's focus region is undefined, a sample size of 384 is computed using Godden's formula. When the population is unknown Godden (2004), developed a sample size equation for populations larger than 50,000 (infinite population) that is used to select a prototypical sample of responses.

$$n = \frac{Z^2 * p * (1 - p)}{M^2} + \cdots$$

Where,

n is the sample size if the population is unbounded.

Value Z = Z (e.g., 1.96 for 95 percent confidence level)

P = Population Proportion

M is the 5% error margin.

In conclusion, the method yields a sample size of 384, which is quantity used in this study.

3.3 Sample Technique

This examination was led through comfort inspecting technique where essential information was gathered through a self-controlled close finished survey. Helpful testing is currently broadly recognized in management science when information should be gathered from a large number of respondents and the legitimacy of the connection between factors should be done relevantly.

3.4 Sources of Data

The techniques utilized to get and gather information from the respondents for the aim of the study are known as data sources. Two very different the primary as well as secondary sources of data are used in this study. The main source of data and information for the research is done by using the primary data and is collected directly from Gen Z youngsters via a questionnaire. On the contrary side, secondary sources are employed to support the study and give background information. This was accomplished by sending the questionnaires via google form and physical distribution by researcher. Self-administered Questionnaire were distributed with the five study variables. Similarly, the secondary sources like journals, articles, books, internet, newspaper are used in literature study.

3.5 Data Instrumentation and Measurement

Examining the variables influencing young Gen Z users in the Kathmandu Valley's, the individual behavior to share knowledge in online especially using social media is the aim of this study. The researcher utilized this structured questionnaire for this. Initially, a small

number of questionnaires were sent by the investigator himself in accordance with the ease of distribution, while the remainder were sent to respondents via an online Google form.

With reference to the present studies, the questionnaire had been adopted and modified from Ma and Yuen (2011), Eddleston and Kellermanns (2007) and Kim, Lee and Elias (2015) which every study in this one reported that the instrument's validity and reliability were adequate.

Questionnaire had been divided into two parts. The first part included different labels to collect the data on demographic variables. The last section of the questionnaire included 25 closed-ended questions that were designed in order to measure the youth's level of perception toward online attachment, relationship commitment, altruism, and self-efficacy, in order to understand how these factors, affect the individual's behavior to share knowledge through online.

3.5.1 Perceived Online Attachment Motivation

Five measures that examine how strongly a person believes they must be with other social media users when they are learning were used in the study to gauge perceived online attachment motivation which have been adopted or taken as reference and modified from the past literature.

3.5.2 Perceived Online Relationship Commitment

Five measures that test how strongly a person feels committed to upholding a relationship with other members of social media for the goal of information sharing were used in the study to gauge perceived online relationship commitment which have been adopted or taken as reference and modifed from the past literature.

3.5.3 Altruism

Five items were used to measure altruism and included questions such as often help other members with work and knowledge in social media, often share the things and knowledge that is not required in social media, often help other who have heavy workloads through knowledge in social media, often assist other members with knowledge and work in social media, often like to share the information in social media which helps to improve other's work. The constructs have been adopted and modified from the past literature.

3.5.4 Self-Efficacy

The constructs of the self-efficacy were measured using five items on the questionnaire, which aimed to understand how the youth feel about the effects of sharing knowledge on social media on their self-esteem and relationships. The constructs have been adopted and modified from the past literature.

3.5.5 Online Knowledge Sharing Behavior

The study employed five measures to assess participants' behavior in online knowledge sharing. These questions evaluated the degree to which the participant's knowledge and skill set had been expanded by the material they had learned from other social media users. The constructs have been adopted and modified from the past literature.

3.6 Reliability and Validity

The instrument's capacity to provide accurate measurements over time and across a range of variables was evaluated using a reliability test. (Robert Y. Cavana, 2001). According to Cavana et al., (2001) for multiple scaled items, the Cronbach's coefficient alpha is the most popular inter-item consistency dependability test.

There are many tools available for doing reliability tests, but Cronbach's alpha is the most popular one. When using multiple-item measurements of a construct or notion, researchers frequently calculate Cronbach's alpha. Data having an alpha value of 0.70 to 0.95 are typically regarded as being reliable. Low item interrelatedness, few questions, or heterogeneous constructs may all contribute to a lower alpha value. In this research, the stability and correctness of the information collected from the responders in the form of data are gathered and also assessed using Cronbach's alpha, a statistical indicator of the reliability of a survey or questionnaire. Results of the reliability test are displayed in a table.

Table 2

Cronbach Alpha

Variables	No. of Items	Cronbach Alpha
Perceived Online Attachment	5	.767
Perceived Relationship Commitment	5	.726
Altruism	5	.716
Self-Efficacy	5	.759
Online Knowledge Sharing Behavior	5	.702

The range of Cronbach alpha is 0 to 1, with 1 denoting great reliability of the variables utilized and 0 denoting poor reliability of the variables. Cronbach alpha is thought to be reliable if it is at least 0.6. The values of Cronbach's alpha for the four separate variables i used in this study are represented in Table 2. All five variables have Cronbach alphas that are higher than 0.7. As a result, the scales are thought to be accurate and dependable for measuring the relevant factors.

3.7 Pilot Study/ testing

A pilot study was carried out in order to identify the reliability and validity of the instruments of the research which measures the variables that influence young people's online information sharing behavior, as well as the efficacy of the statements that is used to measure the constructs used in this research. Pilot test was done in order to make sure that the research instruments are proper, clear, easy to understand, and that they accurately measure the intended construct. This is a most required action in the research process as it helps to identify any issues with the research instruments before the main study, and make adjustments if necessary, in order to increase the chances of obtaining valid and reliable data. A pilot test was performed with 50 respondents before the distribution of the final questionnaire to gauge the reliability of the instrument. Cronbach Alpha (Cronbach, 1951) has been used to evaluate the context's dependability. Based on the assumption that there has been no problem understanding the claims made by the construct, it was discovered that the Cronbach alphas for every variable were greater than 0.70. With this outcome, the construct has not changed, and neither have any questions on the Likert scale been added

or removed. Final survey forms were delivered to additional youth of Gen Z within the Kathmandu valley.

3.8 Data Management and Analysis Tools

IBM SPSS is used for the data analysis. The study makes use of IBM SPSS to analyze the descriptive data to evaluate the institutional environment and social entrepreneurial intentions. Similarly, for normality test Shapiro-wilk test is used. The strength and quality of the sample size, in addition to the correlations between the variables, are analyzed using the Kaiser-Mayer-Olkin and Bartlett's Test of Sphericity. In order to assess the level of association between the two variables, correlation analysis is performed. A series of statistical procedures known as regression analysis are exercised to estimate associations between these variables.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mathcal{E}$$

The multiple regression equation shown above was used to investigate link between the study's dependent variable which measures the individual behavior to share the knowledge in online with other independent variables like perceived online attachment, relationship commitment, self-efficacy and altruism. In the equation, Y represents the individual behavior to share the knowledge in online, which is the dependent variable. The independent variables, perceived online attachment, perceived relationship commitment, altruism, and self-efficacy, are represented by X_1, X_2, X_3 and X_4 respectively.

