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Individual Factors Influencing the Use of SNS (Social Networking Sites) and their Impact on Knowledge Sharing: A Field Study on Master Students in IUG

العوامل الفردية المؤثرة في استخدام شبكات التواصل الاجتماعي وأثرها على مشاركة المعرفة: دراسة حالة طلاب الماجستير في الجامعة الإسلامية بغزة

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Supervised by

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إقـــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **منار نبيل ديب الغره** لنيل درجة الماجستير في **كلية *التجارة*/ قسم إدارة الأعمال** وموضوعها:

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دراسة حالة طلاب الماجستير في الجامعة الإسلامية بغزة

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 29 شوال 1437هـ، الموافق 2016/08/03م الساعة الواحدة ظهراً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. خالد عبد دهليز	مشرفاً و رئيساً	.....
د. أكرم اسماعيل سمور	مناقشاً داخلياً	.....
د. محمد ابراهيم المدهون	مناقشاً خارجياً	.....

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في **كلية *التجارة*/**قسم **إدارة الأعمال**.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

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Abstract

The aim of this study is to identify factors influencing the use of IUG's Master students of SNS and their impact on knowledge sharing. Specifically, this study examine the effect of (Trust in SNS, Perceived ease of use, Perceived usefulness and Educational compatibility) on knowledge sharing among IUG master students.

The research followed the descriptive analytical approach. Data were collected through a self-designed questionnaire, which was distributed to the targeted population of the study. The questionnaire was distributed to a sample of 450 student from all faculties. A total of (403) questionnaire were collected and then analyzed using SPSS program.

The results showed that most respondents have a personal account on at least one SNS, and most of them used and preferred one is Facebook. In addition, respondents use SNS mostly for "communicating with classmates" followed by "Communicating with old friends" then "Sharing news".

The results revealed the presence of a positive correlation between the use of SNS with all its dimensions (Trust in SNS, Perceived ease of use, Perceived usefulness and Educational compatibility) and knowledge sharing, so that the higher degree of use of SNS leads to a higher level of knowledge sharing among IUG master students. And finally it showed that factors that include (Trust in SNS, Perceived usefulness, Educational compatibility and Perceived ease of use) have positive and significant effects on knowledge sharing at (sig=0.05).

The study recommended to create a scientific and consultant pages and groups on SNS through which researchers share books, studies and papers and discuss some important issues. In addition, it recommended academic institutions to introduce some courses and training to educate students and other interested people to deal with SNS and learn the best ways to use it and benefit from the advantages and capabilities of knowledge sharing among each others.

ملخص الدراسة

تهدف هذه الدارسة إلى التعرف على العوامل الفردية المؤثرة على استخدام طلاب الماجستير في الجامعة الإسلامية لشبكات التواصل الاجتماعي وأثرها على تبادل المعرفة. وعلى وجه التحديد، تختبر هذه الدراسة مقدار تأثير (الثقة في شبكات التواصل الاجتماعي، وسهولة الاستخدام، الفائدة المتوقعة، والتوافق التعليمي) على مشاركة المعرفة بين طلاب الماجستير في الجامعة الإسلامية.

اتبع الباحث المنهج الوصفي التحليلي في إجراء هذه الدراسة. وقد تم جمع البيانات من خلال استبيان من تصميم الباحث تم توزيعه على مجتمع الدراسة. تم توزيع الاستبيان على عينة مكونة من 450 طالب وطالبة من جميع الكليات. تم استرداد ما مجموعه (403) نسخة من الاستبيان ومن ثم تحليلها باستخدام برنامج SPSS.

وأظهرت النتائج أن معظم أفراد العينة لديهم على الأقل حساب شخصي على واحدة من شبكات التواصل الاجتماعي، ومعظمهم من يفضل استخدام الفيسبوك. وبالإضافة إلى ذلك، غالبية المبحوثين يستخدمون شبكات التواصل الاجتماعي "للتواصل مع الزملاء"، يليه "التواصل مع الأصدقاء القدامى" ثم "تبادل الأخبار".

وكما وأظهرت النتائج وجود علاقة طردية موجبة بين استخدام شبكات التواصل الاجتماعي بكل أبعادها (الثقة في شبكات التواصل الاجتماعي، وسهولة الاستخدام، الفائدة المتوقعة، والتوافق التعليمي) ومشاركة المعرفة، بحيث كلما زاد استخدام شبكات التواصل الاجتماعي كلما زاد مستوى مشاركة المعرفة بين طلاب الماجستير في الجامعة الإسلامية. وأخيرا أظهرت النتائج أن العوامل التي تشمل (الثقة في شبكات التواصل الاجتماعي، وسهولة الاستخدام، الفائدة المتوقعة، والتوافق التعليمي) لها أثر إيجابي على مشاركة المعرفة عند قيمة (sig=0.05).

أوصت الدراسة بإنشاء صفحات ومجموعات علمية واستشارية على شبكات التواصل الاجتماعي والتي يمكن للباحثين من خلالها تبادل الكتب والدراسات والأوراق البحثية ومناقشة العديد من القضايا الهامة. وبالإضافة إلى ذلك، أوصت الدراسة المؤسسات الأكاديمية بتقديم بعض الدورات التدريبية لتثقيف الطلاب وغيرهم من المهتمين في التعامل مع شبكات التواصل الاجتماعي ومعرفة أفضل الطرق لاستخدامها والاستفادة من مزايا وقدرات تبادل المعرفة بينها.

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

﴿ يَرْفَعِ الله الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُواْ الْعِلْمَ دَرَجَاتٍ ﴾

[المجادلة:11]

Dedication

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.

My humble effort dedicate to my sweet and loving

Father & Mother

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor

My lovely brothers and sisters

My friends

For their support and encouragement

My study colleagues and classmates

For their joyful friendship and company

Along with all hard working and respected

Teachers

Researcher

Manar Nabil El Ghorrah

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I am also grateful to my family and my friends to accomplish the mastership course.

Finally, I am proud to be one of the Islamic University alumnae

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List of Abbreviations:

SNS	Social Networking Sites
IUG	Islamic University of Gaza
WWW	World Wild Web
U.S.	United States
IT	Information Technology
ShCT	Shinas College of Technology
LSA	location sharing application
OUM	Open University Malaysia
VC	Virtual Community
SCT	Social Cognitive Theory

Chapter
One Introduction

1.1 Introduction

The modern technological developments in the mid-nineties of the last century have made a qualitative leap and a real revolution in the world of communication (Almansour, 2012). This force all members of community, weather old or young, to live in a technical world and a moral community that took over their interests and exhausted most of their time.

Social Networking Sites (SNS) is one of the most prominent concerns that are available on the Internet, and this had a great impact on the world's social and national identity and on the social cohesion within a community. This impact may have positive or negative sides.

SNS is an internet or mobile-based social space where people can connect, communicate, create and share content with others (Graybill, 2010). These networks are popular among research scholars because they can discuss different topics, share information, and exchange files and pictures (Madhusudhan, 2012). SNSs facilitate knowledge society creation by allowing people to practice different activities for information sharing (Al-kindi, 2015). It utilizes the motivations of interaction with other people, emotional attachment and information needs and provides a virtual space for users' interest in the same topic to group together and share information (Liou, Chih, Hsu, & Huang, 2015).

O'Keeffe and Clarke-Pearson (2011) stated that middle and high school students are using SNS to connect with one another on homework and group projects. They can connect with other students whom they have never met in real life through networks. Students can share information about schools, colleges and universities in relation to their studies (Al-kindi, 2015). It facilitates informal learning within the community (Forkosh-Baruch&Hershkovitz ,2012).

SNS can be used to share knowledge in several fields such as sharing news, protests and dissent, disseminate crime and incident information, and learning (Zúñiga, Jung, & Valenzuela, 2012). Recent events indicate that sharing news in SNS has become a phenomenon of increasing social, economic and political importance because individuals

can now participate in news production and diffusion in large global virtual communities (C. S. Lee & Ma, 2012). As an example, Facebook and Twitter played a central role in the protests leading up to the resignation of Egyptian President Mubarak in February 2011. Twitter, along with blogs, were used by protestors to communicate about the demonstrations as they unfolded (Tufekci & Wilson, 2012).

There seems to be a general assumption that people do not want to share knowledge. They are so busy and overhead with responsibilities that simply taking the time to participate in some type of knowledge- sharing exercise can be a challenge (Allee, 2003). Knowledge does not flow easily even when concerted effort is made to facilitate knowledge sharing (Hew & Hara, 2007). Despite this hypothesis, which some might consider correct, many studies have shown that SNS have greatly helped in the process of sharing knowledge in several areas.

SNS like forums, friendship sites, music sharing sites etc., are gaining importance in the quickly changing world. They are also becoming a current issue on the agenda of the 'education' sector which wants to be harmonized with the changing world (Celep, Konaklı, & Kuyumcu, 2014). SNSs have become a popular method for students to share information and knowledge and to express emotions. They provide an opportunity for students to improve social networking and learning processes, which promotes knowledge in society (Al-kindi, 2015).

Students can reduce the time needed to look for friends, ask questions and get materials; they can perform these tasks online and, through networks, they can connect with other students whom they have never met in real life. Students can share information about schools, colleges and universities in relation to their studies (Al-kindi, 2015).

This study examines the role that SNS play in scientific research, the behavior of IUG master students toward SNS, and SNS role in knowledge sharing.

1.2 Statement of the problem

SNSs are considered one of the latest and most common telecommunication technology products. Despite the fact that these sites were established for social communication between individuals, their use has extended to too many important aspects of our lives such as political, commercial, social and cultural activity. And the use of SNS is growing rapidly where the number of Facebook users reached more than one billion and a half users until May 2016 (statisticbrain, 2016) in addition it is ranked as the third site used globally and second in Palestine (alexa,2016).

Many researches showed that SNS are very important especially for students. For example, O'Keeffe & Clarke-Pearson (2011) argued that middle and high school students are using SNS to connect with one another on homework and group projects. These networks have become a source of access to news and information (Al-Dbaysi & al-Tahat, 2013). It provides a virtual space for users' interest in the same topic to group together and share information (Liou et al., 2015). These networks facilitate knowledge society creation (Al-kindi, 2015). Research scholars can discuss different topics, share information, and exchange files and pictures through these networks (Madhusudhan, 2012).

Several scholars have suggested that in today's multinational and geographically dispersed organizations or institutions, online environments are potentially much more viable facilitators of knowledge sharing than traditional face-to-face environments (Y. Chen & Hew, 2015).

The research problem can be concluded in the following question "**What are the factors that influene the use of SNS and what is their impact on knowledge sharing?**"

By answering the following questions:

1. What is the main and preferred SNS that is used by master degree students at IUG?
2. What is the researchers behavior toward the use of SNS "when to use, the preferred mean, and extent of use"?

3. What are driving reasons for using SNS?
4. What is the effect of Trust, Perceived Ease of Use, Perceived Usefulness and Educational Compatibility on knowledge sharing?
5. Is there any gender differences regarding knowledge sharing through SNS?

This study integrates these different perspectives outlined above to provide a richer model to examine the formation process of using SNS and its effect on knowledge sharing.

1.3 Variables & Conceptual Framework

Figure (1.1) shows the variables of this study and the relationships between them. There is independent variables which is the use of SNS and dependent variable which is knowledge sharing.

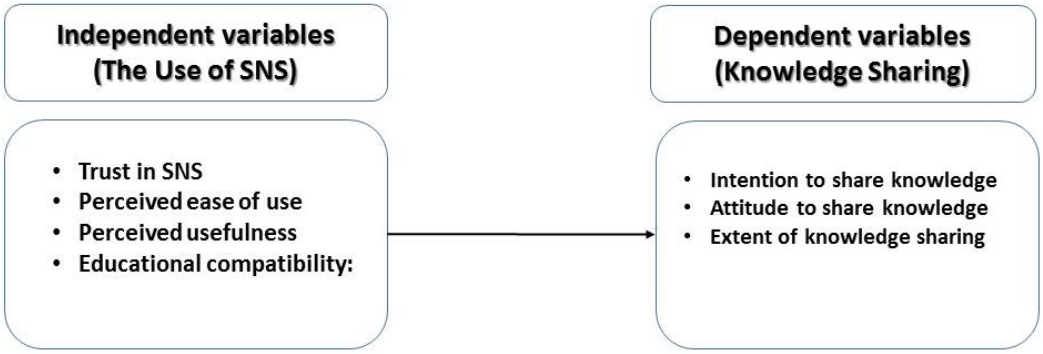

Figure (1.1): Conceptual Map-developed by researcher-based on (Ismail & Hosseini, 2014)

These variables are defined as

Social Networking Sites: A collaborative online applications and technologies which enable and encourage participation, conversation, openness, creation and socialization amongst a community of users (Panahi, Watson, & Partridge, 2012).

- **Trust in SNS** the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Dwyer, Hiltz, & Passerini, 2007). It is segmented to trust in members and trust in website.

- **Perceived ease of use** is the degree to which a person believes that using a particular system would be free of effort (Venkatesh & Davis, 1996)
    - **Perceived usefulness** is the extent to which a person believes that using a technology will enhance her/his productivity (Venkatesh, 2000; Ndubisi, 2007).
- **Educational compatibility** is the degree to which using a new system is perceived as consistent with prior and present experiences, existing sociocultural values/beliefs and the needs of potential adopters(J. L.Chen, 2011).

Knowledge Sharing: is a process, which covers exchange of knowledge with other individuals to make them understand, adopt and use it (Celep et al., 2014).

- **Intention to share knowledge** is the degree to which an individual is planning to use SNS to share knowledge in the future (Zande, 2013)
- **Attitude to share knowledge** is the degree of one's positive feelings about sharing knowledge (Bock & Kim, 2001).
- **Extent of knowledge sharing** is degree of using SNS for knowledge sharing.

1.4 Hypothesis

H1. There is a significant relationship between the use of SNS and knowledge sharing

H1a. There is a significant relationship between trust in SNS (trust in members and trust in the website) and knowledge sharing

H1b. There is a significant relationship between Perceived ease of use and knowledge sharing

H1c. There is a significant relationship between Perceived usefulness and knowledge sharing

H1d. There is a significant relationship between Educational compatibility and knowledge sharing

H2 SNS use affects knowledge sharing significantly and positively

H3.There are significant differences among respondents toward the use of SNS and knowledge sharing due to personal traits (gender, age, employment, work experience and faculty).

1.5 Research objectives

The study's main objective is to identify the individual factors influencing the use of SNS and their effect on the sharing of knowledge among master students. Specifically, the study aims at achieving the following objectives:

- Identify the most common SNS used and preferred by master degree students .
- Identify the extent and nature of using SNS
- Recognize the driving reasons for using SNS.
- Examine the relationship between Trust, Perceived Ease of Use, Perceived Usefulness and Educational Compatibility and knowledge sharing.
- Investigate the effect of demographic factor on sharing knowledge through SNS.

1.6 Importance of the Study

This study is important from different perspectives as follow:

First: Theoretical importance:

1- The growing use of SNS by students specially master students which emphasizes the need to study and know the nature and pattern of use these networks for gaining information and knowledge.
2- This study is considered as an important reference for those interested and involved in the areas of research, since it studies SNS, which has an important role in various fields of life among all classes of society.
3- Lack of Palestinian Studies on the role of SNS and its effectiveness in knowledge sharing between individuals – according to the researcher's knowledge-.
4- The importance of scientific research and the importance of directing researchers to use SNS to get knowledge that is needed in their research

5- This study is a contribution to the development of new knowledge for researchers and interested in understanding the nature of the SNS uses, tools and various forms.

Second: Practical importance:

1- This study will help educational institution to know how to support the use of SNS for educational purposes.
2- This study provides some suggestions for increasing the use of SNS knowledge sharing for researchers and educational institution of

1.7 Limitation:

This study is limited to IUG Master Students who registered the first semester in 2016.

1.8 Master programs at IUG

The high studies programs in the Palestinian Universities are considered relatively new compared to the B.A or B.S programs. They represent an ambitious and daring pioneer step for the Palestinian Universities. They fulfill the need of the Palestinian –--- society/community of providing qualified academic/scientific cadres in the different field of knowledge and thus save both money, effort and time for the Palestinian student who used to travel to the Arab countries and non-Arab countries looking for an education opportunity that qualifies them to obtain a master or Ph.D. degree. Here is background of IUG and its Master programs:

Islamic University of Gaza: (IUG Website,2016)

The Islamic University of Gaza (IUG) is an independent academic institution established on 1978. It is supervised by the Ministry of Higher Education. It is a member of four associations: Association of Arab Universities, Federation of the Universities of the Islamic World, Community of Mediterranean Universities, and International Association of Universities. In addition, IUG works closely with numerous universities around the world.

IUG provides for its students an academic environment that adheres to Islamic principles as well as Palestinian traditions and customs. It also provides all available resources, including the most up-to-date technology in service of the education process.

IUG's Master programs:

The Islamic university-Gaza since its establishment, realized the importance of research and its role in serving the community. In fact, the pioneering effort of the university researchers has a positive influence on other local institutions. The university offers more than 25 master programs in various disciplines with almost 500 graduates yearly (Research and Postgraduate Affairs-IUG,2016). Table (1.1) shows number of Master Programs in each faculty:

Table (1.1): Number of Master Programs in each faculty in IUG

Faculty	No. of programs
Faculties of Osoul Eddin and Sharia & Law	5
Faculty of Arts	5
Faculty of Education	4
Faculty of Commerce	3
Faculty of Science	6
Faculty of Engineering,	4
Faculty of Information Technology	1
Sum	**28**

Source: (IUG, 2016)

1.9 Structure of the thesis

The study consists of six chapters. In Chapter One, a general introduction of the study. It introduces a statement of the problem, research hypothesis, objectives, importance of the study, a brief description of IUG and structure of the thesis. The following chapter is chapter Two, which talks about the literature review. It includes a brief discussion of relevant area in SNS and Knowledge Sharing. The next chapter is chapter Three, which presents relevant studies and research papers in the fields of SNS use and Knowledge Sharing. Chapter Four includes research design, Study population and sample, the instrument questionnaire, piloting, data collection, data entry and analysis. And Chapter

Five includes percentages, significance and correlation tables relating to questionnaire's data, study constructs and hypotheses. The last one is chapter Six Conclusions & Recommendations: This chapter includes conclusions and the recommendations of the study.

Chapter Two
Literature Review

2.1 Introduction

The main goal of this chapter is to situate the current study within the body of literature and to provide context for the particular reader. It explores the evolution of web, SNS history, definition, characteristics, types, examples, and its role in social life and Palestinian issues. Then, it introduce knowledge sharing: its hierarchy, classification, formal and informal knowledge sharing, types of knowledge, knowledge management and knowledge sharing. Finally, it introduces knowledge sharing critical success factors and barriers.

2.2 The evolution of Web

The World Wide Web "WWW" (commonly known as the web) is not synonymous with the internet but it is the most prominent part of the internet that is defined as a techno-social system to interact humans based on technological networks. It is the largest information construct, which has had large progress since its advent (Aghaei, Nematbakhsh, & Farsani, 2012). This section introduces the evolution of web.

2.2.1 Web 1.0

Web 1.0 was the era when people could think that Netscape was the contender for the computer industry crown (Naik & Shivalingaiah, 2008). It is considered as read only web which allowed us to search for information and read it (Aghaei et al., 2012; Naik & Shivalingaiah, 2008).

2.2.2 Web 2.0

The term web 2.0 appeared for the first time in **2**004 by Tim O'Reilly (halalsa, 2013; Paroutis & Al Saleh, 2009). It refers to a perceived second generation of community-driven web services such as SNS, blogs, wikis, etc. (Paroutis & Al Saleh, 2009). They have used this term to describe modern technology trends, and has identified these trends characteristics, which are summarized in interactive, cooperation and user participation (halalsa, 2013; Paroutis & Al Saleh, 2009).

Web 2.0, which is commonly referred to as the "social web" (Paroutis & Al Saleh, 2009) is a revolution in the internet , which most important features is to maximize the user's role and make it the foundation of any new thinking for development. As a result of this philosophy software technologies and applications are running on facilitating benefit from the broad audience of Internet users appeared (halalsa, 2013). Web 2.0 can be viewed as four major, interrelated components: SNS, filtering and recommendation, content sharing, and web applications (McHaney, 2013).

Web 2.0's participatory nature is best exemplified in Wikipedia where people work collaboratively to input, produce and update knowledge as opposed to the traditional encyclopedias where the information is static and predetermined (Paroutis & Al Saleh, 2009). It is used to describe applications that allow people to participate in information creation, digital resource sharing webpage design, and collaboration on the WWW. Examples of web 2.0 applications include Facebook, YouTube, LinkedIn, Flicker, World press, Wikimedia, and Blogger. Web 2.0 allow people to collaborate with each other's in social settings (McHaney, 2013). Most components of Web 2.0 share certain common characteristics shown in table (2.1):

Table (2.1): Common characteristics of Web 2.0

Category	Description	Examples
Search	Finding information through keyword search	Google **:**Searches keywords and other webpage features Reddit**:** Searches tags added by webpage users
Links	Connects information into a meaningful ecosystem using the model of the web and provides low-barrier social tools.	Adding Friends in Facebook Bookmarking in browsers
Authoring	The ability to create and update content leads to the collaborative work of multiple authors.	Users create entries, edit and extend existing entries. They also undo and redo each other's work. Bloggers create posts and comments on the work of others.
Signals	Syndication technology enables material to be broadcast to multiple websites and to notify consumers when new material appears.	RSS feeds on CNN.com notify users of new breaking news. RSS feed capability built into blogs permits new entries to be read in an application like Net Vibes.

Category	Description	Examples
Extensions	Extension software provides additional capabilities to web browsers and allow more than just HTML documents to be used. Essentially makes the web an application platform as well as a document server.	Adobe reader, Adobe Flash player, ActiveX, Oracle Java, QuickTime are all extensions
Tags	Users categorize content by adding their own descriptive tags which are short, one or two word description. Tags facilitate searching based on what website users, rather than developers, believe the sites represent. Collection of tags created by multiple users are called folksonomies (short for folk taxonomies)	Tagging photos in Facebook with friends' names Creating descriptive tags in stumble Upon to alert other users of material on particular webpage

Source: (McHaney, 2013)

2.2.3 Web 3.0

Web 3.0 or semantic web desires to decrease human's tasks and decisions and leave them to machines by providing machine-readable contents on the web. In General, web 3.0 includes two main platforms, semantic technologies that represent open standards that can be applied on the top of the web and social computing environment which allows human-machine co-operations and organizing a large number of social web communities (Aghaei et al., 2012).

Web 3.0 is a web where the concept of website or webpage disappears, data isn't owned but it is shared, and services show different views for the same data. Those services can be applications (like browsers, virtual worlds or anything else), devices or other, and have to be focused on context and personalization, and both will be reached by using vertical search. One could speculate that the Google alliance to create a web based operating system for applications like word processing and spreadsheets is an early indicator of this trend (Naik & Shivalingaiah, 2008).

2.2.4 Web 4.0

Web 4.0 will be as a read-write-execution-concurrency web with intelligent interactions, but there is still no exact definition of it. Web 4.0 is also known as symbiotic web in which human mind and machines can interact in symbiosis (Aghaei et al., 2012).

2.3 Social Networking Sites (SNS)

In this section, the SNS term will be discussed in more details: its history, conceptualization, characteristics, types of users and example. Then it talks about SNS and social life and SNS and Palestinian issues.