The value for Y while all independent variables are equivalent to zero is said to be the constant, or 0. The values of the coefficients β_1, β_2, β_3 and β_4 show how much the variable y variable changes when the independent variable changes by one unit.

The error or disparity between the observed and predicted values of Y is represented by the symbol $\mathcal{E}$ (epsilon) at the end. It shows the random error of the observed value with the expected value.

3.9 Ethical Consideration

Ethics and standards are upheld during both the survey's execution and the report's authoring. Care has been taken to uphold the moral standards of behavior that guide moral decisions in order to make sure that no one is negatively affected as a result of this research activity.

There have been no unethical actions committed during the survey or ability to read and write, and the norms and standards have been followed in accordance with the standards specified by the university. Through a detailed and concise explanation of the goal of the data collection and how respondents would be helpful for this research, the proper treatment of the respondents was validated throughout the study. No responder was purposefully forced into complete the survey; rather, they were given the choice to do or not.

The confidentiality of the data that respondents submitted to the researcher was promised to them, and they were informed which neither they nor their data would really be shared with any third parties. They also obtained assurances that the information they submitted would only be utilized for scholarly purposes.

The investigator further promises that all citations and references were used correctly and that there was no chance of plagiarism. The sources have been explicitly referenced in order to respect the authors of the ideas and concepts that have been discussed in this study.

CHAPTER IV
ANALYSIS AND RESULTS

The analysis of data as well as an explanation of the study's conclusions are presented in this chapter. The gathered information was analyzed and shown in tabular form. Additionally, it covers regression analysis, correlational analysis, which demonstrates the strength of the association between the factors, and descriptive statistics, which describe characteristics of the factors like average, standard deviation, as well as median.

An overview of result presented in the report results is given by contrasting it with earlier studies at the chapter's end. An overview of the results and suggestions is also included. Towards the end of the section, a table containing a summary of the research hypothesis is included. It provides the readers with a succinct as well as clear description of the findings of the study.

4.1 Demographic profile of the respondents

Table 3 shows the descriptive statistics of the participants in relation to the youth of Gen Z. The participants are divided into groups based on the demographic characteristics like sex, age, education level, marital status, as well as occupation.

231 males and 157 females out of 388 respondents contributed 59.5 percent and 40.5 percent, respectively. This shows that the sample was predominately composed of male responders. According to the data, the majority of participants are between the ages of 22 and 25. 25.4% of respondents fall within the 16–18 age range, 36.6% fall within the 18–22 age range, and 37.9% fall within the 22–25 age range.

Similarly, among 388 respondents, the highest percentages of completion of formal education were completion of bachelor's degree. This includes 153 respondents out of 388. While looking at the table 3 it can be identified that 92 respondents had qualification of intermediate that contributes to 23.7 percent of total respondents. Also, respondents completing master's degree were 143 that contribute to 36.9% of total responses.

Similarly, among 388 respondents, the highest percentages of the respondents i.e. 87.9% are unmarried and the rest 12.1% i.e. 47 out of total responses are married. Most of the respondents i.e. 70.6% which is 274 out of total responses are student, followed by 17.5% which is Employee, 7% are self-employed, 1.8% are House wife and 3.1% are others.

Table 3

Respondents Profile

Demographic Variable		No. of Respondents	Percentage
	16-18	99	25.4
Age	18-22	142	36.6
	22-25	147	37.9
Gender	Male	231	59.5
	Female	157	40.5
	Intermediate	92	23.7
Qualification	Bachelor's Degree	153	39.4
	Masters and Above	143	36.9
	Married	47	12.1
Marital Status	Unmarried	341	87.9
	Student	274	70.6
	Employee	68	17.5
Occupation	Self-Employed	27	7
	House Wife	7	1.8
	Others	12	3.1

Source: Field Survey, 2022

4.2 Descriptive Analysis

Table 4 exhibits respondent's level of disagreement regarding various constructs of perceived online attachment. Five items were adapted to measure the Perceived online attachment that affect the individual's behavior to share the knowledge using online medium. The minimum response and maximum response values of all items are 1 and 5 respectively. Three items have a mean value ranging from 2.70 to 2.87 and standard deviation ranging from 1.264 to 1.288 which shows that values are more inclined towards disagreement that perceived online attachment doesn't facilitate online knowledge behavior. Similarly, two item, i.e. have mean value ranging from 3.12 to 3.16 which shows agreement towards perceived online attachment being the facilitating factor for individual behavior to share the knowledge using online medium.

Table 4

Descriptive Statistics of Perceived Online Attachment

	N	Min	Max	Mean	S.D.
If I feel unhappy or depressed, I usually try to be around other members using the Social Media to feel better and share the things.	388	1	5	3.16	1.389
I usually have the greatest need to have other members using the social media around me when I feel depressed or unhappy while learning.	388	1	5	2.70	1.264
I often have a strong need to be around other users of social media who are impressed with what I am and what share.	388	1	5	2.87	1.288
I like to be around the social media users who think I am an important and exciting person to learn together.	388	1	5	3.12	1.283
I often have a strong desire to get other social media users to notice me and appreciate the way we share knowledge together.	388	1	5	2.87	1.285

Source: Field Survey, 2022

The degree of disagreement between respondents and several definitions of perceived online relationship commitment is shown in Table 5. In order to evaluate the Perceived Online Relationship Commitment which influences the behavior to share the knowledge using online, five items were modified. All items have response values that range from 1 to 5, with 5 being the highest and lowest values. Three questions have mean values between 2.84 and 2.89, with standard deviations between 1.192 and 1.248, indicating that values are more likely to be in contradiction with the claim that perceived online relationship commitment doesn't encourage online knowledge behavior. Similar to this, three items, i.e., have mean values between 3.16 and 3.21, indicating agreement with the notion that

perceived online relationship commitment is a motivational force for individual to share the knowledge using the online medium.

Table 5

Descriptive Analysis of Perceived Online Relationship Commitment

	N	Min	Max	Mean	S.D
I am committed to maintain the relationship with other members using the social media to share knowledge.	388	1	5	3.16	1.19
I want my relationships with other members using the social media to share the information to last for a long time.	388	1	5	3.21	1.229
I feel very strongly linked to my relationship with other members using the social media to share knowledge.	388	1	5	2.89	1.248
I would feel very upset if my relationship with other members using the social media to share the knowledge were to end.	388	1	5	2.84	1.192
I seek the long term future of my relationship with other members using the social media to share knowledge.	388	1	5	3.21	1.254

Source: Field Survey, 2022

The degree of agreement between respondents and various altruism constructs is shown in Table 6. To measure the Perceived Online Relationship Commitment that influences the individual behavior to share the knowledge using online medium, five items were modified. All items have response values that range from 1 to 5, with 5 being the highest and lowest values. The average score for each item is from 3.20 to 3.67, and the standard deviation is between 0.907 and 0.953, indicating that values are more likely to agree that charity encourages online knowledge behavior.