2.3.1 History

Over the past decade, social media has evolved from being an esoteric jumble of technologies to a set of sites and services that are at the heart of contemporary culture (Boyd, 2014). In the 1980s and 1990s, early internet adopters used services like email and instant messaging to chat with people they knew; they turned to public-facing services like chatrooms boards when they wanted to connect with strangers(Boyd, 2014)

The first appearance of these networks was at the beginning of the nineties of the twentieth century (Almrzooqi, 2013). In 1994, a student created the first blog (Dao, 2015). The SixDegrees.com site appeared in 1997, it is considered as the first modern social network (Almrzooqi, 2013; Boyd & Ellison, 2010; Dao, 2015). It allowed Internet users to create their own profiles and to become friends with each other's. In 1999, blog platforms were launched, and people were allowed to post messages, pictures, and videos to their blogs. People were invited to join their friend's personal blogs (Dao, 2015).

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated Friends. AsianAvenue, BlackPlanet, and MiGente allowed users to create personal, professional, dating profiles and users could identify friends on their personal profiles without seeking approval for those connections. In 1999, LiveJournal was launched as a one-directional connection on user pages. On LiveJournal, people mark others as Friends to follow their journals and manage privacy settings. The

Korean virtual worlds site Cyworld also was started in 1999(Boyd & Ellison, 2010; halalsa, 2013).

The next wave of SNSs began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future SNSs. In particular, the people behind Ryze, Tribe.net, LinkedIn, and Friendster were tightly entwined personally and professionally. They believed that they could support each other without competing (Boyd & Ellison, 2010; halalsa, 2013).

Friendster launched in 2002 as a social complement to Ryze. It was designed to compete with Match.com, a profitable online dating site(Boyd & Ellison, 2010; halalsa, 2013) . After that my space in 2003 followed by Bebo in 2005, where the site My Space was the most popular (Sadeq, 2005).

In 2004, Facebook site was created by Mark Zuckerberg to gather his colleagues at Harvard university in the US, and rapidly it became the most important of these SNS, especially after its openness to individuals outside the US (Sadeq, 2005).

YouTube was launched in 2005, and this was the first video hosting and sharing site. User can upload about 10 minute long videos to YouTube, share them with other users through YouTube, or embed the link to other blogs or personal websites. The online presentation site SlideShare was launched in 2006, as well as Twitter. More and more people have benefited from their daily use of these SNS. In 2011, SNS became social business (Dao, 2015).

2.3.2 Conceptualization

Fast-developing SNS has become the major media by which people develop their personal network online in recent years (K.-Y. Lin & Lu, 2011). These networks can be public or restricted to circle of friends, people access their social networks by posting messages asynchronously or using chat tools to talk or message in real time.(McHaney, 2013)

Its most likely that the use of SNSs like Facebook, Twitter and YouTube are growing rapidly and represent a huge opportunity for businesses to grasp the attention of their customers and communicate with them (Tehemar, 2014). SNS use is the number one online activity for 16 to 29 year olds with 83% reporting they use them on a regular basis(Collin, Rahilly, Richardson, & Third, 2011). There are 340 SNS, applications and tools available on the internet that are used by billions of users (Tehemar, 2014).

SNS is best known for ease of use applications that do not require high technical proficiency or long term formal courses. They are easily accessible and open for everybody to try to participate in any aspects of existing facilities. Simple, dynamic, attractive, joyable, easy for multimedia publication, customized, and cost effective are some of the main attributes are given for social media applications. There are rarely any constrains in accessing or using social media tools (Panahi et al., 2012)**.**

A SNS consists of actors (e.g., persons, organizations) and some form of (often, but not necessarily: social) relation among them. The network structure is usually modeled as a graph, in which vertices represent actors, and edges represent ties, i.e., the existence of a relation between two actors. Since traits of actors and ties may be important, both vertices and edges can have a multitude of attributes(Brandes & Wagner, 2004).

As well as the SNS is one of the most prominent terms in the modern society, there are many researchers defined it in many ways. Here is some of these definitions:

- A collaborative online applications and technologies which enable and encourage participation, conversation, openness, creation and socialization amongst a community of users (Panahi et al., 2012).
- SNS refers to the use of web-based and mobile technologies to turn communication into interactive dialogue; they can take many different forms, including internet forums, weblogs, social blogs, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. The most commonly used SNS include: Twitter, Facebook, Myspace, Flickr, and YouTube(Panahi et al., 2012).

- SNSs are web-based sites for social communication where Internet users can create online communities to share information with one another. SNS are two-way communication, so interaction between the instructor and students, among the students, and between the students and materials becomes effective for online course (Dao, 2015).
- It is a cyber environment that allows individual to construct his/her profile, sharing text, images, and photos, and to link other members of the site by applications and groups provided on the Internet(K.-Y. Lin & Lu, 2011).
- It is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content (Sarkar, Au, & Law, 2013).
- SNS is a web-based service that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Collin et al., 2011)

SNSs are very popular among the students, and these networks have become a source of access to news and information, and some of its information was positive while the others was negative(Al-Dbaysi & al-Tahat, 2013). Middle and high school students are using SNS to connect with each other on homework and group projects (O'Keeffe & Clarke-Pearson, 2011). SNS utilizes the motivations of interaction with other people, emotional attachment and information needs and provides a virtual space for users' interest in the same topic to group together and share information (Liou et al., 2015).

A good way to think about SNS is that all of this is actually just about being human beings. Sharing ideas, cooperating and collaborating to create art, thinking and commerce, vigorous debate and discourse, finding people who might be good friends, allies and lovers – it's what our species have built several civilizations on that's why it is spreading so quickly, not because it's great shiny, but because it lets us be ourselves – only more so (Winchester, 2008).

2.3.3 SNS characteristics

While SNS is a generic term covering different online platforms with various attributes, communication formats, and sociability functions, there are certain characteristics that all SNS applications fundamentally share (Chan-Olmsted, Cho, & Lee, 2013). Scholars identified five specific characteristics that underline the operations of all SNS: participation, openness, conversation, community, and connectedness.

1. Participation:

One of the most distinctive characteristics of SNS is its participatory nature that gives interested parties an opportunity to engage in an interaction(Chan-Olmsted et al., 2013). It encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience (Chan-Olmsted et al., 2013; Winchester, 2008).

Participation can be defined as "the extent to which senders and receivers are actively engaged in the interaction as opposed to giving monologues, passively observing, or lurking". While varying in the degree of participation, SNS has been employed by a number of organizations in order to facilitate a participative culture (Chan-Olmsted et al., 2013).

2. Openness:

Most social media services are open to feedback and participation. they encourage voting, comments and the sharing of information (Chan-Olmsted et al., 2013; Dao, 2015; Winchester, 2008). There are rarely any barriers to accessing and making use of content – password-protected content is frowned on (Chan-Olmsted et al., 2013; Winchester, 2008).

The openness characteristic is enhanced by social media‘s networking philosophy and the availability of easy-to-use mechanisms for creating and sharing contents. The evidence of openness is prevalent as people, especially the younger generation, share their lives online via SNS like Facebook, Flickr, and Twitter, and organizations use corporate blogs to distribute information and receive feedback (Chan-Olmsted et al., 2013).

3. Conversation:

Compared to traditional media, SNS enables two-way conversations rather than one-directional transmissions or distributions of information to an audience (Chan-Olmsted et al., 2013; Dao, 2015; Winchester, 2008). While traditional channels, such as television, radio, newspaper, and magazine, only deliver a linear communication mechanism, the Internet provides a non-linear or two-way communication environment (Chan-Olmsted et al., 2013).

4. Community:

SNS allows communities to form quickly and communicate effectively. Communities share common interests, such as a love of photography, a political issue or a favorite TV show (Winchester, 2008). It allows individuals and organizations to identify and communicate with people whom they want to be associated with. That is, it offers a mechanism for individuals and organizations to form communities quickly and to develop relationships effectively with others who share some commonality with them (Chan-Olmsted et al., 2013).

Dao (2015) say that the more social a SNS becomes, the bigger the community of friends, followers, and contacts is. The social group or community like other communities in real world is founded on the fact that the members in the group or community have common beliefs, interests, or hobbies, and the members follow the same principles of the network.

5. Connectedness:

The final characteristic of SNS is Connectedness in terms of accessing other sites. Even though the physical presence is considered ideal in social relations, interpersonal ties can be maintained by not only face-to-face communication but also mediated interaction via communication technologies. By providing Web links to other sites, resources, and people, SNS allows media users to move from one point to others in cyberspace, and offers connectedness to its users (Chan-Olmsted et al., 2013). All SNS allow their site users to imbed links or personal website links in the sites. This utility makes other users feel

comfortable to access other pages on the same window at their ease. In addition, most sites have a 'Connect with us' feed (e.g., Twitter, Facebook, or YouTube) (Dao, 2015).

2.3.4 Types of SNS users

Almost all internet users interact with SNS in some ways. Researchers and social media experts have proposed several classifications about the types of SNS users. Unfortunately, this classification is not SNS specific (Tehemar, 2014). SNS users are classified into six categories:

1. **The creator:**

The person who create social media for the world to see; this type of user will publish blog posts or web pages (Bruns, 2009; Larcker, Larcker, & Tayan, 2012; Mayes, 2011; Tehemar, 2014), upload videos/ images/ audio and share content, online (Bruns, 2009; Tehemar, 2014). He is considered an active user (Larcker et al., 2012).

2. **The critic:**

The person who responds to content posted by others; posts rating, reviews of products and services, comments on blogs and forums, and contributes to articles in "wiki" website (Bruns, 2009; Mayes, 2011; Tehemar, 2014).

3. **The collector:**

The person who organizes content for themselves or others (Tehemar, 2014), using RSS feeds, social bookmarking "Digg" and photo –or page- tagging (Bruns, 2009; Mayes, 2011; Tehemar, 2014).

4. **The joiner**

The person who joins a SNS as Facebook and Twitter; maintains multiple profiles (Bruns, 2009; Tehemar, 2014).

5. **The spectator**

This type is probably the most common one (Tehemar, 2014), and consider an active user (Larcker et al., 2012). Spectator is the person who reads blogs, view user-generated videos

”YouTube” , read online forums, listens to podcasts and frequently searches for user reviews and rating (Bruns, 2009; Tehemar, 2014). He is the user who consume SNS content but do not create it (Collin et al., 2011; Larcker et al., 2012). Spectators include respondents who read updates from friends, read blogs, read forums or message boards, watch videos, or follow others on Twitter (Larcker et al., 2012) .

6. The inactive

The person who is online but in no way participates in any form of social media. Does not post anything or read anything, which is user-generated content. This type is becoming rarer as more websites integrate elements of social media into their website (Tehemar, 2014). These individuals are exactly as they sound, inactive within the groundswell (Mayes, 2011).

2.3.5 SNS examples

Facebook

Facebook is an online social networking service in which users must register before using site, after which they may create a personal profit, add other users as friends, exchange messages, and receive automatic notification when they update their profile (Tehemar, 2014).

Facebook is one of SNS that offers people a medium to maintain and consolidate social connections and presents numerous functions for users to communicate with each other. Thus, users can enhance their knowledge and communication skills through sharing photographs, links, news, and messages with their friends on Facebook and provide direct feedback by either pressing like or writing a comment on their friend’s posts (Liou et al., 2015)

Twitter

Twitter is an online SNS and microblogging service. It enables users to send and read “tweets” – text messages limited to 140 characters. Registered users can read and post tweets, but unregistered users can only read them. Users access twitter through the website interface, SMS, or mobile device “app” (M. Alavi & Leidner, 1999; Tehemar, 2014). The

service rapidly gained worldwide popularity, with 500 million registered users in 2012, who posted 340 million tweets per day. The service also handled 1.6 billion search queries per day. Twitter is now one of the ten most-visited websites, and has been described as "the SMS of the internet" (Tehemar, 2014) .

Flicker

Flickr is a photo-sharing site with social networking features. It allows people store, sort, search, and share their photos online. The free version of Flickr allows uploading up to 20MB of photos each month. In addition to being a place to host your images, Flickr is also a community site. All images uploaded to Flickr that have not been marked as private can be searched using the tags associated with them. User can also search for and join groups to view photos from other users that match the interests. Flickr has a section for photos that have been shared with a creative Commons license. This type of license that allows teachers to use images found on Flickr in classroom projects (Al-Kahlout, 2012).

YouTube

YouTube represents a forum for online communication that is centered around sharing, preference, and popular culture. It is an online video site owned by Google (Consortium, 2007) which allows users to upload, view and share videos. Most content on YouTube has been uploaded by individuals, but media corporations including CBS, the BBC and other organizations offer some of their material via YouTube, as part of the YouTube partnership program. Unregistered users can only watch videos, and registered users can upload an unlimited number of videos. (Tehemar, 2014). YouTube is also a repository of popular culture in the form of newscasts, television shows, movies, or music videos that are of current interest (Consortium, 2007).

Blogs

Blogs are a form of online journal that can have a single or several author. Most blogs allow readers to post comments in response to an article or post, but some do not. (a sampling of popular blog services includes www.typepad.com, www.wordpress.com,

www.blogger.com, and www.livejournal.com) (Consortium, 2007).

LinkedIn

LinkedIn is a SNS where users can set up a profile, create formal connections to people they know, communicate, and share preferences and interests (Consortium, 2007). It is a SNS for people in professional occupations. It mainly used for professional networking and available in 20 languages. Registered user can create a profile with details about their education, work experience and competencies (Tehemar, 2014) .

Myspace

Myspace is a SNS where users can set up a profile, create formal connections to people they know, communicate, and share preferences and interests (Consortium, 2007) .

Skype

Skype is an Internet calling service that enables two-party audio and video chat and multi-party audioconferencing. Skype can make computer-to-computer calls as well as computer-to-phone calls (land- or mobile phones)(Consortium, 2007).

Yahoo! Voice

Yahoo! Voice is an Internet calling service offered by Yahoo! Features include the ability to assign a phone number to your computer so that it can be called from land- and mobile lines; computer-to-computer calls from within Yahoo! Messenger; and computer-to-phone calls (Consortium, 2007).

Pinterest

Pinterest is a pen board-style, photo-sharing website that allow users to create and manage theme-based image collections such as events, interests, and hobbies. Users can browse other pin boards for images, “re-pin” images to their own pin boards, or “like” photographs (Tehemar, 2014).

2.3.6 SNS and social life

SNSs can be a great way to make connections between people with related interests and goals, like a virtual meeting place where friends hang out. These are just some of the several positive things that have contributed to social networking's popularity among research scholars because they can discuss different topics, share information, and exchange files and pictures(Madhusudhan, 2012). SNSs facilitate knowledge society creation by allowing people to practice different activities for information sharing (Al-kindi, 2015).

Studies revealed that the most important reasons urging people to use Facebook and Twitter are: comments and chatting (Nomar, 2012) ,entertainment, reading news (Skaik, 2014) and freedom in expressing their opinions and exchanging ideas which cannot be expressed in their societies (Elshahri, 2012; Skaik, 2014). In addition, they benefited from these websites to communicate with family and friends (Elshahri, 2012; Nomar, 2012).

Recently it is noted that SNS played an essential role in the revolutions, demonstrations and events that occurred in the world lately. As an Example, Tufekci & Wilson (2012) issues that SNS, particularly Facebook and Twitter, played a central role in the protests leading up to the resignation of Egyptian President Mubarak in February 2011. Protestors used Twitter, along with blogs, to communicate about the demonstrations as they unfolded. Liberals, minorities, religious groups, quickly utilized the Internet in Egypt for dissent and others opposed to the Mubarak regime. The online political sphere emerged first in the form of blogs and personal sites, later in Facebook, YouTube, and Twitter.

Thomas Heverin (2010) revealed that city police departments in large US cities primarily use Twitter to disseminate crime and incident information and to share information about their departments, events, traffic, safety awareness, and crime prevention.

SNSs have become a popular method for students to transform and share information and knowledge. They provide an opportunity for students to improve social networking and learning processes, which promotes knowledge in society. Students can connect with other students whom they have never met in real life through networks. Students can share

information about schools, colleges and universities in relation to their studies (Al-kindi, 2015). It facilitates informal learning within the community (Forkosh-Baruch&Hershkovitz ,2012). SNS, like forums, friendship sites, music sharing sites etc., are gaining importance in a quickly changing world. They are also becoming a current issue on the agenda of an education sector which wants to be harmonized with the changing world (Celep et al., 2014).

2.3.7 SNS and the Palestinian issue

SNS have significantly contributed to support the Palestinian cause, where they are used for many purposes including:

1. The crowd mobilization and endoscopy for a certain idea or raise awareness and knowledge of a particular issue (Hammuda, 2013; Skaik, 2014) .
2. Organizing campaigns of pressing and advocacy such as the wide solidarity with Palestinian prisoners on last hunger strike (Hammuda, 2013).
3. Communicate with their counterparts in the Diaspora, by creating friendships, and through some of the pages, which were launched for all Palestinians at home and abroad, and some of the pages and groups that are specialized origins of families and their origin countries before the Nakba (Hammuda, 2013).
4. It enabled Palestinian women to express themselves, discuss their issues, and even engage in public debates more than ever before. This has contributed to its status as an equal partner support for men in an attempt to change and influence the social and political landscape (Hammuda, 2013).

In sum, SNSs like Facebook, Twitter and YouTube, which appeared firstly at the beginning of the nineties the twentieth century are a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0. These networks can be public or restricted to circle of friends. They can be used for sharing information and news, communicating with others, sharing media, expressing opinions and even for entertainment. In addition SNS played an essential role in the revolutions, demonstrations

and events that occurred in the world lately, for example they played a central role in the protests leading up to the resignation of Egyptian President Mubarak in February 2011.

2.4 Knowledge sharing

The complex nature of the knowledge concept requires a thorough investigation of different knowledge definitions. This would enable the researcher to define and conceptualize knowledge in order to differentiate between knowledge types to identify knowledge that could be shared through SNS. However, the researcher is emphasizing on knowledge with a strong focus on knowledge sharing.

2.4.1 Hierarchy of Knowledge

2.4.1.1 Data

Data consists of row facts that represent real world things. When these facts are organized or arranged in meaningful manner, they become information (Stair, 1997). It is the term for collection of facts and figures stored, analyzed, compared, calculated and generally worked on to produce messages in the form required by the user which is the termed information (Lucey, 1987).

2.4.1.2 Information

Information is data converted into meaningful and useful context (Lucey, 1987; Stair, 1997; Walker, 2011). The truth about information is that its value is only as good as the people use it. People using the same information can make different decisions depending on how they interpret or analyze the information (Baltzan, 2013).

Information is data in context. It is a collection of data and associated explanations, interpretations, and other textual material concerning a particular object, event, or process (Bergeron, 2003) .

Information is meant to change the way the receiver perceives something, to have an impact on his judgment and behavior. It must inform. The word "inform" originally meant

"to give shape to" and information is meant to shape the person who gets it, to make some difference in his outlook or insight (Hammad, 2015) .

2.4.1.3 Knowledge

Knowledge is increasingly being seen as the most important strategic asset in organizations and a crucial resource to achieve sustainable competitive advantage (Paroutis & Al Saleh, 2009). It is derived from information as information derived from data. Information becomes knowledge once it is processed in the mind of individuals(Y. Chen & Hew, 2015; Hammad, 2015). Knowledge is obtained from individuals or groups of knowers, or sometimes from organizational routines. It is delivered through structured media such as books and documents, and person-to-person contacts ranging from conversations to apprenticeships. Knowledge allows us to act more effectively than information or data and provides us with a greater ability to predict future outcomes(Hammad, 2015).

knowledge is a fluid mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experiences and information (Willis, O'Hara, Giles, & Marianek, 2009) and can be defined as information that is organized, synthesized, or summarized to enhance comprehension, awareness, or understanding. That is, knowledge is a combination of metadata and an awareness of the context in which the metadata can be applied successfully (Bergeron, 2003).

In a practical sense, knowledge could be considered as actionable information that allows us to make better decisions and provide an effective input to dialogue and creativity in organizations. This occurs by providing information at the right place, at the right time and in the appropriate format (Tiwana, 2002), it allows us to act more effectively than information or data and equips us with a greater ability to predict future outcomes (Jashapara, 2004).

Knowledge is the ability of people and organizations to understand and act effectively. Some consider knowledge and information the same, but this is a misconception. Where

information consists of facts, knowledge is more than that. Fresh information is matched with existing knowledge, accepted inside our heads, and made into new knowledge. Having knowledge not only helps us to cope with routine situations, it also equips us to deal with new situations, anticipate outcomes, and improvise when needed (Bakhuisen, 2012).

2.4.1.4 Wisdom

Wisdom is the ability to act critically or practically in a given situation. It is based on ethical judgment related to individual's belief system. Wisdom is often captured in famous quotes, proverbs and sayings (EL-Ghorra, 2011).

2.4.2 Classification of Knowledge

Knowledge is both an individual attribute and a collective attribute of the firm. Knowledge is a cognitive, even a physiological, event that takes place inside peoples' heads. It is also stored in libraries and records, shared in lectures, and stored by firms in the form of business processes and employee know - how (Laudon, K., & Laudon, 2010).

Knowledge consists of scientific elements (Tang, 2010) as well as socially constructed elements (Schwen, Kalman, Hara, & Kisling, 1998). Some authors divided it into different taxonomies as a various types of knowledge, in order to expose potential contributions to the performance of organization(Zin & Egbu, 2011). knowledge can be both tangible and intangible (Hall, 1993), intangible asset is more important than tangible one, although knowledge seems more likely to be an intangible asset(Nonaka & Takeuchi, 1995). (M. Alavi, & D. E. Leidner, 2001) classified knowledge into three broad forms, namely public, shared and personal knowledge; knowledge that can be accessed through public domains such as internet or books as public knowledge, knowledge that is exclusively held by employees and is only used in work as shared knowledge, and knowledge that is used mainly in work and daily life as personal knowledge . Some scholars broke knowledge off to individual, distributed modular, and composite; formal and informal; as well as to internal and external knowledge (Chua, 2002; Nonaka & Takeuchi, 1995; Zin & Egbu, 2011).

2.4.3 Types of knowledge

Knowledge also can be differentiated based on its modes of expression: tacit and explicit (Chua, 2002; Nonaka & Takeuchi, 1995; Polanyi & Sen, 1966). For example, stating to someone that London is in the United Kingdom is a piece of explicit knowledge that can be written down, transmitted, and understood by a recipient. However, the ability to speak a language, use algebra or design and use complex equipment requires all sorts of knowledge that is not always known explicitly, even by expert practitioners (Hammad, 2015; Polanyi, 1966; Saint-Onge, 1996).

Polanyi (1966) and Saint-Onge (1996)

2.4.3.1 Tacit knowledge

Michael Polanyi first introduced the term tacit knowledge into philosophy in 1958. He believes that we can know more than we can tell (Hammad, 2015). It is the knowledge resides in individual's head (Laudon & Laudon, 2010; Panahi et al., 2012) in forms of experience, know-how, insight, and so on. It is considered as the most valuable and significant part of human knowledge existed (Panahi et al., 2012). This type of knowledge can be found in everyday discussions, face-to-face informal meetings, and reports. Unlike explicit knowledge, tacit knowledge is more dependent to its human carrier (Panahi et al., 2012).

Tacit knowledge has a variety of definitions: practical expertise, hard to explain (Teece, 1998), intangible information residing within Individuals demonstrated by actions and includes personal beliefs, perspectives, and values, conveyed only by watching and doing, innately understood and used (Zack, 2009) and embedded in specific actions, skills, and activities (Nonaka, 1994). Consequently, separating, warehousing and distributing the entire knowledge within a human cannot be done (Davenport & Marchand, 1999).