Table 6

Descriptive Analysis of Altruism

	N	Min	Max	Mean	S.D
I often help other members with my work and knowledge in social media.	388	1	5	3.67	0.923
I often share the things and my knowledge that is not required in social media.	388	1	5	3.20	0.907
I often help other who have heavy workloads through my knowledge in social media.	388	1	5	3.28	0.915
I often assist other members with my knowledge and work in social media.	388	1	5	3.41	0.953
I often like to share the information in social media which helps to improve other's work.	388	1	5	3.55	0.991

Source: Field Survey, 2022

Table 7 exhibits respondent's level of disagreement regarding various constructs of Self-efficacy. Five items were adapted to measure the Self-efficacy that affect the individual's behavior to share the knowledge using online medium. The minimum response and maximum response values of all items are 1 and 5 respectively. Three items have a mean value ranging from 2.71 to 2.93 and standard deviation ranging from 1.263 to 1.391 which shows that values are more inclined towards disagreement that self-efficacy doesn't facilitate online knowledge behavior. Similarly, two item, have mean value ranging from 3.09 to 3.27 which shows agreement towards self-efficacy being the facilitating factor for online knowledge sharing behavior.

Table 7

Descriptive Analysis of Self-Efficacy

	N	Min	Max	Mean	S.D.
When I share information in social media, I will gain more respect and recognition.	388	1	5	2.71	1.263
When I share knowledge in social media, I will have more friends.	388	1	5	3.09	1.248
When I share knowledge in social media, people will regard me as a dependable Person.	388	1	5	2.89	1.202
When I Share knowledge in social media, I will have better ties between me and others.	388	1	5	3.27	1.132
When I share knowledge in social media, I will feel myself as a successful person and be happy.	388	1	5	2.93	1.391

Source: Field Survey, 2022

The degree of agreement among respondents with several constructs of online information sharing behavior is shown in Table 8. In order to measure the Perceived Online Relationship Commitment which influences the individual's behavior to share the knowledge in online, five items were modified. All items have response values that range from 1 to 5, with 5 being the highest and lowest values. The fact that every item has a mean value greater than 3.37 indicates that there is consensus regarding the variables influencing the individual's behavior to share knowledge in online.

Table 8

Descriptive Analysis of Online Knowledge Sharing Behavior

	N	Min	Max	Mean	S. D
The things that I received from the other users of social media has increased my knowledge.	388	1	5	3.51	1.206
The advice that I receive from other members using the social media allows me to complete the similar task more efficiently.	388	1	5	3.37	1.217
The things that I received from the other members using the social media has increased my understanding of that subject.	388	1	5	3.4	1.143
The advice that I receive from other members using the social media allows me to improve the quality of similar work.	388	1	5	3.43	1.185
The advice that I receive from other members using social media has allowed me to conduct the similar task with the greater independence.	388	1	5	3.44	1.187

Source: Field Survey, 2022

4.2.1 Normality Test

In addition to the visual evaluation of normality, there are normality tests (Elliott & Woodward, 2007). For relevant results, normalcy assumptions should be made regarding the sample size. Continuous data are displayed as the mean value if they have a normal distribution. This indicates that the significance level is determined by comparing the groups using the value.

Table 9

Shapiro-Wilk Test

| | Shapiro-Wilk | | |
	Statistic	df	Sig.
Perceived Online Attachment	0.970	388	0.000
Perceived Online Relationship Commitment	0.983	388	0.000
Altruism	0.974	388	0.000
Self-Efficacy	0.976	388	0.000
Online Knowledge Sharing Behavior	0.963	388	0.000

A statistical technique called the Shapiro-Wilk test is used to ascertain if a sample of data is regularly distributed. With a p-value of not more than 0.05, the analytical outcome in this example (shown in Table 9) show that the test is significant. This indicates that the data are skewed, which may have an impact on how other statistical tests that rely on a normal distribution of data are interpreted.

Figure 2 *Histogram of Perceived Online Attachment*

It can be inferred from the information provided that the data presented in figure 2 is shaped like a bell curve, suggesting that the comprehensive data collected from the measures of

success   is   not   evenly   distributed   across   all   values.
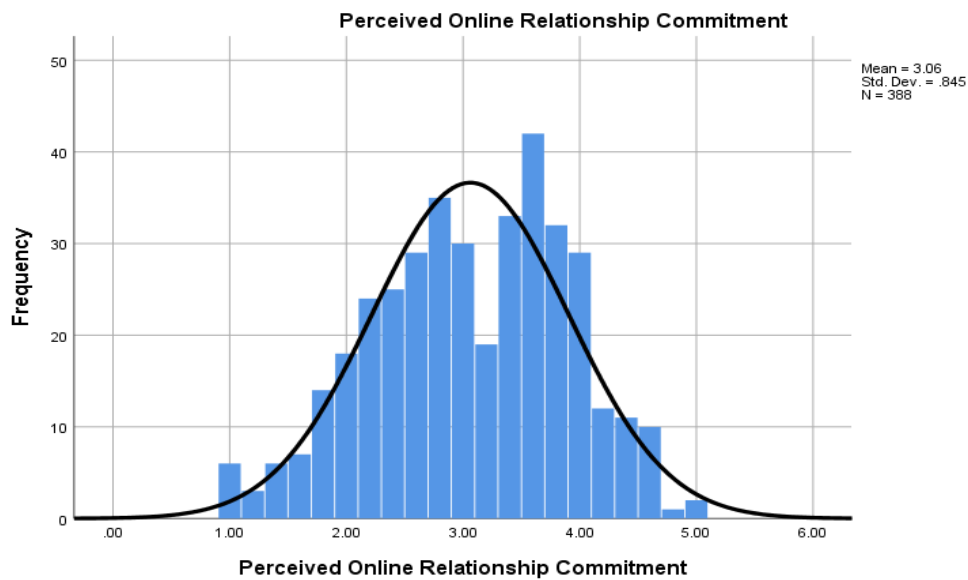
Figure 3 *Histogram of Perceived Online Relationship Commitment*

It can be inferred from the information provided that the data presented in figure 3 is shaped like a bell curve, suggesting that the comprehensive data collected from the measures of success is not evenly distributed across all values.