Tacit knowledge is difficult to transfer to another person by means of writing it down or verbalizing it (Hammad, 2015). Tacit knowledge can only be shared by interpersonal means while explicit knowledge can be delivered via technology-driven or structured processes (Chang & Chuang, 2011). It plays an important role in improving individual and organizational productivity and competitive advantage. For example, it is perceived

as an important asset in improving quality of work, decision making, organization learning, productivity, competitiveness, serving customers, producing goods, accuracy of task performance, and major time saving for individuals and organizations(Panahi et al., 2012) **.**

2.4.3.2 Explicit knowledge

Explicit knowledge is based on broad research and is considered more tangible but based on knowledge that has been codified (Hammad, 2015; Panahi et al., 2012; Zack, 2009), distributed, documented, and evidenced by verbal statements, mathematics, specifications, and operational manuals which can be characterized as data, contained in language or coding knowledge previously warehoused, clearly articulated (Zack, 2009) clarified, coded, and distributed using symbols or common language (M. Alavi & Leidner, 1999).

The explicit part of knowledge is systematic and easy to communicate in the form of hard data or codified procedures. This means that explicit form of knowledge can be transmitted across individuals formally and easily(Hammad, 2015). Explicit knowledge is easily articulated or reduced to writing, most often it is impersonal and formal in nature, and frequently takes the form of documents, reports, white papers, catalogues, presentations, patents, formulas, etc. (Hammad, 2015; Nonaka, 1994).

2.4.4 Knowledge management

Knowledge is believed to be the most valuable resource for organizations to develop organizational growth and maintain their advantages in a competitive and dynamic economy. Therefore, many organizations invest money and effort in knowledge Management initiatives (Y. Chen & Hew, 2015). Knowledge management may be defined as a structured communication system among employees to share explicit and tacit knowledge, which usually enhances organizational productivity and efficiency. The key players in any organized Knowledge management system are employees and technology(Liu, Rao, Tuggle, & Chauvel, 2015).

Knowledge Management is a deliberate, systematic business optimization strategy that selects, distills, stores, organizes, packages, and communicates information essential to the business of a company in a way that improves employee's performance and corporate competitiveness (Bergeron, 2003), or simply it is a complex socio-technical system that encompasses various forms of knowledge generation, storage, representation, and sharing (Y. Chen & Hew, 2015). It concerned with the exploration and exploitation of existing knowledge in order to create new knowledge by the activities of gathering, storage, distribution and applying of knowledge (EL-Ghorra, 2011).

The processes of knowledge management involve knowledge Creation, acquisition, modification, use, archiving, transfer, translation/repurposing, access, disposal (Bergeron, 2003).

2.4.5 Knowledge sharing

One of the central issues in the knowledge management field has always been the sharing of knowledge (Coenen, Kenis, Van Damme, & Matthys, 2006) . This takes place between individuals and/or groups and within the organization in general (Edelman, 2000).

Knowledge sharing among individuals is a process, which covers exchange of knowledge with other individuals to make them understand, adopt and use it. It is very crucial in knowledge sharing that knowledge comes out of one source and reaches a certain target. This is the way knowledge sharing distinguishes itself from knowledge transfer (Celep et al., 2014). It can occur in the passive and the interactive mode. In the passive mode, the source, who owns knowledge, externalizes his knowledge and stores it as information. The receiver, who wishes to use it, assimilates knowledge but has no way of formulating feedback to the source. Unlike what is the case for passive knowledge sharing, interactive knowledge sharing involves a possibility for the receiver to provide the source with feedback. The possibility to produce feedback can thus be essential in situations where the receiver does not understand the information, provided by the source (Coenen et al., 2006).

Knowledge sharing is the process of making one's knowledge available to others. This is possible by converting knowledge into a form that is easily accessible and understood by others (Harker, 2015). Furthermore, it requires the effort of the individuals who do the sharing and are involved in the social process(Chang & Chuang, 2011).

Knowledge sharing has been the focus of research for more than a decade and it is widely recognized that it can contribute to the success of an organization.(Huang, Davison, & Gu, 2008). Knowledge sharing is indicated as a precious intangible resource that holds the key to competitive advantage. Considered as a form of ethics, knowledge sharing has become a kind of daily interaction common to many business settings. It has been even further indicated that an effective ethics program concerns the sharing of knowledge regarding often thorny questions of human behavior and shifting values (C.-P. Lin, 2007).

Studies in fields have demonstrated that individuals often resist sharing their knowledge (Allee, 2003; Hew & Hara, 2007), and that knowledge does not flow easily even when concerted effort is made to facilitate knowledge sharing (Hew & Hara, 2007). People are so busy and overhead with responsibilities that simply taking the time to participate in some type of knowledge- sharing exercise can be a challenge (Allee, 2003). Despite this hypothesis, which some might consider correct, many studies have shown that SNS has greatly helped in the process of sharing knowledge in several areas.

Several scholars have suggested that in today's multinational and geographically dispersed organizations or institutions, online environments are potentially much more viable facilitators of knowledge sharing than traditional face-to-face environments. Essentially, the purpose of knowledge sharing is to improve the competitive advantage of organizations and individuals‟ action capability through knowledge contribution and knowledge seeking for reuse(Y. Chen & Hew, 2015).

For instance Thomas Heverin (2010) argued that city police departments in large U.S. cities primarily use Twitter to disseminate crime and incident related information. City police departments also use Twitter to share information about their departments, events,

traffic, safety awareness, and crime prevention. To a lesser extent, city police departments use Twitter to converse directly with the public and news media.

SNS, like forums, friendship sites, music sharing sites etc., are gaining importance in a quickly changing world. They are also becoming a current issue on the agenda of an 'education' sector who wants to be harmonized with the changing world (Celep et al., 2014).

2.4.6 Formal and informal knowledge sharing

Formal knowledge is a significant class of knowledge (Robert &Oxman, 1991). It consists of all forms of knowledge sharing which management institutionalize. These are resources, services and activities, which are designed by the company or organized for knowledge sharing or learning from each other "organizational learning"(EL-Ghorra, 2011).

Formal exchange mechanisms, such as procedure, formal language, and the exchange of handbooks will ensure that people will exchange and combine their explicit knowledge (EL-Ghorra, 2011; Falouji, 2014). Other examples of formal knowledge sharing are meetings and organized brainstorm sessions. A culture, which makes sure that explicit knowledge shared, does not preclude the sharing of implicit knowledge. An example is an in-house training with an emphasis on observation.(EL-Ghorra, 2011).

In the other hand, informal Knowledge is all forms of knowledge sharing which exist alongside all the institutionalized forms of knowledge sharing. It relates to resources, services and activities, which are used to facilitate knowledge exchange, but are not necessary, designed for that purpose. Examples of knowledge sharing are the conversations and exchange of ideas at the coffee machine, dinners, lunches, and when commuting together to work or to a client (Taminiau, Smit, & De Lange, 2009).

2.5 Knowledge sharing critical success factors

Knowledge sharing can be addressed from both an individual, organizational and technological dimensions (Harris, 2001; C.-P. Lin, 2007; Tan, 2012). Knowledge sharing usually starts from an individual level, branches up to groups or teams, diffuses to

departments, and then to the organization (Ipe, 2003). This research divides factors into three levels; individual dimensions , organizational dimensions, and technological factors.

2.5.1 Individual factors

Individual knowledge is a resource that usually resides within the individuals' minds and enhances the values of organization capital(Harris, 2001). Individuals do not share their knowledge if they believe that knowledge is valuable and important in a competitive environments (Davenport & Prusak, 1998). However, Castelfranchi (2004) confirmed that individuals might be motivated to share knowledge for the individual behaviors, duties, shared goals and values.

2.5.1.1 Knowledge sharing self-efficacy

Self-efficacy is a form of self-evaluation that influences decisions about what behaviors to undertake, the amount of effort and persistence to put forth when faced with obstacles, and finally, the mastery of the behavior (Hsu, Ju, Yen, & Chang, 2007). It is defined as individuals confidence in providing knowledge that is valuable for sharing by empowering employees with a certain level of independence, and autonomy in their work activities (Choy & Suk, 2005).

Knowledge self-efficacy is not concerned with skills but with judgments of what can do with whatever skills one possesses (Choy & Suk, 2005; Tan, 2012). Knowledge sharing self-efficacy is positively related to the knowledge contributing and knowledge collecting behavior of members among virtual community of practice (Y. Chen & Hew, 2015). In general, the perceived self-efficacy plays an important role in influencing individuals' motivation and behavior (Hsu et al., 2007).

2.5.1.2 Perceived usefulness

Perceived usefulness is the extent to which a person believes that using a technology will enhance her/his productivity (Venkatesh, 2000). It refers to the notion that an individual's willingness to share knowledge is determined by the perceived expected benefits that can

be reaped(Moore & Benbasat, 1991), such as increased job performance, economic benefits and enhanced expertise (Rogers, 2010).

Individuals are more likely to share knowledge when they have strong perceived relative advantage of knowledge sharing. For example, individuals in virtual communities of practice are more willing to share knowledge if they believe that "sharing knowledge will increase their solving-problem capability or it will help them in their job and improve their performance"(M.-J. J. Lin, Hung, & Chen, 2009). Finally, we can say that perceived usefulness is assumed to be a positive motivator for knowledge sharing.

2.5.1.3 Perceived ease of use

Perceived ease of use, in contrast, refers to the degree to which a person believes that using a particular system would be free of effort (Davis, 1989; Venkatesh, 2000; Venkatesh & Davis, 1996). This follows from the definition of "ease": "freedom from difficulty or great effort. All else being equal, we claim, an application perceived to be easier to use than another is more likely to be accepted by users (Davis, 1989). Perceived ease of use is a construct tied to an individual's assessment of the effort involved in the process of using the system(Venkatesh, 2000).

2.5.1.4 Educational compatibility

Educational compatibility is the degree to which using a new system is perceived as consistent with prior and present experiences, existing sociocultural values/beliefs and the needs of potential adopters(J.-L. Chen, 2011)**.** It refers to the likely belief, value and experience of knowledge contributors (M.-J. J. Lin et al., 2009). In other words, perceived compatibility is consistency of existing value system of individuals. Researchers assumed that knowledge is easily shared among individuals if the new concept is consistent with the existing value system, which indicates that perceived compatibility has positive impact on knowledge sharing behavior (Y. Chen & Hew, 2015).

2.5.1.5 Trust

Trust has been pointed out as a collection of particular perceptions that is exchanging initiatively with the integrity, mercifulness, and capability of alternative group in the administration literature(Ismail & Hosseini, 2014). (Dwyer et al., 2007) defined it as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Dwyer et al., 2007).

Trust is individuals belief in good intention to perform knowledge-sharing behavior with respect to the community. There are three dimensions of trust as ability-based (capability to manage the virtual community of practice) trust, integrity-based (not taking advantage from others) trust and benevolence-based (concerns for the needs of others) trust (Y. Chen & Hew, 2015). It is a key aspect of social capital that is embedded in the network of human relationships (Chee, 2009). Davenport and Prusak (1998) claimed that trust shall be visible, pervasive, and start at the top management. Strong trust increases employees' willingness to cooperate. Indeed, Knowledge donator and collector concept matches the concept of a trustor and a trustee(Z. Z. Q. Ma and Wang , 2008). Knowledge donators will only share knowledge when they trust the knowledge collectors (Issa, 2008).

2.5.1.6 Enjoyment to help

Wang (2010) showed that individuals may share knowledge because they enjoy helping each other or altruism or even as a result of reciprocation. Enjoyment to help is based on altruism in which people help others without expecting anything in return. Knowledge altruism flourishes when organizations hire collaborative employees and treat them as they expected and much more. An altruistic knowledge sharing can accelerate problem solving and help to overcome crises fast (Tan, 2012). It is agreed that it can create intrinsic motivation for employees to share knowledge (Davenport & Prusak, 1998).

2.5.2 Organizational Factors

At the organizational level, knowledge sharing give significant benefits; improved organizational performance through increasing efficiency, productivity, quality, innovation (Tang, 2010), better decision making, and improving processes (M. Alavi & Leidner, 1999). knowledge sharing is necessary to achieve a shared understanding that can minimize misunderstanding and misinterpretation among project actors (D. Lee, 2006).

2.5.2.1 Top management support

Tan (2012) agreed that top management has the responsibility to set up goals and objectives, allocate resources, create knowledge roles, and technical infrastructure, considering the needs to support knowledge sharing within an organization. This refers to the general perception that an organization cares for the well-being of its employees and values their contributions (Lu, Leung, & Koch, 2006).

Choy and Suk (2005) said that top management shall eliminate any encountered problem may lead to any barriers. In fact, top management has the greatest capability to promote knowledge sharing as they can influence many critical factors (Tang, 2010). It is advised that top management should support knowledge management by organizing social gathering for employees, enhancing trust among employees, reducing differences in cultures. If top management hoards knowledge, other employees cannot be expected to share knowledge (Sahamir, 2012).

2.5.2.2 Incentive mechanism

Successful incentive mechanism is supposed to be a motivation for knowledge sharing (C.-S. Chen, Chang, & Liu, 2012; Fey & Furu, 2008). For example, virtual coin system and virtual badge system are embedded in many virtual communities to reward users with better reputation in return for their contribution to the communities. Chen, Chang and Liu conducted an empirical experiment based on the assumption that successful incentive

mechanism is positively correlated to knowledge sharing behavior and individuals‟ satisfaction of sharing knowledge in virtual community of practice.

Well-designed incentive mechanism has positive impact on knowledge sharing. If a member's effort of sharing knowledge is credited and results in expected rewards, he or she will be more likely to continue sharing knowledge. In these ways, incentive mechanism has direct influence toward knowledge sharing intention. Also, if the environment of virtual community of practice is respectful and fair (facilitating condition), individuals are likely to share knowledge for personal satisfaction (Y. Chen & Hew, 2015).

2.5.3 Technological factors

Information technology has the potential of acquisition, storage, processing, retrieving, and transferring knowledge(Reychav & Weisberg, 2010). It enables scientists to share their knowledge simultaneously despite geographical distance. Nowadays, knowledge management especially knowledge sharing is inapplicable without a proper IT infrastructure (Tan, 2012). Lee and Choi (2003) argued that technology shall be utilized as a tool that does not restrict or complicate an organization's knowledge sharing systems. Technology provides a good platform for knowledge sharing, in which technology and knowledge can't stand in isolation (Mitchell, 2003).

2.5.3.1 Information and communication technology:

Information Technology can be a key enabler that contributes to knowledge sharing (Davenport & Prusak, 1998; Mitchell, 2003). Information and communication technology is one of the most powerful forms of informal networks. Kwan and Cheung (2006) said that the technological hardware is applicable for supporters of the knowledge transfer, because the efficacy of the transference of knowledge can be improved to increase the transfer and diminish the costs due to time and distance. The barriers of time and space can be overcome as well as the organizational barriers due to hierarchy or departments. Without information technology support, technical knowledge may be lost from one project to another (Rasli, Madjid, & Asmi, 2004).

2.5.3.2 Collaborative networking:

The notion of inter-organizational network and collaboration are not new. (Oliver, 1990) defines inter-organizational collaboration as enduring transactions, flows, and linkages that occur within an organization or among organizations. Successful networks result in the faster flow of knowledge to and between end users. Networks of particular dispersed professionals, such as researchers with an interest in a particular academic domain or specialty, have long been a means of knowledge sharing. Communities of practitioners are said to form communities of practice, where the focus is on sharing knowledge to encourage the emergence and adherence to good practice (Price, 2007).

2.6 Knowledge sharing barriers

Several studies have identified various barriers to knowledge sharing. These barriers can be categorized to three levels: individual, organizational, and technology. This is a useful division of the barriers, as it encompasses all three integral elements of knowledge management: the level where knowledge resides (the individual level), the level where knowledge attains its economic and competitive value (the organizational level), and the level that provides integral tools for knowledge sharing (the technological level) (EL-Ghorra, 2011; Kukko, 2013; Riege, 2005; Sie, Aho, & Uden, 2014).

2.6.1 Individual level knowledge sharing barriers

Studies has identified several barriers at this level, this study will depend on (EL-Ghorra, 2011; Kukko, 2013; Riege, 2005; Sie et al., 2014) to identify these barriers.

Potential Individual Barriers:

1. General lack of time to share knowledge, and time to identify colleagues in need of specific knowledge.
2. Apprehension or fear that sharing may reduce or jeopardize competitiveness and people's job security.
3. Low awareness of the value and benefit of knowledge sharing.
4. Poor verbal/written communication and interpersonal skills.

5. Lack of social network.
6. Fear of taking ownership of intellectual property due to fear of not receiving just recognition and accreditation from lecturer and fellow students.
7. Lack of trust in people because they may misuse knowledge or take unjust credit for it.
8. Lack of trust in the accuracy and credibility of knowledge due to its source.
9. Differences in national culture and ethnic background and their associated values and beliefs (including language).
10. Dominance in sharing explicit over tacit knowledge such as know-how and experience that requires hand-on learning, observation, dialogue and interactive problem solving.
11. Use of strong hierarchy, position-based status, and formal power.
12. Insufficient capture, evaluation, feedback, communication, and tolerance of past mistakes that would enhance individual and organizational learning effects.
13. Differences in experience levels.
14. Lack of contact time and interaction between knowledge sources and recipients.
15. Poor verbal/written communication and interpersonal skills.
16. Age, gender, education level differences.

2.6.2 Organizational level knowledge sharing barriers

One of the key issues of sharing knowledge in an organizational context is related to corporate environments and their conditions(Sie et al., 2014) .Organizational environment is the main factor that seems to have a considerable impact on knowledge sharing (Sahamir, 2012). Below, knowledge sharing organizational barriers are illustrated depending on (EL-Ghorra, 2011; Kukko, 2013; Riege, 2005; Sie et al., 2014)

Potential Organizational Barriers:

1. Missing or unclear integration of knowledge management strategy and sharing initiatives into the company's goals and strategic approach

2. Lack of leadership and managerial direction in terms of clearly communicating the benefits and values of knowledge sharing practices
3. Shortage of formal and informal spaces to share, reflect and generate (new) knowledge
4. Lack of transparent rewards and recognition systems that would motivate people to share more of their knowledge.
5. Deficiency of company's resources that would provide adequate sharing opportunities.
6. Knowledge retention of high skilled and experienced staff is not high priority.
7. Insufficient support for sharing practices by existing corporate culture
8. Hierarchical organization structure inhibits or slows down sharing practices
9. Low prioritization of knowledge retention of highly skilled and experienced staff
10. Shortage of infrastructure to support sharing practices
11. Communication and knowledge flows are restricted to a certain direction (e.g. top-down)
12. Deficiency of company resources that would provide adequate sharing opportunities
13. Physical work environment and layout of work areas restrict effective sharing practices
14. High levels of internal competitiveness within business units, functional areas and subsidiaries.
15. Internal and external competitiveness within business units or functional areas and between subsidiaries can be high.
16. Size of business units often is not small enough and unmanageable to enhance contact and facilitate ease of sharing.

2.6.3 Technology level knowledge sharing barriers

Technology has often been confronted with a problem called the ‘‘cultural wall’’. Information technology is an essential consideration for any company wishing to exploit emerging technologies to manage their knowledge assets (Egbu, 2004). Suitable and

hybrid technologies must be carefully selected; to ensure that the technology is easy to use and transfer, fits with existing technologies, and can use local resources (Osabutey, Williams, & Debrah, 2014). Below, knowledge sharing technological barriers are illustrated base on (EL-Ghorra, 2011; Kukko, 2013; Riege, 2005; Sie et al., 2014).

Potential Technology Barriers:

1. Lack of integration of IT systems and processes
2. Lack of technical support (internal and external)
3. Unrealistic expectations of users as to what technology can and cannot do
4. Incompatibility between diverse IT systems and processes
5. Incompatibility between individuals' needs and integrated IT systems and processes
6. Lack of user training and familiarization of new IT systems and processes
7. Reluctance to use IT systems due to lack of experience with them
8. Lack of communication and demonstration of the advantages of any new systems over existing ones.
9. Mismatch between individuals' need requirements and integrated IT systems and processes restricts sharing practices.

2.7 Conclusion

This chapter firstly introduced the evolution of web. Then SNS were discussed in general and highlighted its history, conceptualization, characteristics, types of users and example. Furthermore, it sought to discuss the use of SNS in social life and Palestinian issues. In addition, the concept of knowledge was explained its hierarchy, classification and types. After that, it introduced the term knowledge management and knowledge sharing. Finally, it mentioned knowledge sharing success factors and barriers were introduced.

Chapter Three
Previous Studies

3.1 Introduction

In this chapter, the researcher introduces the previous literature in the field of the study. She focused on some of the important foreign and Arabic studies including local ones that have addressed the topic directly or indirectly. By reviewing these studies the researcher try to identify problems faced by previous studies and the findings that came out from it to help in exploring factors influencing the use of SNS and their role in knowledge sharing. Studies are arranged according to the date of the publication from the latest to the oldest one.

3.2 Previous Studies

1. **(Bilgihan, Barreda, Okumus, & Nusair, 2016) "Consumer perception of knowledge-sharing in travel-related Online Social Networks"**

The main purpose of the study is to develop a theoretical model that tests the precursors of "intention to share knowledge" behaviors in the context of online social networks.

Data were collected though an online questionnaire which designed and distributed to online social networks users in the U.S. who had at least one year of online travel shopping experience. 20 response were collected. The study showed that perceived ease of use positively influence knowledge sharing behaviors.

The study recommended to conduct researches which study the influence of other constructs on the intention to share knowledge and to test the proposed model in a context different than the travel context.

2. **(Yuan, Lin, & Zhuo, 2016) "What drives consumer knowledge sharing in online travel communities?: Personal attributes or e-service factors?"**

This study aimed understand factors driving users to share knowledge online is important if firms are to effectively exploit this free resource. Data were collected using a web-based survey of 364 airline travelers recruited through an online travel community in China. Partial Least Squares.

The results reveal that personal factors (perceived ease of use and perceived usefulness) have a significant effect on knowledge sharing than e-service factors.

The study recommended to conduct future research to compare the research model in other contexts and research in online communities, which will generate fruitful findings by integrating predictors such as consumption emotions (e.g. excitement, regret, frustration), personality attributes such as risk aversion, and outcome variables such as the individual's sense of identity.

3. **(Abu-Safar, 2015) "Factors Affecting knowledge Sharing and ERP system Usage in the Context of ERP Post-Implementation"**

The aim of this research was to investigate the factors affecting employees' knowledge sharing and ERP usage in post implementation stage. Data were collected using questionnaire, 265 questionnaires were distributed upon staff members of the European Gaza Hospital, 235 of them were returned.

The study found that social capital, IT Support and self-efficacy have significant impacts on knowledge sharing. However, contrary to common belief, there is insignificant effect of intrinsic motivation, Supervisory feedback and support on knowledge sharing. On the other hand, Social Capital, Self-efficacy, Supervisory Feedback and Support and Intrinsic motivation variables have significant impact on ERP usage, while IT Support has a non-significant effect on ERP Usage. In addition, it found that there is significant differences among respondents toward "the antecedents of knowledge sharing in European Gaza Hospital in Gaza strip" due to the gender age and experience.

4. **(Hidayanto, Limupa, Junus, & Budi, 2015) "Investigating knowledge sharing behavior on virtual community members: integration of technological, individual and contextual factors"**

This research aimed to identify and analyze three dimensions of influential factors of knowledge sharing behavior, namely individual factors, technological factors and contextual factors by integrating social cognitive theory (SCT) model and IS success model theory.

Data were collected by spreading online questionnaires to the members of several online communities in Indonesia. A total of 220 questionnaires were collected.

The result showed that the information quality, the norm of reciprocity, the expectation outcomes, the enjoyment in helping others and the interpersonal trust have significant influence in knowledge sharing behavior.

5. **(Khater, 2015) "Palestinian university students rely on social networks during the Israeli aggression on Gaza in 2014"**

The study aimed to balance the extent of Palestinian university students rely on social networks during the Israeli aggression on Gaza in 2014, and the reasons for this dependence, objectives and motives, and the effects of this dependence.

Data were collected using a newspaper survey, which was distributed on a stratified random sample strength (400) researched students from major universities in Gaza Strip (Al-Aqsa University, Islamic University, and Al-Azhar University).

The study showed that Facebook is the most important social networks upon which the respondents rely to obtain information during the Israeli aggression on Gaza in 2014 followed by Twitter, and Google Plus. In addition it showed that respondents trust the information that has been obtained through social networking during the Israeli aggression on Gaza 2014.

The study recommended to rehabilitation of users of social networks to deal with proficiency until the benefit is greater. In addition it recommended to add a course of study at universities around the social networks and their role in the discussion of community issues and resolving crises, and to sensitize students to the negative aspects of social networking. And finally it recommended to take advantage of all the social networking and employment networks to serve The Palestinian issue, and not just on Facebook.

6. **(Liou et al., 2015) "Investigating information sharing behavior: the mediating roles of the desire to share information in virtual communities"**

This study used the social capital theory as a foundation to explore the social interaction factors and individual factors such as shared value, community identification, and information privacy concerns, and examine the mediating role of the desire to give information between trust on websites/members and information sharing behavior in the proposed model.

The research sample consisted of (727) members who have used Facebook fan page for at least 6 months.

The results of this study showed that trust on website and trust on member significantly and positively influenced desire to get and give information in the community. The desires to get and give information were equally vital in knowledge sharing.

7. **(Al-kindi, 2015) "Use of Social Networking Sites among Shinas College of Technology Students in Oman"**

This paper intended to address the factors motivating students at colleges to use SNSs, to identify the factors that motivate them in using SNSs for educational purposes and to identify the most popular SNSs among students.

The study uses a questionnaire in order to discover the reasons behind the use of SNSs by students at Shinas College of Technology (SHCT) in Oman. A total of 63 students responces were collected.

The study found that the major reasons for frequent use of SNSs are finding information and sharing news. The study also indicated that lack of experience as well as insufficient time and IT skills are effective factors of not using SNSs. Finally, the study discovered that Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students.

8. **(Barbakh, 2015) "Dependency of the Palestinian political Elite on Social Networks as a source of information during the Israeli Aggression on Gaza in 2014"**

The study aimed at identifying the extent to which the political Palestinian elite depends on social networks as a resource of information, during the Israeli attack on Gaza 2014, the extent to which they follow it, the reasons associated with that following, the reasons behind their preference to these networks, recognizing the most important networks that they depend on, identifying the most prominent followed issues , identifying the level of their familiarity and confidences of them, and finally recognizing the effects that resulted from depending the political Palestinian elite on social networks during the Israeli attack on Gaza 2014.

Data were collected via survey paper, as well as the codified interview. A sample of (164) persons was chosen from the political Palestinian elite at Gaza governorates.

The findings of the study showed that social networks came as the first resource of information. In additin it showed that facebook came as the first network that the sample depended on it as a resource of information during the attck, finally the study showed that the sample trust information that they get from social networks.

9. **(Alsafady, 2015) "Social Networks Uses and Gratifications among Palestinian Journalists"**

This study aimed to identify the extent of using social media sites by the communicator in the Palestinian press, understand the motives of this use, identify the communicator's patterns of using social media in the Palestinian press and recognize the desired satisfaction achieved and the major uses of these networks by the communicator.

The interview and the survey newspaper were implemented to collect the data of this study, as the study population is those who are working in newspapers, magazines and the Palestinian publications issued in Gaza Strip, atotal of 156 questunare were returned.

The study concluded that Facebook was the most widely used network among respondents followed by Twitter and then Google Plus while the majority of respondents do not use LinkedIn or MySpace and that respondents mostly prefer to share political topics on social media.

The study recommened to direct the academic institutions, and particularly press and media departments towards developing study courses or working on developing the existing courses to enrich their content with the concepts and skills of using social media and providing the graduates of these majors with those necessary skill. In addition, it recommended to establish a specialized research center in the field of social media networks, monitoring the trends of their users and conducting various studies exploring the most important media and non-media behaviors and uses their impact on the users.

10. **(Stephen & Thanuskodi, 2014) "Use of Social Networking Sites among the Students of Engineering & Education Colleges in Karaikudi"**

The main purpose of this study was to study the activities and reasons for using Social Networking Sites by the students of Engineering and Educational colleges in karaikudi city, Tamilnadu, India.

To collect data, the survey method used. 200 questionnaires were distributed among the students. Each college have 50 numbers are sample. Out of which 152 questionnaire were filled and received.

This study found that Facebook is the most used SNS followed by YouTube and then twitter. In addition, it found that the top five reasons for using SNS are interacting with friends, meeting new people, finding useful information, Exchanging photos, files, music and videos and giving feedback to friends. Furthermore, it found that about 75% of respondents spend more than an hour every day browsing SNS. Finally the study found that 24 (i.e. 15.8%) of respondents used PCs for accessing these sites, while 32 (21.1%) of respondents use Laptops and 96 (63.2%) of respondents use Smart phones as a tool for accessing Social Networking Sites.

11. **(Salah, 2014) "Palestinian University Students' Uses of Social Networking Sites and the Gratifications Resulting from Such Uses"**

This study aims to identify Palestinian university students' uses of social networking sites and the gratifications resulting from such uses. The study also examines the motivations driving university students to use social networking sites and the level of confidence in information available on these sites, and what suggestions can be offered to take advantage of these sites.

The researcher used the survey methodology, "surveying mass media audience" depending in this on the Uses and Gratifications Theory. The researcher used the questionnaire as a major data collection tool and the interviews as a secondary data collection tool. The study was conducted on a sample of 390 students distributed among regular Palestinian universities in Gaza Strip, namely Islamic University of Gaza, Al-Azhar University and Al-Aqsa University.

The study found that most surveyed respondents use SNS, and that Facebook is the most popular social networking site, followed by YouTube, and then Google+, and finally Twitter. Communication with colleagues and friends at home and abroad was the first reason behind using social networking sites, followed by the need to get information and gain experience, and finally wanting entertainment and spending leisure time. The study also showed a moderate level of confidence in social networking sites and that these sites had an influence on the extent of following up what happens on other media.

The study recommended to SNS members to manage their time in using SNS to meet their needs without access to follow-up the degree of addiction. In addition it recommended to strengthening the pros of SNS on, and to minimize the negatives and codified and avoid its dangers, and even avoided.

12. **(Al-Zedjali, Al-Harrasi, & Al-Badi, 2014) "Motivations for Using Social Networking Sites by College Students for Educational Purposes"**

The main goal of this research was to explore the college students' motives for using SNSs in education. Data were collected using a questionnaire, which was distributed amongst college students in Oman. A total of 93 responses were collected.

The results reveal that perceived ease of use and perceived usefulness play an important role in the motivation of college students to use SNSs for learning purposes

13. **(Skaik, 2014) "Social Networks Role in Developing the Palestinian Youth Awareness in his National Causes"**

The study aimed at identifying the role of social media in raising the Palestinian youth's awareness of their national issues and to investigate the most important national issues that are covered by networks.

The study depended on the Uses and Gratifications Theory and adopted the survey method. The researcher has used three tools: content analysis tool, questionnaires, and interviews. The contents of Quds News Network and Gaza Now Network on Facebook were analyzed through selecting a day every week starting from 1/6/2013 to 31/8/2013 as well as questionnaires that were distributed to 426 male and female Palestinian youth. The researcher has conducted interviews with a number of social media activists, politicians, and academics.

The study findings showed that Facebook is the most website used by the population of the study to raise awareness of Palestinian national issues, followed by Twitter reaching. In addition it showed that trust of Palestinian youth in social media reached 64.8% which is moderate.

The study recommended to allocate spacific pages for national issues to provide accurate information and to consult experts of new media to bring support for the pages that cover national issues. Such pages should be up to date

14. **(Bathaei & Hosseini, 2014) "Understanding online knowledge sharing intention: a factor analysis in e-learning system"**

The purpose of this thesis was to examine the knowledge sharing enablers and individual factors influence intention to knowledge sharing in E-Learning system. Moreover, its objective was to identify the individual influence on intention to share knowledge in E-Learning system and to recognize relationships among them.

An online questionnaire survey was applied to collect data and the analysis was completed according to 583 responses from students who act in EL system of Open University Malaysia (OUM). A semi-structured interview was constructed with 10 participants who were facilitators and teachers in EL system of OUM as the case study to achieve knowledge sharing comprehensible and understandable intention.

The outcomes of the study survey and interview supported the fundamental statement that superior altitudes of individual motivational factors including trust, perceived ease of use, perceived usefulness, and educational compatibility direct to influence intention to share knowledge well.

The study recommended that the relation among research structures must be investigated for successful results as what this current study did, for example, the investigation of the main factors on intention to share, where it introduced two levels of intent to share.

15. (Nielsen & Razmerita, 2014) "Motivation and Knowledge Sharing through Social Media within Danish Organizations"

This article aims to investigate employee motivation in Danish companies and determining which factors affect employees' knowledge sharing through social media in a working environment.

An online questionnaire was developed for data collection. The questionnaire was distributed to a number of Danish companies from different industry sectors, which are using one of the social media platforms. In total 114 responses were collected.

The study showed that only few employees have adopted social media for knowledge sharing and that employees primarily share knowledge through traditional communication channels such as: email and face-to-face meetings. In addition, it shows that the

organizational factors: “management support, knowledge sharing culture, recognition and rewards, and knowledge management resources” have the strongest influence on employees’ knowledge sharing followed by the individual factors: “Motivation and perceived usefulness (cost/benefit)”. The technological factors do not seem to affect employees’ motivation for knowledge sharing. Finally, the study shows that SNS have improved the companies’ internal communication, collaboration and knowledge sharing among the limited group of employees, who have adopted the platforms.

16. **(Yen, Tseng, & Wang, 2014) “Exploring the mediating role of trust on the relationship between guanxi and knowledge sharing: a social network perspective”**

This study contributeed to guanxi and knowledge-sharing literature in the following ways. First, they investigateed the relationship from the perspective of social networks, examining how employee guanxi influence knowledge sharing, and further investigated the relationships among guanxi, trust, and knowledge sharing. Second, they propose that employee guanxi influences knowledge sharing by enhancing employee trust .

They conducted the survey on high-technology industries in 100 Taiwanese firms. They interviewed at least one supervisor and three to six employees from every corporation. They sent questionnaires to the human resource department who distributed them to the knowledge workers. Surveys were mailed to 600 employees, and 230 responses were returned.

The findings of this study revealed that guanxi positively relates to knowledge sharing and had influences on trust. In addition it proposed that trust may have an impact on knowledge sharing. This finding reveals that stronger employee trust in their organizations, supervisors, and colleagues facilitates knowledge-sharing willingness and behaviors and that trust actually facilitates knowledge sharing.

17. **(Celep et al., 2014) “Creating Knowledge Sharing Culture via Social Network Sites at School: A Research Intended for Teachers”**

The paper aimed at determining the level and purposes of social networks use by teachers in their knowledge sharing with their administrators and managers, students, other colleagues and parents.

Data have been gathered from 13 teachers via a semi-structured interview form that included open-ended questions was applied to a working group consisting of 13 teachers. The population of the study consisted of randomly selected teachers working in primary schools in the İzmit/Kocaeli district.

The results showed that teachers mostly use the SNS to share knowledge and resources with educators and that YouTube was the SNS preferred by all of the teachers included in the study due to its educational videos that were used in lesson.

Teachers pointed out that administrators and managers widely preferred Facebook in announcing school events and in-service training programs, developing project cooperation, reminding about the times of school meetings, discussing regulation amendments, and enlightening teachers and students about social issues. However, they state that the knowledge sharing through social networks is limited mostly in parent-teacher relations.

18. **(Khosravi & Ahmad, 2014) "Examining antecedents of knowledge-sharing factors on research supervision: An empirical study"**

The aimed of this study was to assess the impact of individual, organizational and technical factors on knowledge sharing in a research supervision domain.

Data was collected by a survey of 150 students from the Faculty of Computing at University Teknolog Malaysia. The Smart PLS tool was used for data analysis

The results of this research show that the individual factor in the research supervision domain – namely, the ability of students to share knowledge – in addition to technological factors – specifically, IT systems – have the greatest impact on knowledge sharing in the supervision process. In addition, it was shown that organizational factors including the

culture of the university, social networks, and supervisor support have a positive impact on knowledge sharing in research supervision. However, when compared with individual and technical factors, the effect of organizational factors on knowledge sharing in research supervision was not particularly strong in the case of this study.

The study recommended universities to improve the learning strategy by proposing a knowledge-sharing strategy for students and also it recommended supervisors support the concept of knowledge sharing.

19. **(Li & Ma, 2014) "Exploring Interpersonal Relationship and Growth Need Strength on Knowledge Sharing in Social Media"**

This study explored the motivation drivers influencing university applicants' online knowledge sharing behavior on SNS.

A questionnaire is distributed to all post-secondary students who had taken the Hong Kong Diploma of Secondary Education. A total of 485 completed questionnaires were returned for further analysis,

The study found that perceived online relationship commitment had a direct, positive and significant effect toward online knowledge sharing behavior, whereas perceived online attachment motivation had a significant but indirect effect on online knowledge sharing behavior through perceived online relationship commitment.

The study recommended conduct future research which consider other variables. Such as, students' learning style, their preferences to be major in which disciplines, academic results, technology efficacy, perceived acceptance of information authenticity and privacy may also influence their knowledge sharing behavior.

20. **(Sarkar et al., 2013) "Analyzing Eco-tourists' Satisfaction in Socialization and Knowledge Sharing Intentions via Social Media"**

The purpose of this study was to examine satisfaction in socialization leading to knowledge sharing activities for eco-tourists using social media.

Data was collected with the help of a structured questionnaire; a field survey was conducted at 3 different nature-based attractions in and around Kuala Lumpur city in July, 2013. The three different nature spots where the data were collected were Forest Research Institute of Malaysia, Dark Caves, and the Kuala Lumpur Bird Park (Bukit Burung). In total, 200 fully completed questionnaires were received from the survey.

The study observed that eco-tourists derive significant satisfaction from social media enabled socialization, which leads to sharing of knowledge among them. Therefore, socialization appears to be vital for eco-tourists beyond the offline context.

21. **(Zande, 2013) "Social media adds to knowledge sharing; Research into the motivations for using social media for work purposes and its influence on the degree of knowledge sharing"**

This research aimed firstly to investigate the motivations of employees regarding the use of social media for work purposes and secondly if this use has an effect on knowledge sharing within organizations.

The study was accomplished with the help of three organizations for youth care. In total 392 employees participated by completing a questionnaire and two focus groups were conducted.

Regarding the effect on knowledge sharing, the study shows that using social media for work purposes has a positive effect on knowledge sharing within the entire organization. The degree of knowledge sharing is influenced by the organizational culture towards its use. The more the organizational culture is arranged on the sharing of knowledge, the more knowledge there will actually be shared.

22. **(Adithya Kumari, Ali, & Mahadevamurthy, 2013) "Use of Social Media among Dental Students of Farooqia Dental College, Mysore"**

The Purpose of this study was to identify purposes and most popular SNSs and to address the benefits, problems associated with use of SNSs among dental students of Farooqia Dental College, Mysore.

To collect data structured questionnaires were distributed among 130 students during the academic session 2012-13 out of 125 (96.15%) filled questionnaires returned 122 (93.84%) were found fit for analysis and out of which 3 (2.31%) were considered unusable.

The study resulted in that 71% of the students use Facebook. Followed by YouTube with a percentage of 53% then Google+ with a percentage of 44%. In addition, it found that the majority (about 70%) of respondents doesn't visit SNS daily. Furthermore, it found that 65.57%of respondents spend less than one hour using SNS. It also found that the most common reasons to use SNS among despondence are finding useful information, interacting with friends, giving feedback to friends and sharing photos, files, music, video.

23. (Madhusudhan, 2012) "Use of social networking sites by research scholars of the University of Delhi"

The main purpose of the paper was to explore how research scholars of University of Delhi integrated SNS into their daily communication for research work. A structured questionnaire was designed and personally distributed 160 respondents.

The study revealed that respondents frequently use Facebook in India followed by Orkut. In addition, it found that more than half of respondents visited SNSs daily and spend less than 1 h on a given day browsing these networks. Finally, it found that the most common reasons for using SNS are observing other users' information without posting anything followed by uploading photos, then sharing photos, files, music, videos, searching for jobs and interacting with friends.

24. (Lai et al., 2012) "What factors predict undergraduate students' use of technology for learning? A case from Hong Kong"

This study intended to contribute to the understanding on student technology use by focusing on identifying the factors that influence students' adoption of technology for learning and the relationships between these factors.

A questionnaires is distributed to students studying at a Hong Kong university were surveyed. A total of 264 valid questionnaires were retained.

The results revealed that the compatibility of technology and their learning styles and needs, the availability of encouragement and supports from peers and teachers, and their attitudes toward technology use were dominant predictors of students' technology use for learning. Perceived usefulness of technology for learning and students' perceptions of their general ICT literacy skills had less predictive power on their technology use. Educational compatibility had an indirect effect on technology use.

25. **(W. W. K. Ma, Sun, & Ma, 2012) "The Influence of Attachment Styles on Knowledge Sharing in Social Media Environments"**

This study aimed to explore the motivational factors that drive knowledge sharing among individuals in the social media environment, particularly to determine whether there are any attachment style differences in online knowledge sharing.

To collect data a survey questionnaire administered to 3,590 post-secondary students applying to a local university. A total of 3,618 questionnaires were returned.

The results indicate that perceived attachment motivation (the need to form a relationship) and perceived relationship commitment (the need to maintain a relationship) are important determinants of online knowledge sharing. Further analysis of attachment styles reveals that high attachment-style individuals rate the need to form relationships more highly than their low attachment-style counterparts do. However, the results are the reverse for the need to maintain a relationship.

26. **(Bakhuisen, 2012) "Knowledge Sharing using Social Media in the Workplace"**

This research aimed to find out more about the relation between social media use and knowledge sharing within organizations. To achive this goal aquestioneare is send by email to all employees "teaching and non-teaching staff" of Hogeschool Inholland,

University of Applied Sciences, in Dutch called “hoger beroeps onderwijs”. A total number of 412 people responded, which is 13,6% of the total number of 3.026 employees.

The result of this study showed that people weigh out costs and benefits when they decide to engage in social media use or not. The contacts with co-workers and updates in their professional social network provided a bridge to find experts and information. Social media contacts with professionals outside the organization were useful when sharing knowledge with weak ties that can provide new ideas. Sharing professional content on social media turned out to be related to sharing tacit knowledge. This, in turn, related to a better performance as a knowledge worker; just like finding information and experts did.

27. **(C. S. Lee & Ma, 2012) “News sharing in social media: The effect of gratifications and prior experience”**

This study explored the influences of information seeking, socializing, entertainment, status seeking and prior social media sharing experience on news sharing intention. To collect data a survey was designed and administered to 203 students in a large local university.

Results from structural equation modeling analysis revealed that respondents who were driven by gratifications of information seeking, socializing, and status seeking were more likely to share news in social media platforms.

28. **(Schiuma, Vuori, & Okkonen, 2012) “Knowledge sharing motivational factorsof using an intra-organizational social media platform”**

This paper aimed to contribute to the understanding of the motivational factors and barriers regarding knowledge sharing through an intra-organizational social media platform, and to investigate whether these factors differ from those concerning knowledge sharing in general.

The data was gathered using a web questionnaire. The questionnaire was available via case companies’ intranet for two weeks in February 2010. Anyone who had access to the

intranet had the theoretical opportunity to answer the questionnaire. The final amount of completed responses was altogether 148.

The results reveal that the motivation to share knowledge through an intra-organizational social media platform is the desire to help the organization reach its goals and helping colleagues, while financial rewards and advancing one's career were seen as least motivating. The key issues enabling the success of using a collaborative intra-organizational social media platform in knowledge sharing are in line with the general knowledge sharing motivational factors, although supplemented with some additional features: reciprocity in knowledge sharing, making every-day work easier and faster and ease of use are the key factors that make or break the success.

The results show that the best way to motivate the respondents to use a social media platform for knowledge sharing would be assuring them that by using the platform their work load will not increase but it will facilitate and ease their work instead.

29. **(Numar, 2012) "The effect of using the social networking web sites in social relationships"**

This study is aiming to reveal the effect of using the social networking web sites in social relationships through a sample study about users of Facebook in Algeria. Data was collected depending on questionnaire for 280 Facebook user in Algrtia.

The study revealed that the majority of our sample spend more than three hours in using Facebook and they prefer the service of comments and chatting; most of them use Facebook to communicate with family and friends in addition to learning new things . The result has shown that there is significant statistical differences between the use of male and female.

30. **(Parra-López, Bulchand-Gidumal, Gutiérrez-Taño, & Díaz-Armas, 2011) "Intentions to use social media in organizing and taking vacation trips"**

This work proposes a theoretical model to explain the factors determining the intentions to use social media when organizing and taking vacation trips. The model and its

hypotheses have been tested by means of an approach based on structural equations with the PLS technique. The study was conducted on a sample of 404 individuals who normally use the Internet and had traveled on vacation in the previous 12 months.

The conclusions of the study revealed that the intentions to use social media are directly influenced by the perceived benefits of that use (functional, psychological and hedonic and social); however, the costs do not significantly affect the predisposition to use such technologies. It was also shown that there is a series of incentives such as altruism, availability, individual predisposition or trust in the contributions of others which facilitate and promote the use of this type of technology when organizing and taking tourist trips.

31. **(Chang & Chuang, 2011) "Social capital and individual motivations on knowledge sharing: Participant involvement as a moderator"**

The main objectives of this study were to investigate participant behavior and participants' interactive relationships within virtual communities and to incorporate both individual and organizational perspectives to determine their effect on knowledge sharing.

To collect data a formal questionnaire was designed and posted on a survey website. The link to this website site was also posted on several BBSs, online discussion forums, and weblogs to deliver the questionnaire to members participating in virtual communities. All virtual community members and participants were considered valid if they answered the questionnaire. A total of 282 valid responses were received.

The study found that altruism, identification, reciprocity, and shared language had a significant and positive effect on knowledge sharing. Reputation, social interaction, and trust had positive effects on the quality, but not the quantity, of shared knowledge. Participant involvement had a moderating effect on the relationship of altruism and the quantity of shared knowledge.

32. **(J.-L. Chen, 2011) "The effects of education compatibility and technological expectancy on e-learning acceptance"**

This study intended to clarify the joint effects of educational compatibility and technological expectancy on student e-learning acceptance based on the perspective of expectancy-value theory.

Registered students of Cyber University System were chosen as participants of the study. The research questionnaire was delivered via e-mail . After discarding the replicated and uncompleted questionnaires, of the 2800 invitation letters, 626 valid questionnaires were returned.

The research findings revealed that technological expectancy and educational compatibility were both important determinants of e-learning acceptance. For total effect on behavioral intention, educational compatibility was proven to be more critical than technological expectancy.

33. (Park & Lee, 2010) "Effects of Knowledge Sharing and Social Presence on the Intention to Continuously Use Social Networking Sites: The Case of Twitter in Korea"

The main purpose of this study investigate why people holds continuous intention to use the Twitter from the perspective of knowledge-sharing and social presence.

Respondents in this study were 105 Twitter users in South Korea. Of these participants, 57 were male and 48 were female. All respondents were college students in the same university class.

The study reveals that perceived ease of use, perceived enjoyment, and social presence are important factors in the intention to continuously use SNS, as a person has the high intention to share knowledge, s/he gets much enjoyment from it and the social presence in SNSs is important because it gives enjoyment to users and impacts to continuously use. It also revealed that Twitter facilitates knowledge sharing among people due to its short message nature.