.
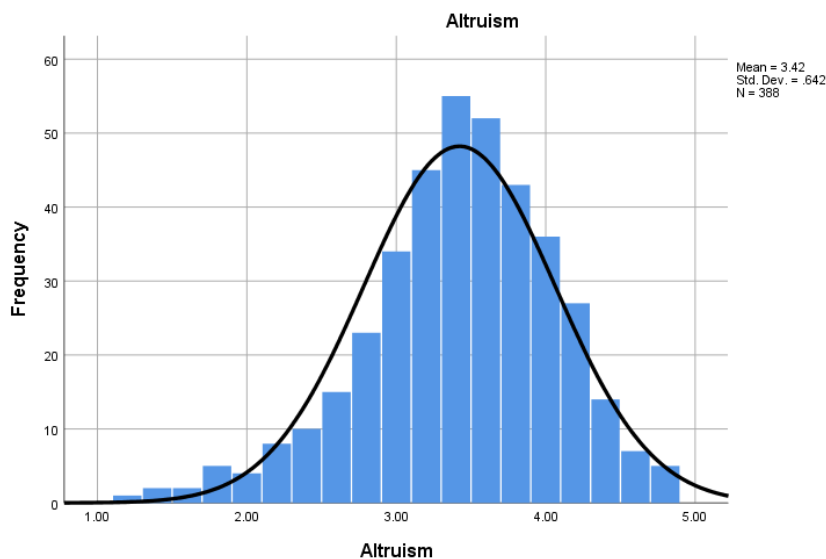
Figure 4 *Histogram of Altruism*

It can be inferred from the information provided that the data presented in figure 4 is shaped like a bell curve, suggesting that the comprehensive data collected from the measures of

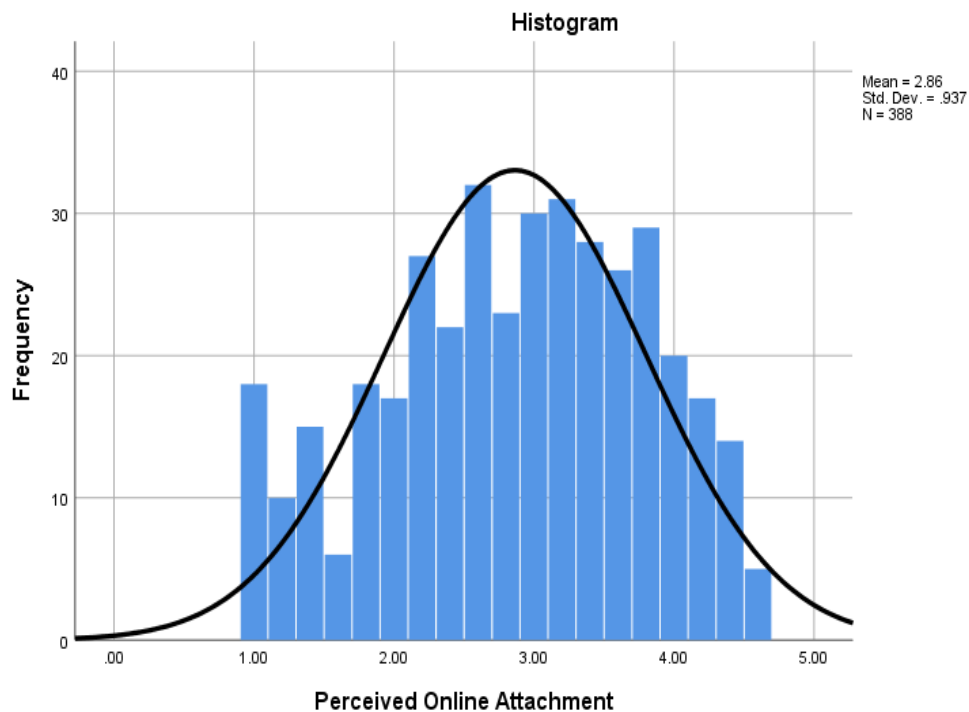success   is   not   evenly   distributed   across   all   values.

Figure 5 *Histogram of Self Efficacy*

It can be inferred from the information provided that the data presented in figure 5 is shaped like a bell curve, suggesting that the comprehensive data collected from the measures of success   is   not   evenly   distributed   across   all   values.
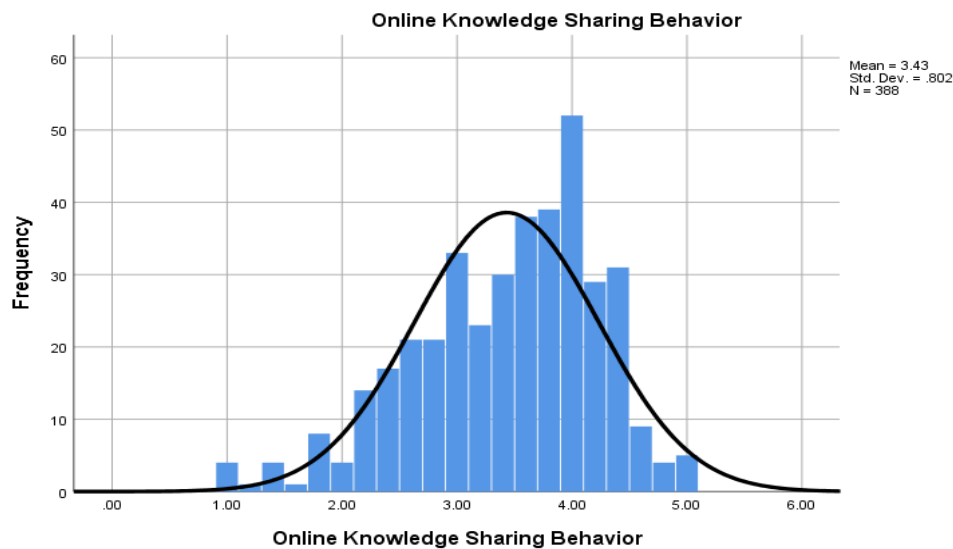
Figure 6 *Histogram of Online Knowledge Sharing Behavior*

It can be inferred from the information provided that the data presented in figure 6 is shaped like a bell curve, suggesting that the comprehensive data collected from the measures of success is not evenly distributed across all values
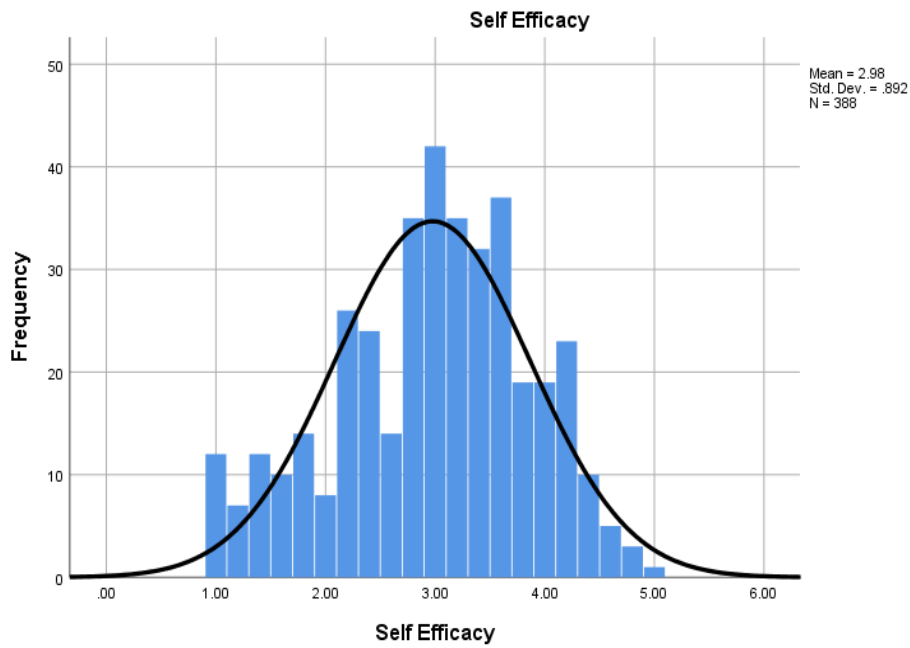
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4.2.2 KMO'S and Bartlett's Test

The strength and suitability of the sample, as well as the correlations between the variables, were evaluated by using the Kaiser-Mayer-Olkin and Bartlett's Test of Sphericity. KMO is used to identify either the data can be used for factor analysis or not and it identifies which variables should be removed to address the multicollinearity problem. Its range of values is 0 to 1, and a number greater than 0.60 indicates that factor analysis can be applied and that the data are significant. Based on the anti-image values, numerous items that are superfluous should be eliminated if its value is less than 0.60 (Lubem & Dewua, 2020).