34. **(C.-J. Chen & Hung, 2010) "To give or to receive? Factors influencing members' knowledge sharing and community promotion in professional virtual communities (VC)"**

The purpose of this study is to identify factors that were considered influential in increasing community knowledge transfer and examined their impact in Professional virtual communities PVCs.

An online (web-based) survey was conducted by sending it to individual members of VCs ,the Programmer-Club community (www.programmer-club.com) with 170,000 members and the BlueShop community (www.blueshop.com.tw) with 190,000 members. Members of these two PVCs with knowledge sharing experience were invited to support this survey. A total of 1282 visitors browsed the survey, of which, 354 questionnaires were received. The exclusion of 31 invalid questionnaires resulted in a total of 323 complete surveys for data analysis.

The findings of this study reveals that Knowledge sharing self-efficacy plays a vital role the knowledge-sharing activities. In addition, perceived relative advantage was found to be significant and positively related to both the members' knowledge contributing and collecting behaviors. Furthermore, perceived relative advantage had a rather similar and pronounced effect on members' knowledge contributing and collecting behaviors. Finally, the study suggested that there were weak relationships between perceived compatibility and members' knowledge contributing and collecting behaviors.

35. **(Holste & Fields, 2010) "Trust and tacit knowledge sharing and use"**

The main purpose of this study was to explore the impact of affect-based and cognition-based trust of co-workers on the willingness of professionals to share and use tacit knowledge. The relationships were examined through data provided by a sample of 202 professionals and managers in world headquarters of an international organization.

Findings showed that the levels of both types of trust influence the extent to which staff members are willing to share and use tacit knowledge. Affect-based trust has a

significantly greater effect on the willingness to share tacit knowledge, while cognition-based trust plays a greater role in willingness to use tacit knowledge.

36. **(Subrahmanyam, Reich, Waechter, & Espinoza, 2008) "Online and offline social networks: Use of social networking sites by emerging adults"**

The purpose of the study was to determine what emerging adults do online, whom they interact with in cyberspace, and how these online interactions relate to their offline relationships. A total of 131 participants were tested in the study. All participants were students in the Psychology participant pool at a large urban university in Los Angeles.

Results showed that participants often used the Internet, especially SNS, to connect and reconnect with friends and family members.

37. **(Dwyer et al., 2007) "Trust and Privacy Concern Within Social Networking Sites: A Comparison of Facebook and MySpace"**

The purpose of this study was to understand how privacy concern and trust influence social interactions within social networking sites. It compared Facebook and Myspace member's perceptions.

To collect data, an online survey was designed, with versions customized for Facebook and Myspace. The questions are the same for both social networking sites. A few adjustments were made to be consistent with the terminology associated with each site

The findings showed that Facebook members expressed significantly greater trust in both Facebook and its members, and were more willing to share identifying information. Even so, Myspace members reported significantly more experience using the site to meet new people.

38. **(Chiu et al., 2006) "UnChiu et al., 2006) "Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories"**

This paper aimed to integrate the Social Cognitive Theory and the Social Capital Theory to construct a model for investigating the motivations behind people's knowledge sharing in virtual communities. Data collected from 310 members of one professional virtual community provide support for the proposed model.

The results in virtual community members showed that trust did not have a significant impact on quantity of knowledge sharing.

3.3 Comments on previous studies

The review of previous studies showed that these studies varied according to its objectives, the sectors dealt with, the variables that studied, methodologies that followed and study environment. In this section, the researcher reviewed the most important agreement and the difference between the current study and previous studies.

3.3.1 Similarities with previous studies

3.3.1.1 According to study environment

Some previous studies were similar to this study by dealing with an academic environment (students and teachers), such as the (Khater, 2015), (Al-kindi, 2015), (Stephen & Thanuskodi, 2014), (Al-Zedjali et al., 2014), (Salah, 2014), (Bathaei & Hosseini, 2014), (Celep et al., 2014), (Khosravi & Ahmad, 2014), (Li & Ma, 2014), (Adithya Kumari et al., 2013), (Madhusudhan, 2012), (Lai, Wang, & Lei, 2012), (W. W. K. Ma et al., 2012), (Bakhuisen, 2012), (C. S. Lee & Ma, 2012) and (J.-L. Chen, 2011), (Subrahmanyam et al., 2008).

3.3.1.2 According to study variables

This study is similar many studies in that it examines the effect of using SNS (Trust in SNS - Perceived ease of use - Perceived usefulness - Educational compatibility) on knowledge sharing. For example:

1. Many research studies focused on examining the relationship between trust and knowledge sharing such as (Hidayanto, Limupa, Junus, & Budi, 2015), (Liou et al., 2015), (Barbakh, 2015) (Skaik, 2014), (Bathaei & Hosseini, 2014) study, (Yen et al., 2014), (Parra-López et al., 2011), (Chang & Chuang, 2011), (C.-J. Chen & Hung, 2010), (Holste & Fields, 2010), (Dwyer et al., 2007) and (Chiu et al., 2006).
2. Many researches studied the Perceived ease of use such as (Bilgihan, Barreda, Okumus, & Nusair, 2016), (Yuan, Lin, & Zhuo, 2016), (Al-Zedjali et al., 2014), (Bathaei & Hosseini, 2014), (Schiuma, Vuori, & Okkonen, 2012) and (Park & Lee, 2010).
3. Many researches studied the perceived usefulness such as (Yuan, Lin, & Zhuo, 2016), (Nielsen & Razmerita, 2014), (Al-Zedjali et al., 2014), (Bathaei & Hosseini, 2014) and (Lai, Wang, & Lei, 2012).
4. Many researches studied the educational compatibility such as (Bathaei & Hosseini, 2014), (Lai, Wang, & Lei, 2012), (J.-L. Chen, 2011) and (C.-J. Chen & Hung, 2010) and (C.-J. Chen & Hung, 2010).

3.3.1.3 According to study methodology

3.3.1.4The current study agreed with most of the previous studies by using the descriptive analytical approach and questionnaire as a tool for data collection. It agreed with (Bilgihan et al., 2016), (Yuan et al., 2016), (Abu-Safar, 2015), (Hidayanto et al., 2015), (Khater, 2015), (Al-kindi, 2015), (Barbakh, 2015), (Alsafady, 2015), (Stephen & Thanuskodi, 2014), (Salah, 2014), (Skaik, 2014), (Al-Zedjali et al., 2014), (Bathaei & Hosseini, 2014), (Nielsen & Razmerita, 2014), (Yen et al., 2014), (Khosravi & Ahmad, 2014), (Li & Ma, 2014), (Sarkar et al., 2013), (Zande, 2013), (Adithya Kumari et al., 2013), (Madhusudhan, 2012), (Lai et al., 2012), (W. W. K. Ma et al., 2012), (Bakhuisen, 2012), (C. S. Lee &

Ma, 2012), (Schiuma et al., 2012), (Numar, 2012), (Parra-López et al., 2011), (Chang & Chuang, 2011), (J.-L. Chen, 2011), (Park & Lee, 2010), (C.-J. Chen & Hung, 2010), (Holste & Fields, 2010), (Subrahmanyam et al., 2008) and (Dwyer et al., 2007).

3.3.2 Aspects of differences

3.3.2.1 According to study environment

Some previous studies are dissimilar to this study according to the environment for example:

1. Some studies dealt with SNS members such as (Bilgihan et al., 2016), (Liou et al., 2015), (Numar, 2012), (Park & Lee, 2010), (Park & Lee, 2010) and (Dwyer et al., 2007).
2. Some studies dealt with organisations such as (Abu-Safar, 2015), (Nielsen & Razmerita, 2014), (Yen et al., 2014), (Sarkar et al., 2013), (Zande, 2013), (Schiuma et al., 2012) and (Holste & Fields, 2010).
3. Some studies dealt with online community such as (Yuan et al., 2016), (Hidayanto et al., 2015), (Chang & Chuang, 2011), (C.-J. Chen & Hung, 2010) and (Chiu et al., 2006).
4. (Barbakh, 2015) study's population was the political Palestinian elite at Gaza governorates.
5. (Alsafady, 2015) study's population was workers in newspapers, magazines and the Palestinian publications issued in Gaza Strip
6. (Skaik, 2014) study's population was Palestinian youth.
7. (Parra-López et al., 2011) study's population was Internet users.

3.3.2.2 According to study variables

Most previous research studied motivators for knowledge sharing through SNS. In this study the researcher examined the effect of some individual factor but some of the other studies study other factors. For example (Liou et al., 2015) studied interaction factors and

individual factors such as shared value, community identification. In the othe hand (Salah, 2014) and (C. S. Lee & Ma, 2012) studied gratifications resulting from the use of SNS. (Khosravi & Ahmad, 2014) studied individual, organizational and technical factors. (Ma, Sun, & Ma, 2012) studied perceived attachment motivation and perceived relationship commitment. (Schiuma, Vuori, & Okkonen, 2012) studied the motivational factors and barriers regarding knowledge sharing. (Numar, 2012)studied the effect of using the SNS in social relationships. (Parra-López, Bulchand-Gidumal, Gutiérrez-Taño, & Díaz-Armas, 2011) studied factors determining the intentions to use social media.

3.3.2.3 According to study methodology

As we said early in this section, most of the previous studies used descriptive approach and questionnaire as a tool for data collection but some studies use other tools. For example (Barbakh, 2015) , (Alsafady, 2015), (Salah, 2014), (Yen, Tseng, & Wang, 2014) and (Celep et al., 2014) used the interview tool in addition to questionnaire for data collection. (Skaik, 2014) used 3 tools for data collection (content analysis tool, questionnaires, and interviews). (Celep, Konaklı, & Kuyumcu, 2014) used semi-structured interview as a tool for data collection.

3.3.3 Benefits from previous studies:

1. To enrich the Literature Review of the study.
2. To design the study tool (questionnaire).
3. To interpreting the results of the current study.

3.4 Research gap

The main difference of this research from the previously mentioned studies is that it investigates the behavior of Master students on SNS, in addition it study individual factors influencing the use of SNS and their impact role in knowledge sharing. It is one of the first Palestinian studies –as the researcher know- which study this relation.

The study also differ from previous studies in that it is applied on IUG's Master students in all faculties. This segment consider scientific research and knowledge sharing as one of the main daily activities as part of their study requirements.

This study provides a set of recommendations that would strengthen the role of SNS in the educational.

Table (3.1): Summary of some previous studies

#	The study	Main Findings
1.	**(Bilgihan et al., 2016)**	Perceived ease of use positively influence knowledge sharing behaviors.
2.	**(Yuan et al., 2016)**	Personal factors (perceived ease of use and perceived usefulness) have a significant effect on knowledge sharing than e-service factors.
3.	**(Abu-Safar, 2015)**	There is significant differences among respondents toward "the antecedents of knowledge sharing in European Gaza Hospital in Gaza strip" due to the gender age and experience.
4.	**(Hidayanto et al., 2015)**	Interpersonal trust have significant influence in knowledge sharing behavior.
5.	**(Khater, 2015)**	Facebook is the most important social networks to obtain information followed by Twitter, and Google Plus. Respondents trust the information that has been obtained through SNS.
6.	**(Liou et al., 2015)**	Trust on website and trust on member significantly and positively influenced desire to get and give information in the community. The desires to get and give information were equally vital in knowledge sharing.
7.	**(Al-kindi, 2015)**	The major reasons for the use of SNSs are finding information and sharing news. Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students.
8.	**(Barbakh, 2015)**	SNS is the first resource of information. Facebook is the first network the sample depended on it as a resource of information during the attack. The sample trust information that they get from social networks.
9.	**(Alsafady, 2015)**	Facebook was the most widely used followed by Twitter and then Google Plus while the majority of respondents do not use LinkedIn or Myspace. Respondents mostly prefer to share political topics on SNS.
10.	**(Stephen & Thanuskodi, 2014)**	Facebook is the most used SNS followed by YouTube and then Twitter. The top five reasons for using SNS are interacting with friends, meeting new people, finding useful information, Exchanging photos, files, music and videos and giving feedback to friends. About 75% of respondents spend more than an hour every day browsing SNS. 15.8% of respondents used PCs for accessing these sites, 21.1% use Laptops and 63.2% use Smart phones as a tool for accessing Social Networking Sites.
11.	**(Salah, 2014)**	Most respondents use SNS. Facebook is the most popular SNS, followed by YouTube, and then Google+, and finally Twitter. Communication with colleagues and friends was the first reason to use SNS, followed by the need to get information and gain experience, and finally wanting entertainment and spending leisure time. A moderate level of confidence in SNS.

#	The study	Main Findings
12.	**(Al-Zedjali et al., 2014)**	Perceived usefulness and perceived usefulness play an important role in the motivation of college students to use SNSs for learning purposes
13.	**(Skaik, 2014)**	Facebook is the most used SNS to raise awareness of Palestinian national issues, followed by Twitter reaching. Trust of Palestinian youth in SNS reached moderate 64.8%, which is a result.
14.	**(Bathaei & Hosseini, 2014)**	Superior attitudes of individual motivational factors including trust, perceived ease of use, perceived usefulness, and educational compatibility direct influence intention to share knowledge well.
15.	**(Nielsen & Razmerita, 2014)**	Few employees have adopted SNS for knowledge sharing; they share knowledge through traditional communication channels such as email and face-to-face meetings. Organizational factors have the strongest influence on employees' knowledge sharing followed by the individual factors. SNS have improved the companies' internal communication, collaboration and knowledge sharing among the limited group of employees, who have adopted the platforms.
16.	**(Yen et al., 2014)**	Trust may have an impact on knowledge sharing. This finding reveals that stronger employee trust in their organizations, supervisors, and colleagues facilitates knowledge-sharing willingness and behavior and that trust actually facilitates knowledge sharing.
17.	**(Celep et al., 2014)**	Teachers mostly use the SNS to share knowledge and resources with educators. YouTube was the preferred SNS. Administrators and managers widely preferred Facebook in announcing school events and in-service training programs, developing project cooperation, reminding about the times of school meetings, discussing regulation amendments, and enlightening teachers and students about social issues. Knowledge sharing through SNS is limited mostly in parent-teacher relations.
18.	**(Khosravi & Ahmad, 2014)**	The individual factor in the research supervision in addition to technological have the greatest impact on knowledge sharing in the supervision process.
19.	**(Li & Ma, 2014)**	Perceived online relationship commitment had a direct, positive and significant effect and the perceived growth need commitment also had a direct, positive and significant effect toward online knowledge haring behavior. Perceived online attachment motivation had a significant but indirect effect on online knowledge sharing behavior through perceived online relationship commitment.
20.	**(Sarkar et al., 2013)**	Eco-tourists derive significant satisfaction from SNS enabled socialization which leads to sharing of knowledge among them.

#	The study	Main Findings
21.	**(Zande, 2013)**	Using SNS for work purposes has a positive effect on knowledge sharing within the entire organization. The degree of knowledge sharing is influenced by the organizational culture towards its use. The more the organizational culture is arranged on the sharing of knowledge, the more knowledge there will actually be shared.
22.	**(Adithya Kumari et al., 2013)**	The most used SNS among students is Facebook followed by YouTube then Google+ . The majority (about 70%) of respondents doesn't visit SNS daily. 65.57%of respondents spend less than one hour using SNS. The most common reasons to use SNS among despondence are finding useful information, interacting with friends, giving feedback to friends and sharing photos, files, music, video.
23.	**(Madhusudhan, 2012)**	The most used SNS in India is Facebook followed by Orkut. More than half of respondents visited SNSs daily and spend less than 1 h on a given day browsing these networks. The most common reasons for using SNS are observing other users' information without posting anything followed by uploading photos, then sharing photos, files, music, videos, searching for jobs and interacting with friends.
24.	**(Lai et al., 2012)**	The compatibility of technology and their learning styles and needs, the availability of encouragement and supports from peers and teachers, and their attitudes toward technology use were dominant predictors of students' technology use for learning. Perceived usefulness of technology for learning and students' perceptions of their general ICT literacy skills had less predictive power on their technology use. Educational compatibility had an indirect effect on technology use.
25.	**(W. W. K. Ma et al., 2012)**	Perceived attachment motivation and perceived relationship commitment are important determinants of online knowledge sharing. High attachment-style individuals rate the need to form relationships more highly than their low attachment-style counterparts do. However, the results are the reverse for the need to maintain a relationship.
26.	**(Bakhuisen, 2012)**	The contacts with co-workers and updates in their professional SNS provided a bridge to find experts and information. SNS contacts with professionals outside the organization were useful when sharing knowledge with weak ties that can provide new ideas. Sharing professional content on social media turned out to be related to sharing tacit knowledge. This, in turn, related to a better performance as a knowledge worker; just like finding information and experts did.
27.	**(C. S. Lee & Ma, 2012)**	Respondents who were driven by gratifications of information seeking, socializing, and status seeking were more likely to share news in social media platforms.

#	The study	Main Findings
28.	**(Schiuma et al., 2012)**	The motivation to share knowledge through an intra-organizational social media platform is the desire to help the organization reach its goals and helping colleagues, while financial rewards and advancing one's career were seen as least motivating. The key issues enabling the success of using a collaborative intra-organizational social media platform in knowledge sharing are in line with the general knowledge sharing motivational factors, although supplemented with some additional features: reciprocity in knowledge sharing, making every-day work easier and faster and ease of use are the key factors that make or break the success. The best way to motivate the respondents to use a social media platform for knowledge sharing would be assuring them that by using the platform their workload will not increase but it will facilitate and ease their work instead.
29.	**(Numar, 2012)**	The majority of the sample spend more than three hours in using Facebook . Most of the sample use Facebook to communicate with family and friends in addition to learning new things. There is significant statistical differences between the use of male and female
30.	**(Parra-López et al., 2011)**	The intentions to use social media are directly influenced by the perceived benefits of that use (functional, psychological and hedonic and social); however, the costs do not significantly affect the predisposition to use such technologies. There is a series of incentives such as altruism, availability, individual predisposition or trust in the contributions of others which facilitate and promote the use of this type of technology when organizing and taking tourist trips.
31.	**(Chang & Chuang, 2011)**	Altruism, identification, reciprocity, and shared language had a significant and positive effect on knowledge sharing. Reputation. Social interaction, and trust had negative effects on the quantity, of shared knowledge. Participant involvement had a moderating effect on the relationship of altruism and the quantity of shared knowledge.
32.	**(J.-L. Chen, 2011)**	Technological expectancy and educational compatibility were both important determinants of e-learning acceptance. For total effect on behavioral intention, educational compatibility was proven to be more critical than technological expectancy.
33.	**(Park & Lee, 2010)**	Perceived ease of use, perceived enjoyment, and social presence are important factors in the intention to continuously use SNS, as a person has the high intention to share knowledge, s/he gets much enjoyment from it and the social presence in SNSs is important because it gives enjoyment to users and impacts to continuously use. Twitter facilitates knowledge sharing among people due to its short message nature.

#	The study	Main Findings
34.	**(C.-J. Chen & Hung, 2010)**	Knowledge sharing self-efficacy plays a vital role the knowledge-sharing activities. Perceived relative advantage was found to be significant and positively related to both the members' knowledge contributing and collecting behaviors. Perceived relative advantage had a rather similar and pronounced effect on members' knowledge contributing and collecting behaviors. There were weak relationships between perceived compatibility and members' knowledge contributing and collecting behaviors.
35.	**(Holste & Fields, 2010)**	The levels trust influence the extent to which staff members are willing to share and use tacit knowledge. Affect-based trust has a significantly greater effect on the willingness to share tacit knowledge, while cognition-based trust plays a greater role in willingness to use tacit knowledge
36.	**(Subrahmanyam et al., 2008)**	Participants often used the Internet, especially SNS, to connect and reconnect with friends and family members.
37.	**(Dwyer et al., 2007)**	Facebook members expressed significantly greater trust in both Facebook and its members, and were more willing to share identifying information. Myspace members reported significantly more experience using the site to meet new people.
38.	**(Chiu et al., 2006)**	Trust in virtual community members did not have a significant impact on quantity of knowledge sharing.

Chapter Four
Methodology

4.1 Introduction

This chapter addresses the study methodology and detailed procedures. The quantitative method used to conduct this study; includes the research design, population and sample, research instrument, data collection criteria and the tools used in data collection. Moreover, variables measurement, reliability and validity of the instrument, scoring techniques, data-gathering procedures, and the procedure of statistical analysis are discussed in this chapter.

4.2 Research Design

The research design is important because it is an illustration of the operation's flow in the research. The first phase of the research thesis proposal included identifying and defining the problems and establishment objective of the study and development research plan. The second phase of the research included a summary of the comprehensive literature review. The third phase of the research included designing a field survey, which was conducted with determining the effect of using SNS on knowledge sharing. The fourth phase of the research focused on the modification of the questionnaire design. The fifth phase of the research focused on distributing questionnaire. The sixth phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis. The final phase includes the conclusions and recommendations.

4.3 Research Methodology

The descriptive analytical method was followed in conducting the research, which is considered as the most used in business and social studies. This section presents the methods used to carry out the research and answer the research questions. In order to collect the needed data for this research. The method used is a questionnaire. Collected data was analyzed by SPSS.

4.3.1 Duration of the Study

The study has been conducted on the period of August, 2015 - May, 2016. Data collection was carried out during the period from 17 to 25 April 2016.

4.3.2 Place of the Study

The study was applied in the Islamic University of Gaza (IUG).

4.3.3 Data collection procedures

4.3.3.1 Secondary Sources

To introduce the theoretical literature of the subject, the researcher has used plenty of secondary data resources to justify the problem and gain maximum information. This resource is essential to gain understanding of the research area and what has been already done. The used secondary included:

1. Scientific journals and academic magazines.
2. Thesis and dissertations accessed through the universities' libraries.
3. Text books and research papers.
4. Internet articles and websites.

4.3.3.2 Primary Sources

The primary source is data that was collected through a designed questionnaire survey distributed to the target sample for research purpose. Whereas, survey was defined as "investigation of the opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions" (Wehmeier, 2007) . Thus, one of the main outcomes of the literature review was the structuring of the questionnaire. Additionally, questionnaire approach has been used as a quantitative approach to gain insights and to understand perception regarding the Factors influencing the use of SNS and their impact on knowledge sharing. A structured questionnaire including close ended questions was specially designed for this study (Appendix B). Whereas, questionnaire has been developed based on the literature and has been modified regarding the supervisor's

recommendations. Although questionnaires may be cheap to administer compared to other data collection methods, they are expensive in terms of design time and interpretation.

4.4 Study Population

The research population was mainly IUG's master students in all faculties. This category of students was chosen because they consider scientific research and knowledge sharing as a daily activity of their study requirements. In addition, Master students very often create closed or open groups of Facebook for knowledge sharing, exchange of experiences; help each other to get some important studies for their research. Figure (4.1) shows a screen shot of a closed Facebook group for IUG's MBA students.

Figure (4.1): A screen shot of a closed Facebook group for IUG's MBA students.

Figure (4.2) shows a screen shot of a Facebook page, in this page a member can request a paper and other members try to find this paper as soon as possible.

Figure (4.2): A screen shot of "Paper Request" Facebook page.

According to the deanery of admission & registration in IUG, the number of master students who are register in the second semester 2016 plus who finished courses is 1848 students (IUG, 2016). Table (4.1) shows the number of students in each faculty.

Table (4.1): Number of Master students in each faculty.

Faculty	No. of students	Distributed	Collected	Percentage (%)
Osoul Eddin and Sharia & Law	224	56	45	80.4%
Arts	290	72	72	100%
Education	433	107	93	86.9%
Commerce	533	127	111	87.4%
Science	106	26	21	80.8%
Engineering	155	38	38	100%
IT	78	24	23	95.8%
Sum	**1848**	**450**	**403**	**89.6%**

Source: (IUG, 2016)

4.5 Study Sample

Fellows & Liu (2008) defined the sample as a part of total population that represents this population. There are several approaches to determining the sample size. They showed that, three types of sampling can be conducted during the research study; a systematic sampling, stratified sampling, and the cluster sampling.

In this study, the researcher use Robert Mason equation to calculate sample size. The sample size equals (319) students. The researcher distribute 450 questionnaire to IUG Master students. A total of (403) questionnaire were collected in return rate of 89.6%.

4.6 Research Instruments and Measures

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. The scales to measure these constructs were based on previous research. The item was refined wordings to adapt to the SNS use. Most items were measured using a seven-point Likert type scale (ranging from 1 = ‘‘strongly disagree’’ to 7 = ‘‘strongly agree’’).

Nine items measuring extent of use SNS were adapted from (Khater, 2015) research, which focused on measuring master students behavior in SNS. The items measuring reasons for the use of SNS were adapted from (Al-kindi, 2015). Nine items were used to measure trust in SNS (Trust in members - Trust in website), five of them used to measure trust in members of SNS were adopted from (Chiu et al., 2006) which focus on measuring the extent to which master students trust other SNS members. The other four items used to measure trust in website were adopted from (Dwyer et al., 2007; Liou et al., 2015) which focus on measuring the extent to which master students trust SNS as a site and to what extent it protect their personal information. Five items adopted from (Agarwal & Karahanna, 2000) and (Kwon & Wen, 2010) were used to measure the perceived ease of use of SNS, these items focus on measuring degree to which a person believes that using a particular system would be free of effort. Perceived usefulness was measured by 4 items adopted from (Agarwal & Karahanna, 2000; Davis, Bagozzi, & Warshaw, 1992), they

measures the extent to which a person believes that using a technology will enhance her/his productivity. Four items measuring Educational compatibility were adapted from (J.-L. Chen, 2011), which focused degree to which using a new system is perceived as consistent with prior and present experiences, existing sociocultural values/beliefs and the needs of potential adopters. Eight items measuring Intention to share knowledge were adapted from (Bock & Kim, 2001; C. S. Lee & Ma, 2012; Zande, 2013) for measuring the degree to which an individual is planning to use SNS to share knowledge in the future. Four items measuring Attitude to share knowledge were adapted from (Huang et al., 2008) research to measure the degree of one's positive feelings about sharing knowledge. Four items measuring Extent of knowledge sharing were adapted from (Chang & Chuang, 2011) to measure degree of using SNS for knowledge sharing.

A cover letter explaining the purpose of the questionnaire, the aim of the study and the privacy of information has been provided to the questionnaire in order to encourage more responses. The questionnaire has been translated into Arabic for documentation purposes and facilitates it to the reader (Appendix C).

The questionnaire was composed of four parts:

Part A: demographic information: gender, age, employment, work experience, and faculty.

Part B: extent of use of SNS, which describe the behavior of master students when using SNS.

Part C: The use of SNS, which Consist of three sections:

1. Reasons for the use of SNS.
2. Trust in SNS (members and site).
3. Perceived ease of use
4. Perceived usefulness
5. Educational compatibility

Part D: knowledge sharing which consist of three sections:

1. Intention to share knowledge
2. Attitude to share knowledge
3. Extent of knowledge sharing

4.7 Statistical analysis Tools

The researcher used data analysis both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 23). The researcher utilize the following statistical tools:

1- Kolmogorov-Smirnov test of normality.

2- Pearson correlation coefficient for Validity.

3- Cronbach's Alpha for Reliability Statistics.

4- Frequency and Descriptive analysis.

5- Stepwise regression analysis.

6- Parametric Tests (One-sample T test, Independent Samples T-test and Analysis of Variance (ANOVA)).

T-test is used to determine if the mean of an item is significantly different from a hypothesized value 4 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of an item is significantly different from a hypothesized value 4. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 4. On the other hand, if the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then the mean an item is insignificantly different from a hypothesized value 4.

The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the Factors influencing the use of SNS (Social Networking Sites) and their impact on knowledge sharing due to (gender).

The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the Factors influencing the use of SNS and their impact on knowledge sharing due to (age, employment, work experience, specialization).

4.8 Test of Data Validity and Reliability

The questionnaire validity has been examined and measured by two methods:

4.8.1 Experts Validation

The questionnaire was evaluated by (11) experts in the field from different universities (Gaza university, Islamic University of Gaza, Management &Politics Academy, Palestine Technical College, General Personnel Council and Al- Azhar University). The final copy of the questionnaire was modified according to the experts' recommendations (see Appendix B).

4.8.2 Pilot Study

A pilot study was conducted to assess reliability and validity of the questionnaire by distributing the questionnaire on a random sample consisted of (50) respondents from the study population. It provided a trial run for the questionnaire, which involved testing the wording of the questions, identifying ambiguous questions, and testing the techniques used to collect data. At the end, the questionnaire was appropriate to collect data.

4.9 Statistical Validity of the questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

4.9.1 Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 50

questionnaires through measuring the correlation coefficients between each item in one field and the whole field.

4.9.1.1 Internal Validity for SNS

Table (4.2) clarifies the correlation coefficient for each item of the "Common reasons for using SNS" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.2): Correlation coefficient of each item of "Common reasons for using SNS" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Finding information	.481	0.000*
2.	It is helpful for my studies	.602	0.000*
3.	Sharing news	.700	0.000*
4.	Communicating with old friends	.723	0.000*
5.	Communicating with classmates	.669	0.000*
6.	Spending Leisure Time	.584	0.000*
7.	Expressing emotions and feeling	.722	0.000*
8.	I just like to use it	.752	0.000*
9.	Sharing video, uploading software and photos	.737	0.000*
10.	Search for job and career opportunities	.638	0.000*
11.	Looking for new friends	.634	0.000*
12.	My friends encourage me to use it	.660	0.000*
13.	Enjoying using it and writing about oneself	.681	0.000*

* Correlation is significant at the 0.05 level

Table (4.3) clarifies the correlation coefficient for each item of the "Trust in SNS" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.3): Correlation coefficient of each item of "Trust in SNS" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
	Trust in members		
1.	Members in the SNS will not take advantage of others even when the opportunity arises	.738	0.000*
2.	Members in the SNS will always keep the promises they make to one another	.830	0.000*
3.	Members in the SNS would not knowingly do anything to disrupt the conversation.	.839	0.000*
4.	Members in the SNS behave in a consistent manner.	.809	0.000*
5.	Members in the SNS are truthful in dealing with one another.	.820	0.000*
	Trust in website		
1.	I feel that the privacy of my personal information is protected by SNS	.878	0.000*
2.	SNS has enough safeguards to make me feel comfortable to divulge personal information.	.918	0.000*
3.	SNS never sells the members' personal information kept in its computer databases.	.895	0.000*
4.	SNS protects personal information from unauthorized access.	.882	0.000*

* Correlation is significant at the 0.05 level

Table (4.4) clarifies the correlation coefficient for each item of the "Perceived ease of use" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.4): Correlation coefficient of each item of "Perceived ease of use" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Learning to use the SNS is easy for m	.901	0.000*
2.	The process of using the SNS is clear and understandable	.951	0.000*
3.	I find the SNS easy to use	.944	0.000*
4.	I find it easy to get the SNS to do what I want it to do.	.880	0.000*
5.	It is easy for me to become skillful at using the SNS	.859	0.000*

* Correlation is significant at the 0.05 level

Table (4.5) clarifies the correlation coefficient for each item of the "Perceived usefulness" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.5): Correlation coefficient of each item of "Perceived usefulness" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Using the SNS enables me acquire more information or meet more people	.869	0.000*
2.	Using the SNS would improve my efficiency in sharing information and connecting with others	.821	0.000*
3.	The SNS is a useful service for communication	.911	0.000*
4.	The SNS is a useful service for interaction of members	.915	0.000*

* Correlation is significant at the 0.05 level

Table (4.6) clarifies the correlation coefficient for each item of the "Educational compatibility" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.6): Correlation coefficient of each item of "Educational compatibility" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Using the SNS is compatible with all aspects of my learning.	.837	0.000*
2.	Using the SNS is completely compatible with my current learning situation	.902	0.000*
3.	I think using the SNS fits well with the way I like to conduct learning activities.	.930	0.000*
4.	Using the SNS fits into my learning style.	.923	0.000*

* Correlation is significant at the 0.05 level

4.9.1.2 Internal Validity for knowledge sharing

Table (4.7) clarifies the correlation coefficient for each item of the "Intention to share knowledge" and the total of the field. The p-values (Sig.) are less than 0.05, so the

correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.7): Correlation coefficient of each item of "Intention to share knowledge" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I will share my knowledge with more Colleagues	.882	0.000*
2.	I will always provide my knowledge at the request of other Colleagues.	.917	0.000*
3.	I intend to share my knowledge with other Colleagues more frequently in the future.	.915	0.000*
4.	I try to share my knowledge with other Colleagues in an effective way.	.880	0.000*
5.	I will open my knowledge to anyone of my Colleagues if it is helpful to them.	.921	0.000*
6.	I expect to share information contributed by other Colleagues.	.867	0.000*
7.	I plan to share information in SNS regularly.	.686	0.000*
8.	Sharing knowledge and information with my colleagues is a normal thing.	.843	0.000*

* Correlation is significant at the 0.05 level

Table (4.8) clarifies the correlation coefficient for each item of the "Attitude to share knowledge" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.8): Correlation coefficient of each item of "Attitude to share knowledge" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My knowledge sharing with my Colleagues is good.	.935	0.000*
2.	My knowledge sharing with my Colleagues is an enjoyable experience.	.957	0.000*
3.	My knowledge sharing with my Colleagues is valuable to me.	.967	0.000*
4.	My knowledge sharing with my Colleagues is a wise move.	.944	0.000*

* Correlation is significant at the 0.05 level

Table (4.9) clarifies the correlation coefficient for each item of the "Extent of knowledge sharing" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation

coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table (4.9): Correlation coefficient of each item of "Extent of knowledge sharing" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	New content and knowledge are shared or posted frequently in SNS	.637	0.000*
2.	Members can obtain abundant content and knowledge from SNS.	.858	0.000*
3.	There are a lot of people viewing discussions in SNS.	.899	0.000*
4.	There are a lot of people providing responses to discussions in SNS	.808	0.000*

* Correlation is significant at the 0.05 level

4.9.2 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (4.10): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Common reasons for using SNS	.876	0.000*
2.	Trust in SNS	.569	0.000*
	Trust in members	.868	0.000*
	Trust in website	.844	0.000*
3.	Perceived ease of use	.683	0.000*
4.	Perceived usefulness	.698	0.000*
5.	Educational compatibility	.789	0.000*
	The use of SNS	.951	0.000*
1.	Intention to share knowledge	.941	0.000*
2.	Attitude to share knowledge	.910	0.000*
3.	Extent of knowledge sharing	.672	0.000*
	knowledge sharing	.871	0.000*

* Correlation is significant at the 0.05 level

Table (4.10) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are

significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

4.10 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George & Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient(George & Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

Cronbach's Coefficient Alpha

Cronbach's alpha (George & Mallery, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.11): Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Common reasons for using SNS	0.895
2.	Trust in SNS	0.885
3.	Perceived ease of use	0.944
4.	Perceived usefulness	0.900
5.	Educational compatibility	0.924
	The use of SNS	0.942
1.	Intention to share knowledge	0.952
2.	Attitude to share knowledge	0.964
3.	Extent of knowledge sharing	0.815
	knowledge sharing	0.951
	All items of the questionnaire	**0.967**

Table (4.11) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from

0.967 and 0.964. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.967 for the entire questionnaire, which indicates an excellent reliability of the entire questionnaire.

The Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

4.11 Test of Normality

The One-Sample Kolmogorov-Smirnov test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed (Thode, 2002).

Table (4.12): Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Common reasons for using SNS	0.540	0.933
Trust in SNS	0.582	0.887
Perceived ease of use	1.011	0.258
Perceived usefulness	1.388	0.062
Educational compatibility	0.937	0.344
The use of SNS	0.839	0.482
Intention to share knowledge	0.725	0.669
Attitude to share knowledge	1.123	0.160
Extent of knowledge sharing	1.092	0.184
knowledge sharing	1.168	0.131
All items of the questionnaire	0.979	0.293

Table (4.12) shows the results for Kolmogorov-Smirnov test of normality. From Table (4.12), the p-value for each variable is greater than 0.05 level of significance, then these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

4.12 Conclusion

This chapter presents a description of the research methodology that is followed in the implementation of the field study through identifying different ways and tools used in the completion of this study. It also contains a description of the study population and sampling that is considered a comprehensive survey of the all population. Finally, the chapter addresses the questionnaire preparation and testing its validity besides; it presents the statistical methods used in the analysis of results. All this is to examine the Influence of Using SNS on Knowledge Sharing.

Chapter Five
Data Analysis and Discussion

5.1 Introduction

This chapter includes detailed description of the findings resulted from applying the statistical tests on the collected data from the questionnaires and discussion of the results with explanations for the meaning of these results. Also, it provides a clear idea about the respondents' demographic data, and provides the variance explained with SPSS tools. The collected data of the respondents presented and the findings will be described and discussed in four main parts:

- The first part will tackle the analysis of the demographic information of the questionnaire respondents.
- The second view patterns of use of SNS.
- The third part will apply the statistical tests indicated in section (4.8): (Statistical Analysis on the collected data from questionnaire respondents). The overall results will be compared with the previous studies results.
- The fourth part will testify the study hypothesis. The findings of this test will be discussed and compared with previous studies results.

5.2 Respondents Characteristics

In this section, the researcher describes and analyzes the respondent's personal characteristics (gender, age, employment, work experience, and faculty). Each one of them is described and analyzed separately. The frequency and percentage for each variable is listed according to the survey categories. The following table describes three results:

5.2.1 Gender

The gender statistics in table (5.1) shows that 56.6% of the sample are Males and 43.4% of the sample are Females, which is natural according to the differences in numbers between the two genders in master students in IUG. Where the number of mail students according to the deanery of admission & registration is (1093) with a percentage of (58.9%).

Table (5.1): Analyzing gender variable

Gender	Frequency	Percentage %
Male	228	56.6
Female	175	43.4
Total	**403**	**100**

5.2.2 Age

The age statistics in table (5.2) shows that 23.8% of the sample are less than 25 years, 55.3% are 25 - less than 35 Year, 19.4 are 35- less than 45 Year and 1.5% of the sample are 45 years and over. This indicates that the respondents are from different categories of age, but most of the respondents are under forty-five "youths".

Table (5.2) show that about 25% of respondents began studying Master after they finish the bachelor degree immediately, more than half the respondents began studying master after few years and about 20% began studying master at a later stage. This indicates the trend of youth to join Master programs. They are studying Master to develop their expertise and skills, which help them to get jobs or improve the job status.

Table (5.2): Analyzing age variable

Age	Frequency	Percentage %
Less than 25 years	96	23.8
25 - less than 35 Year	223	55.3
35- less than 45 Year	78	19.4
45 years and over	6	1.5
Total	**403**	**100**

5.2.3 Employment

The employment statistics in table (5.3) shows that 58.1% of the sample are employed, 16.6% self-employed and 25% of the sample are non-employed. This indicates that about 75% of the respondents have a job, which may indicate that they study Master to improve their skills and job status which will increase their salary, in addition to having money to spend on studying.

Table (5.3): Analyzing employment variable

Employment	Frequency	Percentage %
Employed	234	58.1
Self Employed	67	16.6
Non Employed	102	25.3
Total	**403**	**100**

5.2.4 Work experience

The work experience statistics in table (5.4) shows that 32.2% of the sample have less than 5 years work experience, 44.9% have experience between 5 to 10 years and 22.9% of the sample have above 10 years work experience. This indicate that about 75% of respondents have 10 years or less experience, they study Master to improve their scientific abilities which will improve their functional level and thus the financial or they can find a more suitable job.

Table (5.4): Analyzing Work experience variable

Work experience	Frequency	Percentage %
Less than 5 years	97	32.2
from 5 to 10	135	44.9
above 10 years	69	22.9
Total	**301**	**100**

5.2.5 Specialization

The Specialization statistics in table (5.5) shows that 17.9% of the sample study in the faculty of arts, 27.5% in faculty of commerce, 23.1 are in faculty of education, 5.2 in faculty of science, 11.2 in faculty of Osoul Eddin and Sharia & Law ,9.4 in faculty of engineering, and 5.7.% of the sample in the faculty of IT. These percentages are almost similar to percentages of students in these faculties from the overall population.

Table (5.5): Analyzing specialization variable

Work experience	Frequency	Percentage %
Arts	72	17.9
Commerce	111	27.5
Education	93	23.1
Science	21	5.2
Osoul Eddin and Sharia & Law	45	11.2
Engineering	38	9.4
IT	23	5.7
Total	**403**	**100**

5.3 Patterns of use of SNS

In this section, the researcher describes and analyzes the respondent's pattern of use of SNS , their behavior in these networks (whether they have an account, main SNSs used, the preferred SNS, extent of use, extent of use to get information, preferred time to use SNS, means to browse SNS, Weakley usage, and daily usage). Each one of them is described and analyzed separately. The frequency and percentage for each variable is listed according to the survey categories. The following table describes three results:

5.3.1 Having an account on any SNS

Table (5.6) shows that 98.8% of the sample have at least an account in one SNS and only 1.2% don't have any account. This percentage is expected because of the spreading of internet use in Gaza, which led to the increase of SNSs use. In addition, this shows that respondents are interesting greatly in SNS and they use it for many purposes especially under the siege imposed on the Gaza Strip.

This findings is consistent with (Salah, 2014) study which found that most surveyed respondents use SNS

Table (5.6): Percentage of students who use SNS

Do you have an account on any SNS	Frequency	Percentage %
Yes	398	98.8
No	5	1.2
Total	**301**	**100**

5.3.2 Main SNS or app used

Table (5.7) shows that Facebook ranked first among SNS with a percentage of 99% followed by WhatsApp with percentage 50%, then twitter with a percentage of 29. Where the other SNS or app record low result with percentage below 20%.

The researcher attributes this result to the ease of use of Facebook, the diversity of information in this network, and that this network fork inner pages and groups enables members to get information they need easily without the need for guidance or instructions.

This results are consistent with the findings of (Khater, 2015), (Alsafady, 2015), (Stephen & Thanuskodi, 2014), (Salah, 2014), (Skaik, 2014), (Adithya Kumari, Ali, & Mahadevamurthy, 2013) and (Madhusudhan, 2012) which found that Facebook is the most used and preferred SNS. In addition, results are in line with (Al-kindi, 2015) who showed that Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students.

Results are also correspond to Alexa site (alexa, 2016) which ranks Facebook as the second used site in Palestine. In the other hand, results are dissimilar to (Celep et al., 2014) who found that YouTube was the preferred SNS.

Table (5.7): Analyzing Main SNS or app used by the sample members

Main SNS or app you use	Frequency	Percentage %
Facebook	394	99.0
Twitter	117	29.4
Google+	78	19.6
WhatsApp	199	50.0
Instagram	111	27.9
Others	19	4.8

5.3.3 Preferred SNS or app

Table (5.8) shows that Facebook is the preferred SNS among the sample it record a percentage of 79.1% followed by WhatsApp with percentage 10.6. Where the other SNS or app record a very low result with percentage below 10%. This result shows how popular Facebook in the Gaza Strip

The researcher attributes this result to the ease of use of Facebook, the diversity of information in this network, and that this network fork inner pages and groups enables members to get information they need easily without the need for guidance or instructions.

This results are consistent with (Khater, 2015), (Alsafady, 2015), (Stephen & Thanuskodi, 2014), (Salah, 2014), (Skaik, 2014), (Adithya Kumari, Ali, & Mahadevamurthy, 2013) and (Madhusudhan, 2012) which illustrate that Facebook is the most used and preferred SNS. In addition, results are in line with (Al-kindi, 2015) who showed that Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students.

Results are also correspond to Alexa site (alexa,2016) which ranks Facebook as the second used site in Palestine. In the other hand, results are dissimilar to (Celep et al., 2014) who found that YouTube was the preferred SNS.

Table (5.8): Analyzing preferred SNS or app

Preferred SNS or app	Frequency	Percentage %
Facebook	315	79.1
Twitter	22	5.5
Google+	9	2.3
WhatsApp	42	10.6
Instagram	8	2.0
Others	2	0.5
Total	**398**	**100**

5.3.4 Extent of use of SNS

Table (5.9) shows that 32.9% of the sample use SNS in a medium level, 30.9% in a high level, 25.9% in a very high level, 8.2% in a low level and finally 2% use SNS in a very low level.

These findings show that about 90% of the respondents are using SNS in medium or greater than medium degree. This illustrates how widespread the use of SNS and the extent of adoption of the respondents in many of their dealings and reflects the respondents feeling of SNS important.

These results are consistent with (Khater, 2015) study which illustrate that most respondents use SNS in medium or grater that medium grade.

Table (5.9): Extent of use of SNS

Extent of use of SNS	Frequency	Percentage %
Very high	103	25.9
High	123	30.9
Medium	131	32.9
Low	33	8.3
Very Low	8	2.0
Total	**398**	**100**

5.3.5 Extent of rely on SNS to get information

Table (5.10) shows that 35.2% of the sample rely on SNS to get information in a high level, 34.7% in a medium level, 17.1% in a very high level, 11.1% in a low level and finally 2% use SNS in a very low level.

These findings show that about 85% of the respondents rely on SNS to get information in a medium or greater than medium degree. This result is consistent and confirms the previous result, which reveals that 90% of the respondents are using SNS is medium or greater than medium degree. In addition, this result reveals the characteristics of the master students where one of their main objective is the search for information.

These results are consistent with (Khater, 2015) who illustrate that most of respondents rely on SNS to get information in a medium or greater than medium degree. In addition, results are consistent with (Al-kindi, 2015) who found that the major reasons for the use of SNSs are finding information. Moreover, the results are in line with (Barbakh, 2015) who showed that SNS is the first resource of information.

The results are dissimilar to (Nielsen & Razmerita, 2014) who showed that Few employees have adopted SNS for knowledge sharing; they share knowledge through traditional communication channels such as email and face-to-face meetings.

Table (5.10): Extent of rely on SNS to get information

Extent of rely on SNS to get information	Frequency	Percentage %
Very high	68	17.1
High	140	35.2
Medium	138	34.7
Low	44	11.1
Very Low	8	2.0
Total	**398**	**100**

5.3.6 Preferred time to use SNS

Table (5.11) shows that 53.3% of respondents answer that there is no specific period to use SNS, 24.6% prefer the period from 6 to 10 PM, 7.3% prefer the period from 9

to 11 AM, 5.3% prefer the period from 5 to 9 AM, 3.8% prefer the period from 3 to 6 PM, 3% prefer the period from 10 PM to 5 AM and finally 2.8% prefer the period from 11 AM to 3 AM.

These findings show that about half of the respondents doesn't specify a preferred period to use SNS. This result is logical because of the unstable electricity in Gaza and Continuous electricity cut off. Whereas the favoring of the period from 6 to 10 pm which is relatively high may be due to the presence in their homes in this period, and their availability for Internet and study.

These results are consistent with (Khater, 2015) study and (Numar, 2012) study which illustrated that respondents prefer the evening time to browse SNS "the option of There are no specific period was not presented in (Khater, 2015) and (Numar, 2012) study".