Table 10

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	597.930
	df	10
	Sig.	.000

Table 9 shows KMOS value 0.798 which is greater than 0.6 which indicates that sample data are sufficient to show the relationship between the variables as well as identify if the data are also accurate to apply the factor analysis.

Multicollinearity

Table 11

Variance inflation factor (VIF)

Model	VIF
Perceived Online Attachment	1.918
Perceived Online Relationship Commitment	2.004
Altruism	1.447
Self-Efficacy	1.583

Multicollinearity is a statistical concept where several independent variables in a model are correlated. Table 10 indicates whether there is multicollinearity with VIF. Multicollinearity is investigated since it could alter the research's results. Table 10 shows that there is no multicollinearity between the variables because the value of VIF is less than 3.

4.3 Correlation Analysis

A statistical technique known as correlation is used in order to investigate the association among the two variables. It assesses the relationship's strength, its statistical significance, and whether the association is positive or negative. The influence of the link is identified by the coefficient of correlation, having a range of -1 to 1, and values which are closer to -1 or 1 suggests a stronger association with each other. There is no association, or relationship, between the two factors when the result is 0. The p-value is used to determine where a correlation is statistically significant or not. If the p-value is not more than 0.05, the correlation is regarded to be statistically significant; otherwise, there is no significant association. In conclusion, correlation analysis aids in comprehending the nature, significance, and direction of a link between two variables.

- A positive and direct co- relation between the variables with value equal to 1

- A negative and inverse co- relation between the variables with value equals to -1

- No co- relation between the variables with value equals to 0

Table 12

Correlation Matrix

	Perceived Online Attachment	Perceived Online Relationship Commitment	Altruism	Self-Efficacy	Online Knowledge Sharing Behavior
Perceived Online Attachment	1				
Perceived Online Relationship Commitment	.617**	1			
Altruism	.458**	.526**	1		
Self-Efficacy	.556**	.529**	.280**	1	
Online Knowledge Sharing Behavior	.336**	.437**	.347**	.326**	1

The relationship between the perceived online attachment and the individual's behavior to share the knowledge in online is shown in Table 12. According to the findings of the Spearman correlation study, the environment for online knowledge sharing activity and felt online connection are moderately positively correlated. The p-value is not more than 0.05, and the correlation coefficient (r) of 0.336 shows that there is substantial evidence for both a linear relation as well as a positive correlation between any of these two variables. This indicates that the individual's behavior to share the knowledge in online seems to be likely to increase as perceived online affiliation does. Since this link is statistically significant and the p-value is also not more than the threshold of significance (0.01), it can be deduced that perceived online affiliation positively influences the individual's behavior to share knowledge in online.

The relationship between the perceived online relationship commitment and the individual's behavior to share the knowledge in online is shown in Table 12. According to the findings of the Pearson correlation study, perceived online relationship commitment and individual's behavior to share knowledge in online activity are moderately positively

correlated. The p-value is not more than 0.05, and the correlation coefficient (r) of 0.437 indicates that there is substantial evidence for both a linear association and a positive correlation between these two variables. This suggests that online information sharing behavior grows along with perceived online relationship commitment. Since this link is statistically significant and the p-value is not more than the level of significance (0.01), it can be concluded that perceived online relationship commitment tends to enhance the activity of an individual's behavior to share knowledge in online.

The relationship between the altruism and the individual's behavior to share the knowledge in online is shown in Table 12. Altruism and online information sharing activity have a moderately positive link, according to the result of the Spearman correlation coefficient. The p-value is not more than 0.05, and the correlation coefficient (r) of 0.347 shows that there is substantial evidence for both a linear relationship and a positive correlation between these two variables. This implies that online information sharing behavior grows along with benevolence. Since this relationship is statically important and the p-value is also not more than the level of significance (0.00), it can be concluded that benevolence tends to encourage online information sharing activity.

The relationship between the perceived self-efficacy and the individual's behavior to share the knowledge in online is shown in Table 12. As per the findings of the Pearson correlation coefficient, self-efficacy and the individual's behavior to share the knowledge in online have a moderately positive link. The p-value is less than 0.05, and the correlation coefficient (r) of 0.326 indicates that there is substantial evidence for both a linear association and a positive association between these two parameters. This suggests that online knowledge sharing behavior increases along with self-efficacy. As, this link is statistically significant and the p-value is also below the threshold for significance (0.00), it can be concluded that self-efficacy tends to increase online information sharing activity.

4.4 Regression Analysis

In order to examining the connection among the dependent variable with one or more than one independent variables, regression analysis is used. It is an effective tool that enables the analysis of numerous factors and the development of prediction models. The nature or degree of a relationship between two variables cannot be determined by correlation analysis, which can only determine whether a relationship exists. In this situation, regression analysis is helpful because it can give more specific details about the relationship

between the variables, such as the extent and direction of the link and how dependent variable is affected by the variations in the independent variables. Additionally, it enables the prediction of the dependent variable's based upon the independent variables.

To estimate results and understand the correlation between variables, regression analysis is used. In this study, relapse examination was utilized to evaluate the hypothesis. This section includes the autonomous variables that influence the changeability of the result, as well as the degree of the variation in the dependent variable's that is explained by the independent variables and the factors that are significant (in relation to other factors) in explaining the dependent variable's changeability. Direct relapse investigation was carried out in order to determine the association or relationship between the dependent variable which explains the individual behavior to share the knowledge in online and autonomous variables like perceived online attachment, altruism, self-efficacy and the perceived online relationship commitment because it is more convenient, understandable, logically acknowledged, and generally accessible.

Table 13

Model Summary of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472[a]	.223	.215	.71080

Table 13 summarized coefficient of determination (R^2) and coefficient of correlation (R) among the dependent and independent variables. The dependent as well as all independent variables have a correlation coefficient of 0.472, which denotes a positive overall association among the two sets of variables in the study.