Table (5.11): Preferred time to use SNS

Preferred time to use SNS	Frequency	Percentage %
(5 – 9) AM	21	5.3
(9 – 11) AM	29	7.3
(11 – 3) PM	11	2.8
(3 – 6) PM	15	3.8
(6 – 10) PM	98	24.6
(10 – 5) AM	12	3.0
There are no specific period	212	53.3
Total	**398**	**100**

5.3.7 Preferred mean user to browse SNS

Table (5.12) shows that 73.2% of respondents use cell phones to browse SNS and 68.1% use laptops, where the use of tablets and desktop computer get the same percentage, which is 10.1%.

These results show that respondents keep up with the latest technologies where the use of cell phones and laptop prevailed more than the use desktop computer. The

researcher believes that this is due to the declining in the price of these devices. This also helps to ease of use and access to SNS when the electricity cut off.

This result are consistent with (Khater, 2015) study which illustrated 76.8% of the respondents use cell phones and followed by laptop with a percentage of 38%, followed by desktop computer with a percentage of 7.8% and finally tablets with a percentage of 2.5%. In addition, these results are in line with (Stephen & Thanuskodi, 2014) who found that 15.8% of respondents used PCs for accessing these sites, 21.1% use Laptops and 63.2% use Smart phones as a tool for accessing SNS.

This study differs with (Salah, 2014) study, which showed that the majority of respondents are use laptops to browse SNS, followed by cell phones, and then desktop computers and finally tablets.

Table (5.12): Preferred mean user to browse SNS

Preferred mean user to browse SNS	Frequency	Percentage %
Cell phone	289	73.2
Tablet	40	10.1
Laptop	269	68.1
Desktop computer	40	10.1

5.3.8 Average weekly usage of SNS

Table (5.13) shows that 61.8% of respondents browse SNS many times a day, 23.1% browse SNS once a day, 13.6% browse SNS many times a week and 1.5% of respondents browse SNS once a week. This means that about 85% of the respondents browse SNS daily.

The results show that most respondents use SNS on a daily basis, where it became a part of the daily lives of the respondents. These networks include applications and features require daily and continuous follow-up, which ensures that young users will not be able to dispense and stay away from it, in addition to the easy access to the Internet at homes and everywhere where Palestinian central bureau of statistics

estimates that the percentage of homes connected to the Internet in the Gaza Strip are about 48.3% (PCBS, 2014).

This result are consistent with (Khater, 2015) study which illustrated that most of respondents browse SNS daily and with (Madhusudhan, 2012) who found that More than half of respondents visited SNSs daily. In the other hand, the result are dissimilar to (Adithya Kumari, Ali, & Mahadevamurthy, 2013) who showed that the majority (about 70%) of respondents doesn't visit SNS daily.

Table (5.13): Average weekly usage of SNS

Average weekly usage of SNS	Frequency	Percentage %
Once a day	92	23.1
Many times a day	246	61.8
Once a week	6	1.5
Many times a week	54	13.6
Total	**398**	**100**

5.3.9 Daily using hours

Table (5.14) shows that 34.4% of respondents browse SNS more than 3 hours, 26.9% browse SNS a time from an hour to 2 hours, 24.6% browse SNS a time from 2 hours to 3 hours and finally 14.1% of respondents browse SNS less than an hour. This means that about 85% spend more than an hour daily browsing SNS, which means that SNS become an important part of the daily activities of the respondents.

We note from the above table that about 85% of the respondents are spending more than an hour a day browsing SNS. The high use of SNS specifically through the cell phone can be explained by that the majority of the Palestinian universities students own cell phone which is subsidized with applications for SNS and availability internet everywhere; at home, work and university, and even in the streets.

This result are consistent with (Khater, 2015) study which illustrated that most of respondents browse SNS more than an hour a day.

The results are inconsistent with (Adithya Kumari, Ali, & Mahadevamurthy, 2013) and (Madhusudhan, 2012) who found that more than half of respondents spend less than one hour using SNS.

Table (5.14): Daily using hours

Daily using hours	Frequency	Percentage %
Less than an hour	56	14.1
From an hour to 2 hours	107	26.9
From 2 hours to 3 hours	98	24.6
More than 3 hours	137	34.4
Total	**398**	**100**

5.4 The use of SNS

5.4.1 Common reasons for using SNS

Table (5.15) shows the following results:

The mean of item #5 "Communicating with classmates" equals 5.02 (71.64%), Test-value = 11.97, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item and that the more important reason for using SNS among IUG masters students is to communicate with classmates.

The mean of item #12 "My friends encourage me to use it" equals 2.92 (41.71%), Test-value = -12.28, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. We conclude that the respondents show law level of agreement to this item an.

The mean of the field "Common reasons for using SNS" equals 4.00 (57.09%), Test-value = -0.06, and P-value=0.474 which is greater than the level of significance $\alpha = 0.05$. The mean of this field is insignificantly different from the hypothesized value 4. We conclude that the respondents (Do not know, neutral) to field of "Common reasons for using SNS".

The results shows the common reasons for using SNS where Communicating with classmates is ranked first followed by Communicating with old friends. These results means that the respondents use the SNS mainly for communication. This result is in line with the findings of (Salah, 2014), (Adithya Kumari et al., 2013), (Madhusudhan, 2012) and (Numar, 2012).

Sharing news ranked as the third reason for using SNS. It is considered a main activity in Gaza because of the unstable political and economic situation. This findings is consistent with the findings of (Al-kindi, 2015). The fifth reason for using SNS is spending leaser time. This result is consistent with the result of (Al-kindi, 2015) which showed that spending leisure time is the sixth reason for using SNS. Whereas this result is dissimilar with (Salah, 2014) study which consider this reason as the final reason for using SNS.

The respondents consider that the reasons of "Finding information" and "It is helpful for my studies" have a medium important. They are ranked as the sixth and eighth ones. This result is dissimilar to (Al-kindi, 2015) study which ranked them as the most important reasons. It is also dissimilar to the finding of (Stephen & Thanuskodi, 2014) which found that finding useful information is the third reason for using SNS. It is also inconsistent with the findings of (Salah, 2014) which ranked the need to get information as the second reason for using SNS.

The reasons of "I just like to use it", "Sharing video, uploading software and photos", "Search for job and career opportunities" and "Expressing emotions and feeling" are considered of medium important.

The respondents consider that the reasons of friends "Enjoying using it and writing about oneself", "Looking for new friends" and "My friends encourage me to use it" is the less important reasons for using SNS. This result is consistent with (Al-kindi, 2015) study which ranked them as the final three reasons.

Table (5.15): Means and Test values for "Common reasons for using SNS"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Finding information	4.31	1.78	61.56	3.47	0.000*	6
2.	It is helpful for my studies	3.91	1.86	55.88	-0.94	0.173	8
3.	Sharing news	4.84	1.69	69.13	9.88	0.000*	3
4.	Communicating with old friends	4.85	1.73	69.26	9.76	0.000*	2
5.	Communicating with classmates	5.02	1.69	71.64	11.97	0.000*	1
6.	Spending Leisure Time	4.51	1.82	64.45	5.61	0.000*	4
7.	Expressing emotions and feeling	3.48	1.85	49.75	-5.59	0.000*	10
8.	I just like to use it	4.35	1.74	62.17	4.03	0.000*	5
9.	Sharing video, uploading software and photos	3.97	1.84	56.71	-0.33	0.372	7
10.	Search for job and career opportunities	3.63	1.97	51.91	-3.70	0.000*	9
11.	Looking for new friends	2.97	1.90	42.39	-10.80	0.000*	12
12.	My friends encourage me to use it	2.92	1.76	41.71	-12.28	0.000*	13
13.	Enjoying using it and writing about oneself	3.19	1.82	45.51	-8.93	0.000*	11

* The mean is significantly different from 4

5.4.2 Trust in SNS

5.4.2.1 Trust in members

Table (5.16) shows the following results:

The mean of item #3 "Members in the SNS would not knowingly do anything to disrupt the conversation" equals 2.98 (42.64%), Test-value = -14.70 and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. This shows that the respondents show law level of agreement to this item.

The mean of item #5 "Members in the SNS are truthful in dealing with one another" equals 2.59 (37.01%), Test-value = -20.14, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller

than the hypothesized value 4. This indicate that the respondents show law level of agreement to this item.

The mean of the field "Trust in members" equals 2.78 (39.75%), Test-value = -21.75, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 4. We conclude that the respondents disagreed to field of "Trust in members". This means that 39.75% of the IUG's master students agreed to the importance of trust in member of SNS as a motivator to the use of SNS, which is a low percentage.

The researcher believes that the reason for this result may be due to the lack of reliable sources monitor on SNS. Another reason is the dissemination of information, which isn't based on a trusted source by SNS's members which may make confusion to each other's. Moreover, the low level of trust in member may be due the huge number of SNS's member and the use of nicknames and fictitious names by SNS's members.

Table (5.16): Means and Test values for "Trust in members"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Members in the SNS will not take advantage of others even when the opportunity arises	2.75	1.59	39.27	-15.72	0.000*	3
2.	Members in the SNS will always keep the promises they make to one another	2.75	1.39	39.23	-18.01	0.000*	4
3.	Members in the SNS would not knowingly do anything to disrupt the conversation.	2.98	1.37	42.64	-14.70	0.000*	1
4.	Members in the SNS behave in a consistent manner.	2.84	1.55	40.60	-14.88	0.000*	2
5.	Members in the SNS are truthful in dealing with one another.	2.59	1.40	37.01	-20.14	0.000*	5
	All items of the field	2.78	1.12	39.75	-21.75	0.000*	

* The mean is significantly different from 4

5.4.2.22. Trust in website

Table (5.17) shows the following results:

The mean of item #3 "SNS never sells the members' personal information kept in its computer databases" equals 2.52 (35.99%), Test-value = -18.73 and P- is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. We conclude that the respondents show law level of agreement to this item.

The mean of item #2 "SNS has enough safeguards to make me feel comfortable to divulge personal information" equals 2.33 (33.22%), Test-value = -23.06, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. We conclude that the respondents show law level of agreement to this item.

The mean of the field "Trust in website" equals 2.44 (34.91%), Test-value = -23.63, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 4. We conclude that the respondents disagreed to field of "Trust in website". This means that 34.91% of the IUG's master students agreed to the importance trust in SNS website as a motivator to the use of SNS, which is a low percentage.

The researcher attributes these results to that SNS expose personal data of its members on their personal pages which enables any one to reach it by a simple search which considered as a main requirements for the globalization time which we live in which require knowing information about everything around us, including people data. Another reason for the low trust of SNS is that SNSs are profit organizations can be involved in a deal concerning data of their member.

Table (5.17): Means and Test values for "Trust in website"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I feel that the privacy of my personal information is protected by SNS	2.41	1.53	34.50	-20.57	0.000*	3
2.	SNS has enough safeguards to make me feel comfortable to divulge personal information.	2.33	1.43	33.22	-23.06	0.000*	4
3.	SNS never sells the members' personal information kept in its computer databases.	2.52	1.56	35.99	-18.73	0.000*	1
4.	SNS protects personal information from unauthorized access.	2.51	1.53	35.86	-19.28	0.000*	2
	All items of the field	**2.44**	**1.31**	**34.91**	**-23.63**	**0.000***	

* The mean is significantly different from 4

In the same context, British Broadcasting Corporation (BBC) posted on its website a news titled with "Facebook sued over alleged private message scanning". The details for this news said that "Facebook is facing a class action lawsuit over allegations that it monitors users' private messages. The lawsuit claims that when users share a link to another website via a private message, Facebook scans it to profile the sender's web activity. It alleges that Facebook systematically intercepts messages to mine user data and profits by sharing it with data aggregators, advertisers and marketers. Facebook said the allegations were "without merit". "We will defend ourselves vigorously," the world's biggest SNS added" (BBC, 2014). (Khandelwal, 2016) posted a similar news in Feb 2016 on its website. All this emphasizes that the Facebook SNS doesn't care about protecting the privacy of its users, which is consistent with respondents opinion.

5.4.3 Perceived ease of use

Table (5.18) shows the following results:

The mean of item #3 "I find the SNS easy to use" equals 5.29 (75.62%), Test-value = 16.66, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test

is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of item #5 "It is easy for me to become skillful at using the SNS" equals 4.83 (69.01%), Test-value = 9.88, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

Table (5.18): Means and Test values for "Perceived ease of use"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Learning to use the SNS is easy for m	5.19	1.67	74.21	14.13	0.000*	3
2.	The process of using the SNS is clear and understandable	5.21	1.55	74.49	15.52	0.000*	2
3.	I find the SNS easy to use	5.29	1.54	75.62	16.66	0.000*	1
4.	I find it easy to get the SNS to do what I want it to do.	4.86	1.56	69.41	10.86	0.000*	4
5.	It is easy for me to become skillful at using the SNS	4.83	1.66	69.01	9.88	0.000*	5
	All items of the field	**5.08**	**1.39**	**72.55**	**15.41**	**0.000***	

* The mean is significantly different from 4

The mean of the field "Perceived ease of use" equals 5.08 (72.55%), Test-value = 15.41, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to field of "Perceived ease of use ". This means that 72.55% of the IUG's master students agreed to the importance of Perceived ease of use as a motivator to the use of SNS, which is a relatively high percentage.

These results are logical, as the use of SNS is easy and accessible for young and adult people and for educated and not educated people.

5.4.4Perceived usefulness

Table (5.19) shows the following results:

The mean of item #4 "The SNS is a useful service for interaction of members" equals 4.98 (71.21%), Test-value = 13.11, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of item #1 "Using the SNS enables me acquire more information or meet more people" equals 4.61 (65.87%), Test-value = 8.02, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of the field "Perceived usefulness" equals 4.81 (68.65%), Test-value = 12.17, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. This shows that the respondents agreed to field of "Perceived usefulness ". This means that 66.65% of the IUG's master students agreed to the importance of Perceived usefulness as a motivator to the use of SNS, which is a medium percentage.

Table (5.19): Means and Test values for "Perceived usefulness"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Using the SNS enables me acquire more information or meet more people	4.61	1.51	65.87	8.02	0.000*	4
2.	Using the SNS would improve my efficiency in sharing information and connecting with others	4.71	1.49	67.23	9.37	0.000*	3
3.	The SNS is a useful service for communication	4.94	1.53	70.52	12.14	0.000*	2
4.	The SNS is a useful service for interaction of members	4.98	1.48	71.21	13.11	0.000*	1
	All items of the field	**4.81**	**1.31**	**68.65**	**12.17**	**0.000***	

* The mean is significantly different from 4

The researcher attribute these results to the availability of the Internet everywhere and any time in the Gaza Strip, which makes SNS of the easiest and cheapest ways to communicate with friends and relatives and share knowledge. In addition to the political situation in the Gaza Strip which reinforces the importance of SNS to communicate with relatives outside the Gaza.

5.4.5 Educational compatibility

Table (5.20) shows the following results:

The mean of item #2 "Using the SNS is completely compatible with my current learning situation" equals 4.11 (58.71%), Test-value = 1.34, and P-value = 0.090 which is greater than the level of significance $\alpha = 0.05$. Then the mean of this item is insignificantly different from the hypothesized value 4. We conclude that the respondents (Do not know, neutral) to this item.

The mean of item #3 "I think using the SNS fits well with the way I like to conduct learning activities" equals 3.79 (54.11%), Test-value = -2.54, and P-value = 0.006 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. We conclude that the respondents show law level of agreement to this item.

The mean of the field "Educational compatibility" equals 3.96 (56.59%), Test-value = -0.55, and P-value=0.291 which is greater than the level of significance $\alpha = 0.05$. The mean of this field is insignificantly different from the hypothesized value 4. We conclude that the respondents (Do not know, neutral) to field of "Educational compatibility ". This means that 56.59% of the IUG's master students agreed to the importance of Educational compatibility as a motivator to the use of SNS, which is a medium percentage.

Researcher attribute these results to that the nature of SNS are not compatible with the nature and interests of the Arab reader who prefers books and printed materials to electronic materials. Another reason to these finding is that educational institutions did not try to employ SNS for education as required.

Table (5.20): Means and Test values for "Educational compatibility"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Using the SNS is compatible with all aspects of my learning.	4.02	1.52	57.36	0.20	0.421	2
2.	Using the SNS is completely compatible with my current learning situation	4.11	1.62	58.71	1.34	0.090	1
3.	I think using the SNS fits well with the way I like to conduct learning activities.	3.79	1.65	54.11	-2.54	0.006*	4
4.	Using the SNS fits into my learning style.	3.93	1.64	56.13	-0.86	0.194	3
	All items of the field	**3.96**	**1.40**	**56.59**	**-0.55**	**0.291**	

* The mean is significantly different from 4

5.4.6 In General "The use of SNS"

Table (5.21) shows the mean of all items equals 3.88 (55.48%), Test-value = -2.80 and P-value =0.003 which is smaller than the level of significance $\alpha = 0.05$. The mean of all items is significantly different from the hypothesized value 4. We conclude that the respondents show medium level of agreement to all items of the SNS.

We note from table (5.21) that the mean of "Perceived ease of use" is the highest in value (5.08) which mean that respondents believe that is easy to communicate with SNS and to learn how to use it. In the other hand "trust in SNS" gets the lowest mean. This means that respondents feels uncomfortable about the communication through SNS and abut the privacy of their personal information throw SNS and believe that SNS doesn't protect it from any unauthorized access.

The researcher attributed this result to the nature of the Arabic user who prefer the face-to-face communication and written materials. In addition, the low mean of trust affects the overall mean of "The use of SNS" dimensions.

Table (5.21): Means and Test values for "The use of SNS"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Common reasons for using SNS	4.00	1.08	57.09	-0.06	0.474	3
Trust in SNS	2.64	1.02	37.64	-26.78	0.000*	5
Perceived ease of use	5.08	1.39	72.55	15.41	0.000*	1
Perceived usefulness	4.81	1.31	68.65	12.17	0.000*	2
Educational compatibility	3.96	1.40	56.59	-0.55	0.291	4
All Items of the use of SNS	**3.88**	**0.83**	**55.48**	**-2.80**	**0.003***	

*The mean is significantly different from 4

5.5 Knowledge sharing

5.5.1 Intention to share knowledge

Table (5.22) shows the following results:

The mean of item #5 "I will open my knowledge to anyone of my Colleagues if it is helpful to them" equals 5.09 (72.77%), Test-value = 14.80, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4 . We conclude that the respondents agreed to this item.

The mean of item #7 "I plan to share information in SNS regularly" equals 4.14 (59.10%), Test-value = 1.65, and P-value = 0.049 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of the field "Intention to share knowledge" equals 4.68 (66.85%), Test-value = 10.67, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. This indicates that the respondents agreed to field of "Intention to share knowledge ".

The finding shows that 66.85% of the IUG's master students have an intention to share knowledge, which is a medium percentage.

We note from these results that the respondents are willing to share knowledge among each other's. The researcher attributes this result to the nature of the respondents in this study where which are the master students whose biggest concerns is to get information for their studies.

Table (5.22): Means and Test values for "Intention to share knowledge"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I will share my knowledge with more Colleagues	4.49	1.63	64.10	5.95	0.000*	7
2.	I will always provide my knowledge at the request of other Colleagues.	4.61	1.60	65.84	7.54	0.000*	6
3.	I intend to share my knowledge with other Colleagues more frequently in the future.	4.64	1.63	66.29	7.79	0.000*	5
4.	I try to share my knowledge with other Colleagues in an effective way.	4.75	1.49	67.91	10.05	0.000*	4
5.	I will open my knowledge to anyone of my Colleagues if it is helpful to them.	5.09	1.47	72.77	14.80	0.000*	1
6.	I expect to share information contributed by other Colleagues.	4.84	1.51	69.07	11.00	0.000*	3
7.	I plan to share information in SNS regularly.	4.14	1.65	59.10	1.65	0.049*	8
8.	Sharing knowledge and information with my colleagues is a normal thing.	4.88	1.49	69.73	11.79	0.000*	2
	All items of the field	**4.68**	**1.27**	**66.85**	**10.67**	**0.000***	

* The mean is significantly different from 4

5.5.2 Attitude to share knowledge

Table (5.23) shows the following results:

The mean of item #3 "My knowledge sharing with my Colleagues is valuable to me" equals 4.90 (69.98%), Test-value = 12.03, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is

significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of item #1 "My knowledge sharing with my Colleagues is good" equals 4.65 (66.37%), Test-value = 8.24, and P-value which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item.

The mean of the field "Attitude to share knowledge" equals 4.79 (68.40%), Test-value = 11.32, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to field of "Attitude to share knowledge ".

The finding shows that 68.4% of the IUG's master students have a good attitude to share knowledge, which is a medium percentage.

Table (5.23): Means and Test values for "Attitude to share knowledge"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My knowledge sharing with my Colleagues is good.	4.65	1.56	66.37	8.24	0.000*	4
2.	My knowledge sharing with my Colleagues is an enjoyable experience.	4.75	1.58	67.81	9.37	0.000*	3
3.	My knowledge sharing with my Colleagues is valuable to me.	4.90	1.48	69.98	12.03	0.000*	1
4.	My knowledge sharing with my Colleagues is a wise move.	4.86	1.53	69.44	11.16	0.000*	2
	All items of the field	**4.79**	**1.38**	**68.40**	**11.32**	**0.000***	

* The mean is significantly different from 4

5.5.3Extent of knowledge sharing

Table (5.24) shows the following results:

The mean of item #4 "There are a lot of people providing responses to discussions in SNS" equals 4.59 (65.52%), Test-value = 7.33, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is

significantly greater than the hypothesized value 4. We conclude that the respondents agreed to this item. This result may because most friends to any member of a SNS are compatible intellectually and scientifically which facilitates discussion on any issue to be put.

The mean of item #1 "New content and knowledge are shared or posted frequently in SNS" equals 3.70 (52.92%), Test-value = -3.19, and P-value = 0.001 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 4. We conclude that the respondents show a medium level of agreement to this item.

The mean of the field "Extent of knowledge sharing" equals 4.30 (61.44%), Test-value = 4.48, and P-value is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. We conclude that the respondents agreed to field of "Extent of knowledge sharing ".

Table (5.24): Means and Test values for "Extent of knowledge sharing"

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	New content and knowledge are shared or posted frequently in SNS	3.70	1.83	52.92	-3.19	0.001*	4
2.	Members can obtain abundant content and knowledge from SNS.	4.38	1.60	62.61	4.74	0.000*	3
3.	There are a lot of people viewing discussions in SNS.	4.53	1.54	64.72	6.84	0.000*	2
4.	There are a lot of people providing responses to discussions in SNS	4.59	1.59	65.52	7.33	0.000*	1
	All items of the field	**4.30**	**1.33**	**61.44**	**4.48**	**0.000***	

* The mean is significantly different from 4

5.5.4In General "knowledge sharing "

Table (5.25) shows the mean of all items equals 4.61 (65.89%), Test-value = 10.38 and P-value is smaller than the level of significance $\alpha = 0.05$. The mean of all items is significantly different from the hypothesized value 4. We conclude that the respondents agreed to all items of the knowledge sharing.

We note from table (5.25) that the mean of "Attitude to share knowledge" is the highest in value (4.79) which mean that respondents have a good intention to share knowledge and will share knowledge in the future. Intention to share knowledge have a mean of 4.68 and Extent of knowledge sharing has a mean of 4.30. We note that these means are close to each other's.

The researcher attributes this result to the nature of the respondents in this study where which are the master students whose biggest concerns is scientific research and knowledge sharing.

Table (5.25): Means and Test values for "knowledge sharing"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Intention to share knowledge	4.68	1.27	66.85	10.67	0.000*	2
Attitude to share knowledge	4.79	1.38	68.40	11.32	0.000*	1
Extent of knowledge sharing	4.30	1.33	61.44	4.48	0.000*	3
All Items of the use of SNS	**4.61**	**1.17**	**65.89**	**10.38**	**0.000***	

*The mean is significantly different from 4

5.6 Research Hypothesis

H1: There is a significant relationship between the use of SNS and knowledge sharing at level of 0.5.