The term "coefficient of assurance" is also used to refer to the coefficient of determination, or R2. This estimate measures how closely the data follow the regression line. The R2 value shows as much as the variation in the dependent variable which can be considered by the model of independent variable or variables. R2 should range from 0% to 100%, with a greater number suggesting a better data and the model that are together. Institutional variable in this situation explains 22.3% of the variation in the individual's behavior to share the knowledge in online, according to the R^2 of 0.223.

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Table 14

ANOVA Table of Dependent and Independent Variable

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.563	4	13.891	27.494	.000[b]
	Residual	193.506	383	.505		
	Total	249.069	387			

a. Dependent Variable: Online Knowledge Sharing Behavior

b. Predictors: (Constant), Self-Efficacy, Altruism, Perceived Online Attachment, Perceived Online Relationship Commitment

According to ANOVA table 14, there is a lot of evidence to conclude that the model is effective and, therefore, significant at F = 27.494, p = 0.000, as the significance level of 0.000 which is not more than that of 0.05. Thus, the online knowledge sharing behavior and its factor affecting variables have a significant linear relationship.

Table 15

Coefficient Table of Dependent and Independent Variable

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	1.572	.208		7.545	.000
Perceived Online Attachment	.023	.053	.027	.427	.670
Perceived Online Relationship Commitment	.260	.061	.274	4.296	.000
Altruism	.195	.068	.156	2.887	.004
Self-Efficacy	.110	.051	.123	2.166	.031

The result in the study of the regression analysis in order to examine correlation between dependent and independent variables are shown in Table 15. The slope can be identified as positive by examining the coefficient value and the p-value. When the p-value is not more than 0.05, a substantial association among the two types of variable i.e. independent and dependent is suggested. There may not be a significant effect of perceived online attachment on the individual behavior to share the knowledge through in this instance as

the p-value of the perceived online attachment is greater than 0.05. The p-value of perceived online relationship commitment, altruism, and self-efficacy, on the other hand, is less than 0.05, showing that these factors significantly influence online knowledge sharing behavior.

4.5 Hypothesis Testing Summary

Table 16

Hypothesis Testing Summary

Hypothesis	Statement	P-Value	Result
H1	There is a significant impact of perceived online attachment motivation of social media users on their online knowledge sharing behavior.	.670	REJECTED
H2	There is a significant impact of perceived online relationship commitment of social media users on their online knowledge sharing behavior.	.000	ACCEPTED
H3	There is a significant impact of altruism of social media users on their online knowledge sharing behavior.	.004	ACCEPTED
H4	There is a significant impact of self-efficacy of social media users on their online knowledge sharing behavior.	.031	ACCEPTED

The result of the study conducted to test the hypothesis in order to determine whether a particular assertion or supposition regarding the relationship between variables is true, are shown in Table 16. Four hypotheses have been investigated in this case: H1: Perceived online attachment and online knowledge sharing activity do not significantly correlate. H2: The behavior of sharing knowledge sharing through online is significantly impacted by the perception of an online relationship. H3: Altruism has a big impact on how people share knowledge online. H4: Self-efficacy significantly affects online knowledge sharing behavior.

The statistical significance metric known as the p-value is used to determine either to accept or reject a hypothesis. Results are statistically significant, and the hypothesis can be accepted when the p-value is not more than the threshold of significance, which is commonly 0.05. Looking it with other way, P-value being higher than the level of

significance result in the rejection of the hypothesis as the data are not statistically significant.

According to the table, there is no significant association between perceived online attachment and the individual's activity to share knowledge in online because the p-value for Hypothesis 1 is 0.670, which is higher than the threshold of significance of 0.05. H1 is therefore disregarded. However, the p-value for Hypothesis 2, Hypothesis 3, and Hypothesis 4 is less than 0.05, demonstrating that the perception of an online relationship, benevolence, and self-efficacy all significantly influence online knowledge sharing behavior. H2, H3, and H4 are therefore approved.

These findings show that perceived online relationships, benevolence or altruism, and self-efficacy significantly influences the individual's behavior to share the knowledge in online but in the other side perceived online attachment has no such substantial influence.

4.6 Major Findings

Key discoveries from the research include:

- The study found that a major number of the responses were of male (59.5%) while the rest of the responses were of female (40.5%)
- Most of the respondent belongs to the age group of 22-25 i.e. 37.9 percent. Followed by age group of 18-22 years and 16-18 years with 36.6 percent and 25.4 percent respectively.
- Out of 388 respondents, 39.4 percent of the respondent are studying in the bachelor's level, followed by Masters level and intermediate level with 36.9 percent and 23.7 percent respectively.
- Similarly, out of 388 respondents, 87.9 percent of the responses are from the unmarried people and the remaining 12.1 percent of the responses are from the married one.
- Out of 388 respondents, majority of the respondents i.e. 70.6 percent are student, 17.5 percent are employee followed by self-employed, others and house wife respondents.
- The research found that average mean scale of perceived online attachment was 2.86 with a standard variation of 0.937, which indicates that responders tended to disagree with the statement. This suggests that perceived online attachment does not facilitate the individual behavior to share the knowledge in online.

- The average mean scale of perceived online relationship commitment was 3.06 with a standard variation of 0.845, which indicates that responders tended to agree with the statement. This suggests that respondents believe that perceived online relationship commitment facilitates the individual's behavior to share the knowledge in online.

- Average mean scale of altruism was 3.42 with a standard variation of 0.642, indicates that responders tended to agree with the statement. This suggests that respondents believe that altruism facilitates the individual's behavior to share the knowledge in online.

- The average mean scale of self-efficacy was 2.98 with a standard deviation of 0.892, indicates that responders tended to agree with the statement. This suggests that respondents believe that self-efficacy facilitates the individual's behavior to share the knowledge in online.

- The average mean scale of online knowledge behavior was 3.43 with a standard variation of 0.802. It indicates that responders tended to agree with the statement. This suggests that the respondents believe that the constructs to measure the individual's behavior to share the knowledge in online are valid.

- The correlation coefficient of perceived online attachment the individual's behavior to share the knowledge in online is 0.336 which shows positive correlation at five percent level of significance. Thus, perceived online attachment tends to increase the individual's behavior to share the knowledge in online.

- The study found that there is a positive correlation between perceived online relationship commitment and the individual's behavior to share the knowledge in online, as indicated by a correlation coefficient of 0.437. This correlation is significant at the five percent level. This means that as the perceived online relationship commitment increases, the individual's behavior to share the knowledge in online also increases.

- The correlation coefficient of altruism and online knowledge sharing behavior is 0.347 which shows positive correlation at five percent level of significance. Thus, cognitive environment tends to increase social entrepreneurial intention.

- The correlation coefficient of self-efficacy and the individual's behavior to share the knowledge in online is 0.326 which shows positive correlation at five percent

level of significance. Thus, self-efficacy tends to the increase individual's behavior to share the knowledge in online.

- The results of the t-test and p-value show that perceived online attachment has no statistically significant influence on the individual's behavior to share the knowledge in online among the youth of Gen Z, as the t-statistics value of 0.427 and p-value of 0.670 are more than 0.05.

- T-statistics of 4.296 and the p-value of 0.000, which is less than 0.05, indicate that there is a significant impact of perceived online relationship commitment on individual behavior to share knowledge in online among the youth of Gen Z. This suggests that as perceived online relationship commitment increases, individual behavior to share knowledge in online also tends to increase.

- T-statistics of 2.887 and the p-value of 0.004, which is not more than 0.05, indicate that there is a significant impact of altruism on individual behavior to share knowledge in online among the youth of Gen Z. This suggests that as altruism increases, individual behavior to share knowledge in online also tends to increase.

- The t-statistics of 2.166 and the p-value of 0.031, which is not more than 0.05, indicate that there is a significant impact of self-efficacy on individual behavior to share knowledge in online among the youth of Gen Z. This suggests that as self-efficacy increases, individual behavior to share knowledge in online also tends to increase.

CHAPTER V
DISCUSSION, CONCLUSION, AND IMPLICATIONS

The argument, conclusion, and consequences of the study are summarized in this chapter. The main findings of the study are presented, and its overall importance is explored. The study's findings are compared to those of prior studies in the field, and its implications for future research on how performance reviews are perceived by employees and how they affect their productivity at work are also looked at. The results of the study suggest that online learning and sharing platforms can play a key role in fostering knowledge sharing among users of social media by making it simpler to create and maintain social connections.

5.1 Discussion

The intention of this research is to look at the factors that creates impact on the young Gen Z users' knowledge-sharing habits on social media. Additionally, the study intends to pinpoint the important influence of self-efficacy, compassion, as well as perceived commitment in online relationships on the behavior of knowledge sharing using the social media. In the context of Gen Z youth residing in the Kathmandu valley, the study investigates perceived online attachment, perceived online relationship commitment, altruism, and self-efficacy.

In contrast to studies by Motteh Saleh (2019) and Ma and Yuen (2011), the empirical evidence from this study showed that perceived online attachment had no discernible influence on online knowledge sharing behavior. According to hypothesis 1, there is a considerable connection between how social media users view their motive for making online attachments and how they behave when sharing knowledge online (2011).

The results of this study show that social media users' perceived commitment to online relationships has a major impact on their online knowledge sharing behavior, supporting Hypothesis 2. It means that in order to maintain connections with other people, one should continuously be sharing knowledge online. The current study's findings support those of Wang and Lin (2021) and Ma and Yuen (2011).

The study's hypothesis 3 proposes that altruism has a notable effect on how social media users share knowledge online. The research findings also indicate that altruism plays a significant role in shaping online knowledge sharing behavior. According to earlier

research by Javaid and Abdullah (2020), Kim, Lee, and Elias (2015), as well as Hung, Duricikova, Lai, and W.M. (2011), people who have a larger propensity for altruism are more likely to be open to sharing their expertise online.

The self-efficacy of social media users, according to hypothesis 4, has a significant impact on how individuals share knowledge online. The empirical results from this study show that self-efficacy has a strong influence or a considerable impact on online knowledge sharing behavior. The current study's findings are consistent with those reported by Obrenovic, et al. (2020), Eddleston and Kellermanns, and (2007).

5.2 Conclusion

Online knowledge sharing behavior has gained more focus and interest due to large number of social media users in the world. It accelerates the flow of information from one person to another and increase the relationship commitment among the users. It is very important to perceive the behavior of youngsters to share their knowledge through the social media as it increase the efficiency of the people and helps to increase the information or knowledge among each other. It is one of the major aspect to help in growth of the organization as it binds the people together and reduce the chance of miscommunication among the people. The findings of this study offer crucial information regarding the variables influencing Gen Z youth's behavior while sharing knowledge online, information that can be used to identify what variables most influence or inspire people to share knowledge via social media.

This research aims to expand our reasoning powers regarding the factors which creates impact on the knowledge sharing behavior through online medium i.e. social media among Gen Z youth. The study developed a model of knowledge sharing using online medium that is based on three key theories: need to belong, social cognitive theory, and commitment trust theory. The need to belong is represented by the belief of perceived online attachment motivation, commitment theory is represented by perceived online relationship commitment, and social cognitive theory is represented by self-efficacy and altruism. This model helps to explain how these different theories interact to influence the individual behavior share the knowledge using the online medium.

In this research analysis, social media was employed as the major source for information sharing and a sample of Gen Z youths from the Kathmandu valley was selected. When the

concept' validity was examined, it was discovered that it was simultaneously convergent and discriminant. The findings of the study also show that the model is quite effective in explaining and forecasting the behavior of individual to share the knowledge in online medium. In contract, perceived online relationship commitment, altruism, and self-efficacy were discovered to have a substantial impact on the individual's behavior to share the knowledge. Whereas, on the other hand, the construct of perceived online attachment motivation, was discovered to not have a significant impact on an individual's behavior to share the knowledge using online medium.

The findings of this study offer a new viewpoint on the individual's behavior to share the knowledge through online medium. It suggests that the design of electronic network connected platforms for learning and sharing information may play a crucial part to encourage individual to share knowledge using the social media. In particular, this study suggests that by facilitating the creation and maintenance of social connections on these platforms, it may be possible to promote the sharing of knowledge. Therefore, the study highlights the benefits of considering the public dimension of learning through online medium and sharing the knowledge through the digital platforms.

The youth are very often active users of the digital platforms and can get a wide range information and resources with the help of these channels. This includes everything from education materials to career resources, mental health support to information on the social issues. By actively seeking out and sharing knowledge through social medias, youth can expand their perspectives, learn new skills as well as connect with other individuals having the same interest and goals. Online knowledge sharing behavior can also be a powerful tool for the youth activism which allows them to raise the awareness, mobilize the support and bring the changes with the issues that matter to them. perceived online attachment acting as a factor of the individual's behavior to share online helps in the personal as well as professional development and empower them to make a positive impact in their communities as well as the world.

Individuals use the digital platforms to share the information and knowledge with the intention of helping others and making a positive impact in the communities. The youths create and share the educational resources and tutorials online to support their peers and others who learn about a specific topic. The individual shares their personal experiences and insights on the social issues, in order to raise the awareness and offer the support to

others who are dealing with similar challenges. Individual use the social media or online platforms to raise the online campaigns and movements with a motive to support the social and environmental caused by sharing information and resources which encourages others to be involved. Individual collaborating on the online projects and initiatives helps to benefit the larger group. The youths can contribute for the collective good in the world by actively sharing the knowledge and information through the social media. Likewise, they can also help them to develop their skills, gain new perspectives and connect with others who shares the similar kinds of interest. Overall, the individual's behavior to share the knowledge through online medium can be a powerful tool in order to promote the altruism which allow the young individuals to exchange their viewpoints and resources with the aim to support others individual as well as community and make a positive impact in the world.

A person who has self-efficacy believes they are capable of completing a certain task or achieving a particular goal. Higher degrees of self-efficacy increase one's likelihood of actually sharing content online, whereas lower levels decrease one's propensity to do so. Because they have faith in their own expertise and skills, individuals with a high self-efficacy are much more likely to utilize social media platforms to share resources and details on a particular subject Looking at it on the other way, a person with poor self-efficacy is less inclined in order to share their experiences as well as knowledge because they are uncertain of their talents or fear being criticized by others. Social media also act as a tool to enhance the self-efficacy with facilitation of the access to a broad range of information and resources, as well as opportunities to connect with other individuals who are likely to share the similar interests as well as goals. The participation through online communities and discussions helps individuals learn from others, gain new perspectives, and develop their own knowledge and skills. This helps to build the self-efficacy and confidence in their own abilities. It can be termed as a reciprocal process where the more an individual shares the information through online, the more they receive the feedback and their self-efficacy increases.

5.3 Implication

The implications of a study conducted with the objective of identifying the factors affecting the behavior of Gen Z youth to share the knowledge through online media using social media would depend on the specific findings of the study. However, some potential implications could include:

a. Understanding the drives and the barriers to share the knowledge through online medium among the youth of Gen Z. The study could reveal the specific factors that influence the youth of Gen Z in order to share the knowledge as well as information through online also any barriers that prevent them from doing so. This information could be used to develop the strategies to promote the online knowledge sharing behavior among this demographic.

b. Developing the effective social media campaigns: The study findings could be used to develop the campaigns using the social media which tailored to the specific requirements and preferences of Gen Z youth, with the goal of increasing their engagement in online knowledge sharing

c. Improving educational strategies: The study findings could be used to inform the design of educational programs and resources, such as online courses and tutorials, to better meet the needs of youth of Gen Z youth as well as motivate them to share the information and knowledge through online medium.

d. Enhancing the self-efficacy and online behaviors: The study could reveal the association between the self-efficacy and the individual's behavior to share the knowledge using online medium among Gen Z youth, which could be used to develop the strategies to enhance their self-efficacy and encourage them to share the information and knowledge through online.

e. Encouraging youth activism: The study could reveal how the individual's behavior to share the knowledge using online medium can be used to support youth activism and social change, which could be used to encourage Gen Z youth to get involved in important issues and make a positive impact in their communities and the world.

Overall, a study on factors affecting the youth of Gen Z towards the behavior of sharing knowledge using social media could provide valuable insights for educators, policymakers, and social media professionals, as well as for the youth themselves in order to improve their online behaviors and make a positive impact in their communities.

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''Factors Affecting Online Knowledge Sharing Behavior Using Social Media in Kathmandu Valley Among Youth of Gen Z''

Dear Respondents,

This study entitled " Factors Affecting Online Knowledge Sharing Behavior Using Social Media in Kathmandu Valley Among Youth of Gen Z " is a Graduate Research Project as a partial fulfilment of the requirement for the Masters in Business Administration (MBA) at School of Management, Tribhuvan University. The general objective of the study is to evaluate the factors affecting online knowledge sharing behavior of social media in Kathmandu Valley among youth of Gen Z.

I would like to make a humble request to you to spare 4-5 minutes of your time to fill up the questionnaire with honesty. Your authentic responses will have an impact on the result of the study. Your information will be kept confidential and will solely be used for the purpose of the study. So, you are suggested to fill the questionnaire with your own conscience as you fill right.

Please check the relevant box ▢ in every situation where there are answer options available.

Regards,

Sushant Lamichhane

MBA Research Scholar

School of Management, Tribhuvan University

Part 1: Demographic information

1. Name: ……………………………………………………. (Optional)
2. Age:

a. 16-18 ▢   b. 18-22 ▢   c. 22-25 ▢

3. Gender:
   a. Male ▢   b. Female ▢   c. Others ▢

4. Qualification:

   a. SEE or Below   [   ]   b. Intermediate   [   ]

   c. Bachelor's Degree [   ]   d. Masters and above [   ]

5. Marital Status:

   a. Married [   ]   b. Single [   ]

6. Occupation?

   a. Student [   ]   b. Employee [   ]   c. Self Employed [   ]

   d. House Wife [   ]   e. Others   [   ]

Tick a right mark to reflect your opinion that shows the level of disagreement or agreement at the end of each statement with 5-point measurement scale as define as below:

1	2	3	4	5
Strongly Disagree (S.D)	Disagree (D)	Neither Disagree or Agree (N)	Agree (A)	Strongly Agree (S.A)

Please tick the relevant columns showing scales from 'Strongly Disagree' to 'Strongly Agree'.

Q.N	Statements	S.D	D	N	A	S.A
1.	**Perceived Online Attachment**	1	2	3	4	5
1.1	If I feel unhappy or depressed, I usually try to be around other members using the Social Media to feel better and share the things.					
1.2	I usually have the greatest need to have other members using the social media around me when I feel depressed or unhappy while learning.					
1.3	I often have a strong need to be around other users of social media who are impressed with what I am and what share.					

		1	2	3	4	5
1.4	I like to be around the social media users who think I am an important and exciting person to learn together.					
1.5	I often have a strong desire to get other social media users to notice me and appreciate the way we share knowledge together,					
2.	**Perceived online relationship commitment**	**1**	**2**	**3**	**4**	**5**
2.1	I am committed to maintain the relationship with other members using the social media to share knowledge.					
2.2	I want my relationships with other members using the social media to share the information to last for a long time.					
2.3	I feel very strongly linked to my relationship with other members using the social media to share knowledge.					
2.4	I would feel very upset if my relationship with other members using the social media to share the knowledge were to end.					
2.5	I seek the long term future of my relationship with other members using the social media to share knowledge.					
3.	**Altruism**	**1**	**2**	**3**	**4**	**5**
3.1	I often help other members with my work and knowledge in social media.					
3.2	I often share the things and my knowledge that is not required in social media.					
3.3	I often help other who have heavy workloads through my knowledge in social media.					
3.4	I often assist other members with my knowledge and work in social media.					
3.5	I often like to share the information in social media which helps to improve other's work.					
4.	**Self-Efficacy**	**1**	**2**	**3**	**4**	**5**

4.1	When I share information in social media, I will gain more respect and recognition.					
4.2	When I share knowledge in social media, I will have more friends					
4.3	When I share knowledge in social media, people will regard me as a dependable Person					
4.4	When I Share knowledge in social media, I will have better ties between me and others.					
4.5	When I share knowledge in social media, I will feel myself as a successful person and be happy.					
11.	**Online Knowledge Sharing Behavior**	**1**	**2**	**3**	**4**	**5**
11.1	The things that I received from the other users of social media has increased my knowledge.					
11.2	The advice that I receive from other members using the social media allows me to complete the similar task more efficiently.					
11.3	The things that I received from the other members using the social media has increased my understanding of that subject.					
11.4	The advice that I receive from other members using the social media allows me to improve the quality of similar work.					
11.5	The advice that I receive from other members using social media has allowed me to conduct the similar task with the greater independence.					

I Sincerely appreciate your help in completing this questionnaire. It will be really helpful to me. Thank you for your kind support and cooperation.