Table (5.26) shows the correlation coefficient between the use of SNS and knowledge sharing 0.63 and the p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between the use of SNS and knowledge sharing. Which means that when the use of SNS increase this with increase knowledge sharing increase.

This result is consistent with (Barbakh, 2015) who illustrated that SNS came as the first resource of information and with (Al-kindi, 2015) who showed that Finding information

is the most important reason for using SNS. It is also consistent with (Salah, 2014) who resulted in that the need to get information and gain experience is of the most important reasons for using SNS and with (Celep et al., 2014) who argued that teachers mostly use the SNS to share knowledge and resources with educators.

This study is in line with (Adithya Kumari, Ali, & Mahadevamurthy, 2013) who showed that finding useful information is one of the most common reasons to use SNS. In addition, the result is in line with (Sarkar et al., 2013) who found that Eco-tourists derive significant satisfaction from social media enabled socialization which leads to sharing of knowledge among them .

The results also agree with (Bakhuisen, 2012) who showed that sharing professional content on social media turned out to be related to sharing tacit knowledge. This, in turn, related to a better performance as a knowledge worker; just like finding information and experts did. It is also consistent with (Park & Lee, 2010) who resulted in that twitter facilitates knowledge sharing among people due to its short message nature.

This study is dissimilar to (Nielsen & Razmerita, 2014) who showed that few employees have adopted social media for knowledge sharing; they share knowledge through traditional communication channels such as email and face-to-face meetings.

H1a. There is a significant relationship between trust in SNS (trust in members and trust in the website) and knowledge sharing

Table (5.26) shows the correlation coefficient between trust in SNS and knowledge sharing 0.226 and the p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between the use of SNS and knowledge sharing.

These findings are consistent with (Liou et al., 2015) study which pove that trust on websites and members directly influenced the desire to get/give information, desire to give information directly influences information sharing behavior and desire to give information plays important mediating roles between trust on websites/members and

information sharing behavior. It is also consistent with (Skaik, 2014) study which resulted in that trust of Palestinian youth in social media reached 64.8% which is moderate.

The result is similar to (Hidayanto, Limupa, Junus, & Budi, 2015) who found that interpersonal trust have significant influence in knowledge sharing behavior. Moreover, the findings are in line with (Bathaei & Hosseini, 2014) which argued that individual motivational factors including trust, perceived ease of use, perceived usefulness, and educational compatibility direct influence intention to share knowledge well. And also on line with (Yen, Tseng, & Wang, 2014) study which showed that trust may have an impact on knowledge sharing and that stronger employee trust in their organizations, supervisors, and colleagues facilitates knowledge-sharing willingness and behavior and that trust actually facilitates knowledge sharing.

The findings agree with (Holste & Fields, 2010) which showed that the level of trust influence the extent to which staff members are willing to share and use tacit knowledge and that Affect-based trust has a significantly greater effect on the willingness to share tacit knowledge, while cognition-based trust plays a greater role in willingness to use tacit knowledge.

The findings are inconsistent with the finding of (Chang & Chuang, 2011) study and (Chiu et al., 2006) study which illustrated that and trust in SNS members had negative effects on the quantity of knowledge sharing.

H1b. There is a significant relationship between Perceived ease of use and knowledge sharing

Table (5.26) shows the correlation coefficient between Perceived ease of use and knowledge sharing 0.503 and the p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between the use of SNS and knowledge sharing.

The findings are consistent with (Bilgihan, Barreda, Okumus, & Nusair, 2016) who showed that Perceived ease of use positively influence knowledge sharing behaviors and

with (Yuan, Lin, & Zhuo, 2016) who found that Personal factors (perceived ease of use and perceived usefulness) have a significant effect on knowledge sharing than e-service factors. Moreover the result is in line with (Bathaei & Hosseini, 2014) who illustrated that perceived ease of use directly influence intention to share knowledge well. It is also consistent with (Schiuma et al., 2012) study which showed that the best way to motivate the respondents to use a social media platform for knowledge sharing would be assuring them that by using the platform their workload will not increase but it will facilitate and ease their work instead.

The findings in line with (Al-Zedjali, Al-Harrasi, & Al-Badi, 2014) who found that Perceived ease of use and perceived usefulness play an important role in the motivation of college students to use SNSs for learning purposes. In addition, the result is in line with (Park & Lee, 2010) study which prove that perceived ease of use is an important factors in the intention to continuously use SNS, as a person has the high intention to share knowledge, s/he gets much enjoyment from it and the social presence in SNSs is important because it gives enjoyment to users and impacts to continuously use.

H1c. There is a significant relationship between Perceived usefulness and knowledge sharing

Table (5.26) shows the correlation coefficient between Perceived usefulness and knowledge sharing 0.620 and the p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between the use of SNS and knowledge sharing.

The findings are consistent with (Yuan, Lin, & Zhuo, 2016) who found that Personal factors (perceived ease of use and perceived usefulness) have a significant effect on knowledge sharing than e-service factors and with (Al-Zedjali, Al-Harrasi, & Al-Badi, 2014) who illustrated that Perceived ease of use and perceived usefulness play an important role in the motivation of college students to use SNSs for learning purposes. Moreover the results are also consistent with (Bathaei & Hosseini, 2014) study which revealed that perceived usefulness directly influence intention to share knowledge well

The results are dissimilar with (Lai et al., 2012) study which perceived usefulness of technology for learning and students' perceptions of their general ICT literacy skills had less predictive power on their technology use.

H1d. There is a significant relationship between Educational compatibility and knowledge sharing

Table (5.26) shows the correlation coefficient between Educational compatibility and knowledge sharing 0.472 and the p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between the use of SNS and knowledge sharing.

The findings are consistent with the finding (Bathaei & Hosseini, 2014) study which illustrated that educational compatibility direct influence intention to share knowledge well. And with (Lai et al., 2012) study which revealed that the compatibility of technology and their learning was dominant predictors of students' technology use for learning. It had an indirect effect on technology use. The results also on line with (J.-L. Chen, 2011) study which resulted in that educational compatibility was important determinants of e-learning acceptance. Moreover, the result is in line with (C.-J. Chen & Hung, 2010) who found that there were weak relationships between perceived compatibility and members' knowledge contributing and collecting behaviors.

Table (5.26): Correlation coefficient between the use of SNS and knowledge sharing

	Pearson Correlation Coefficient	**P-Value (Sig.)**
Relationship between trust in SNS (trust in members and trust in the website) and knowledge sharing	.226	0.000*
Relationship between Perceived ease of use and knowledge sharing	.503	0.000*
Relationship between Perceived usefulness and knowledge sharing	.620	0.000*
Relationship between Educational compatibility and knowledge sharing	.472	0.000*
Relationship between the use of SNS and knowledge sharing	**.630**	**0.000***

* Correlation is statistically significant at 0.05 level

H2: SNS use affects knowledge sharing significantly and positively at level of 0.5. We use Stepwise regression, and obtain the following results:

Table (5.27) shows the Multiple correlation coefficient R =0.684 and R-Square = 0.467. This means 46.7% of the variation in knowledge sharing is explained by Perceived usefulness, Educational compatibility, Perceived ease of use and Trust in SNS.

Table (5.27) shows the Analysis of Variance for the regression model. F=84.486, Sig. is less than 0.05, so there is a significant relationship between the independent variables "Perceived usefulness, Educational compatibility, Perceived ease of use and Trust in SNS" and the dependent variable knowledge sharing.

The estimated regression equation is:

***Knowledge sharing** = 1.023+ 0.356* (Perceived usefulness) + 0.161* (Educational compatibility) + 0.178* (Perceived ease of use) + 0.130* (Trust in SNS)*

The estimated regression equation is used to predict the value of knowledge sharing for any give values (responses) to the independent variables "Perceived usefulness, Educational compatibility, Perceived ease of use and Trust in SNS ".

In conclusion, Using SNS dimensions (Perceived usefulness, Educational compatibility, Perceived ease of use, and Trust in SNS) have positive and significant effects on empowering entrepreneurs and business startups at (sig=0.05). The higher the Beta value of standardized coefficients, the stronger the relationship the respective independent variable has with the dependent variable. The independent variables rank is as follows (the first one means the most effective variable):

1. Perceived usefulness
2. Educational compatibility
3. Perceived ease of use
4. Trust in SNS

These results are consistent with (Yuan, Lin, & Zhuo, 2016) who argued that personal factors (perceived ease of use and perceived usefulness) have a significant effect on knowledge sharing than e-service factors. It is also consistent with (Bathaei & Hosseini, 2014) who found that individual motivational factors including trust, perceived ease of use, perceived usefulness, and educational compatibility direct influence intention to share knowledge well. Moreover, the findings are in line with (Nielsen & Razmerita, 2014) who prove that organizational factors have the strongest influence on employees' knowledge sharing followed by the individual factors.

The results also are consistent with (Khosravi & Ahmad, 2014) who illustrated that the individual factor in the research supervision in addition to technological have the greatest impact on knowledge sharing in the supervision process. In addition, it is in line with (Zande, 2013) who found that using SNS for work purposes has a positive effect on knowledge sharing within the entire organization.

Table (5.27): Result of Stepwise regression analysis

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	1.023	4.832	0.000*	.684	0.467	84.486	0.000**
Perceived usefulness	0.356	8.088	0.000*				
Educational compatibility	0.161	4.376	0.000*				
Perceived ease of use	0.178	4.537	0.000*				
Trust in SNS	0.130	2.868	0.004*				

* The variable is statistically significant at 0.05 level
* * The relationship is statistically significant at 0.05 level

H3: There are significant differences among respondents at level α = 0.05 toward the use of SNS and knowledge sharing due to personal traits, which are gender, age, employment, work experience and specialization.

This hypothesis can be divided into the following sub-hypotheses:

1. **There are significant differences among respondents at level α = 0.05 toward the use of SNS and knowledge sharing due to gender.**

Table (5.28) shows that the p-value (Sig.) is smaller than the level of significance α = 0.05 for the fields "Trust in SNS and Educational compatibility", then there is significant

difference among the respondents toward this fields due to gender. We conclude that the personal characteristics' gender has an effect on this fields.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to gender. We conclude that the personal characteristics' gender has no effect on the other fields.

Table (5.28): Independent Samples T-test of the fields and their p-values for gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Common reasons for using SNS	3.99	4.01	-0.151	0.880
2.	Trust in SNS	2.54	2.76	-2.109	0.036*
3.	Perceived ease of use	5.02	5.15	-0.925	0.356
4.	Perceived usefulness	4.84	4.75	0.677	0.499
5.	Educational compatibility	3.82	4.15	-2.328	0.020*
	The use of SNS	3.84	3.94	-1.138	0.256
1.	Intention to share knowledge	4.60	4.78	-1.414	0.158
2.	Attitude to share knowledge	4.79	4.79	0.033	0.973
3.	Extent of knowledge sharing	4.32	4.28	0.293	0.770
	knowledge sharing	4.58	4.66	-0.667	0.505

* The mean difference is significant a 0.05 level

The result is dissimilar to (Numar, 2012) who found that there was a significant statistical differences between the male and female use of SNS. In addition, it is dissimilar to (Abu-Safar, 2015) study which prove that there is significant differences among respondents toward "the antecedents of knowledge sharing in European Gaza Hospital in Gaza strip" due to the gender.

2. **There are significant differences among respondents at level $\alpha = 0.05$ toward the use of SNS and knowledge sharing due to age.**

Table (5.29) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields "Common reasons for using SNS, Perceived usefulness, SNS, Attitude to share knowledge, Extent of knowledge sharing and knowledge sharing", then there is

significant difference among the respondents toward this fields due to age. We conclude that the personal characteristics' age has an effect on this fields.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to age. We conclude that the personal characteristics' age has no effect on the other fields.

This result is logical where the purpose of the use of SNS and perceived usefulness different according to the age groups of respondents.

Table (5.29):ANOVA test of the fields and their p-values for age

No.	Field	Means			Test Value	Sig.
		Less than 25 years	From 25 to 35	35 years and above		
1.	Common reasons for using SNS	3.80	4.16	3.78	5.848	0.003*
2.	Trust in SNS	2.54	2.72	2.53	1.569	0.210
3.	Perceived ease of use	4.94	5.21	4.89	2.209	0.111
4.	Perceived usefulness	4.38	4.98	4.85	7.243	0.001*
5.	Educational compatibility	3.73	4.05	4.00	1.751	0.175
	The use of SNS	**3.70**	**4.01**	**3.76**	**6.065**	**0.003***
1.	Intention to share knowledge	4.47	4.80	4.59	2.586	0.077
2.	Attitude to share knowledge	4.43	4.93	4.82	4.338	0.014*
3.	Extent of knowledge sharing	3.85	4.50	4.28	8.181	0.000*
	knowledge sharing	**4.31**	**4.76**	**4.57**	**5.091**	**0.007***

* The mean difference is significant a 0.05 level

The finding is consistent with (Abu-Safar, 2015) study which found that there is significant differences among respondents toward "the antecedents of knowledge sharing in European Gaza Hospital in Gaza strip" due to the age.

3. **There are significant differences among respondents at level $\alpha = 0.05$ toward the use of SNS and knowledge sharing due to employment.**

Table (5.30) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is in significant difference among the respondents toward each

field due to employment. We conclude that the personal characteristics' employment has no effect on each field.

Table (5.30): ANOVA test of the fields and their p-values for employment

No.	Field	Means			Test Value	Sig.
		Employed	Self Employed	Non Employed		
1.	Common reasons for using SNS	3.94	4.10	4.05	0.739	0.478
2.	Trust in SNS	2.61	2.73	2.63	0.378	0.686
3.	Perceived ease of use	5.08	5.16	5.01	0.236	0.790
4.	Perceived usefulness	4.84	5.03	4.58	2.526	0.081
5.	Educational compatibility	3.99	3.98	3.88	0.199	0.820
	The use of SNS	**3.87**	**3.98**	**3.86**	**0.568**	**0.567**
1.	Intention to share knowledge	4.65	4.78	4.69	0.279	0.756
2.	Attitude to share knowledge	4.85	4.80	4.63	0.933	0.394
3.	Extent of knowledge sharing	4.38	4.43	4.05	2.555	0.079
	knowledge sharing	**4.63**	**4.70**	**4.51**	**0.574**	**0.564**

* The mean difference is significant a 0.05 level

4. **There are significant differences among respondents at level $\alpha = 0.05$ toward the use of SNS and knowledge sharing due to work experience.**

Table (5.31) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is in significant difference among the respondents toward each field due to work experience. We conclude that the personal characteristics' work experience has no effect on each field.

The result is dissimilar to (Abu-Safar, 2015) which found that there is significant differences among respondents toward "the antecedents of knowledge sharing in European Gaza Hospital in Gaza strip" due to the experience.

Table (5.31): ANOVA test of the fields and their p-values for work experience

No.	Field	Means			Test Value	Sig.
		Less than 5 years	from 5 to 10	above 10 years		
1.	Common reasons for using SNS	3.90	4.12	3.81	2.427	0.090
2.	Trust in SNS	2.63	2.72	2.47	1.434	0.240
3.	Perceived ease of use	5.05	5.16	5.06	0.236	0.790
4.	Perceived usefulness	4.71	4.95	4.98	1.263	0.284
5.	Educational compatibility	3.96	3.99	4.02	0.041	0.960
	The use of SNS	**3.83**	**3.98**	**3.80**	**1.507**	**0.223**
1.	Intention to share knowledge	4.44	4.82	4.74	2.671	0.071
2.	Attitude to share knowledge	4.61	5.02	4.81	2.751	0.066
3.	Extent of knowledge sharing	4.29	4.50	4.30	0.966	0.382
	knowledge sharing	**4.44**	**4.79**	**4.65**	**2.606**	**0.076**

* The mean difference is significant a 0.05 level

5. There are significant differences among respondents at level $\alpha = 0.05$ toward the use of SNS and knowledge sharing due specialization.

Table (5.32) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields "Common reasons for using SNS, Perceived usefulness, Educational compatibility, the use of SNS, Attitude to share knowledge, Extent of knowledge sharing and knowledge sharing", then there is significant difference among the respondents toward this fields due to specialization. We conclude that the personal characteristics' specialization has an effect on this fields.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to specialization. We conclude that the personal characteristics' specialization has no effect on the other fields.

This result is logical where the purpose of the use of SNS, perceived usefulness and educational compatibility of SNS different according to the specialization of respondents.

Table (5.32):ANOVA test of the fields and their p-values for specialization

#	Field	Means							Test Value	Sig.
		Arts	Commerce	Education	Science	Osoul Eddin and Sharia	Engineering	IT		
1.	Common reasons for using SNS	3.87	4.25	4.10	3.57	3.56	3.81	4.32	3.813	0.001*
2.	Trust in SNS	2.52	2.70	2.79	2.81	2.28	2.63	2.61	1.581	0.151
3.	Perceived ease of use	5.04	5.30	5.17	4.49	4.63	5.14	5.09	1.992	0.066
4.	Perceived usefulness	5.00	5.05	4.98	3.90	4.38	4.44	4.68	4.295	0.000*
5.	Educational compatibility	4.00	3.84	4.39	3.56	3.48	4.05	3.90	2.777	0.012*
	The use of SNS	**3.83**	**4.04**	**4.02**	**3.54**	**3.47**	**3.80**	**3.99**	**3.897**	**0.001***
1.	Intention to share knowledge	4.70	4.84	4.82	4.33	4.44	4.33	4.66	1.508	0.174
2.	Attitude to share knowledge	4.84	4.94	5.02	4.40	4.31	4.68	4.41	2.126	0.050*
3.	Extent of knowledge sharing	4.42	4.55	4.45	3.75	3.76	4.13	3.98	3.163	0.005*
	knowledge sharing	**4.67**	**4.80**	**4.78**	**4.21**	**4.23**	**4.37**	**4.43**	**2.335**	**0.032***

* The mean difference is significant a 0.05 level

Chapter Six
Conclusions & Recommendations

6.1 Introduction:

This chapter reviews the conclusions of the findings that were obtained and then the study recommendations were presented. Finally, the future research ideas were stated.

6.2 Conclusion and findings of the Study

This research investigated the Factors influencing the use of SNS and their impact on knowledge sharing. Four factors (Trust in SNS, Perceived ease of use, Perceived usefulness and Educational compatibility) are considered to represent the effect of SNS use.

From the findings that were presented in the previous chapter, the most notable conclusions are:

6.2.1 Results regarding patterns of the Use of SNS

1. About 99% of the sample have at least an account in one SNS.
2. Facebook ranked first used SNS it record a percentage of 99% followed by WhatsApp with percentage 50%, then twitter with a percentage of 29%
3. Facebook is the preferred SNS among the sample it record a percentage of about 79% followed by WhatsApp with percentage about 10.5.
4. About 90% of the respondents are using SNS is medium level or greater than medium degree where about 33% of the sample use SNS in a medium level, 31% in a high level and 26% in a very high level.
5. About 85% of the respondents rely on SNS to get information in a medium or greater than medium degree where 35% of the sample rely on SNS to get information in a high level, 35% in a medium level, 17 % in a very high level
6. About half of the respondents doesn't specify a preferred period to use SNS.
7. About 73 % of respondents use cell phones to browse SNS and 68% use laptops.
8. About 85 % respondents use SNS on a daily basis where about 62% of them browse SNS many times a day, 23% browse SNS once a day.

9. About 85% of the respondents are spending more than an hour a day browsing SNS
10. The most important reason for the use of SNS from the perspective of the respondents is “communicating with classmates” followed by “Communicating with old friends” then “Sharing news” where “Enjoying using it and writing about oneself”, “Looking for new friends” and “My friends encourage me to use it” are the less important reasons for using SNS.

6.2.2 Results regarding the Use of SNS

1. About 40% of the IUG’s master students agreed to the importance of trust in member of SNS as a motivator to the use of SNS.
2. About 35% of the IUG’s master students agreed to the importance trust in SNS website as a motivator to the use of SNS.
3. About 72.5% of the IUG’s master students agreed to the importance of Perceived ease of use as a motivator to the use of SNS.
4. About 66.5% of the IUG’s master students agreed to the importance of Perceived usefulness as a motivator to the use of SNS.
5. About 56.5% of the IUG’s master students agreed to the importance of Educational compatibility as a motivator to the use of SNS.
6. About 55.5% of the IUG’s master students agreed to the importance the use of SNS.

6.2.3 Results regarding knowledge sharing

1. About 67% of the IUG’s master students have an intention to share knowledge.
2. About 68.4% of the IUG’s master students have a good attitude to share knowledge.
3. About 66% of the IUG’s master students agreed to the importance of knowledge sharing

6.2.4 Results regarding hypothesis test

1. The results revealed the presence of a positive correlation between the use of SNS with all its dimensions (trust in SNS, Perceived ease of use, Perceived usefulness and Educational compatibility) and knowledge sharing, so that the higher degree of use of SNS leads to a higher level of knowledge sharing among IUG master students.
2. Using SNS dimensions (Trust in SNS , Perceived usefulness, Common reasons for using SNS, Educational compatibility and Perceived ease of use) have positive and significant effects on knowledge sharing at (sig=0.05).
3. There is no significant differences among respondents at (sig=0.05) towards "Trust in SNS and Educational compatibility" due to gender.
4. There is no significant differences among respondents at (sig=0.05) towards "Common reasons for using SNS, Perceived usefulness, the use of SNS, Attitude to share knowledge, Extent of knowledge sharing and knowledge sharing" due to age.
5. The personal characteristics' employment and work experience has no effect on each field of study variables.
6. There is no significant differences among respondents at (sig=0.05) towards "Common reasons for using SNS, Perceived usefulness, Educational compatibility, the use of SNS, Attitude to share knowledge, Extent of knowledge sharing and knowledge sharing due to specialization.

6.3 Recommendations

6.3.1 Recommendation regarding patterns of the Use of SNS

1. To take advantage of all the SNS not just Facebook.
2. The need for time management in the use of SNS, and rationing the use process to meet the needs without the follow-up of degree of addiction
3. The employment of SNSs on the development of using computers and the Internet skills

4. The researcher recommended Palestinian universities to help academics and students to communicate via SNS by providing needed resources.
5. academics must adopt a positive attitudes towards the employment of SNS in teaching university courses
6. The need to direct SNSs users to features and possibilities of it for sharing knowledge not only for the communication process
7. The researcher recommends universities to create department specialized of following-up and monitoring SNS and all its newly advantages and abilities offered

6.3.2 Recommendation regarding the Use of SNS

1. The rehabilitation of SNSs users to deal and benefit from them effectively.
2. Include university activities carried out through SNS in the some academic courses through creating a SNS page or Group where they raise an issue for discussion. The discussion is involved in evaluation of this course.
3. To add some materials regarding SNS for scientific research purpose in the curricula of the basic educational stages and to the scientific research course in universities.
4. To pay more attention to e-learning
5. The need for a legal and professional organization of SNS, and to develop code of ethics regulating the work of SNS, to overcome the violation of privacy and information liquidity and increase confidence its information agent. 8
6. Receiver of knowledge must examine knowledge available on SNS and revise it very well before sharing it.
7. To add courses of study about SNS in the study plans of Palestinian universities networks, because of their prominent role in the educational process and the potential to take advantage of multiple services and employ it in the learning process.
8. Promote the use of keywords and tags when publishing a scientific article on the SNS to facilitate the search process

9. To establish a specialized research center in the field of social media networks, monitoring the trends of their users and conducting various studies exploring the most important media and non-media behaviors and uses their impact on the users.

6.3.3 Recommendation regarding knowledge sharing

1. To organize workshops and programs through which the researchers can share of experiences and knowledge in all fields
2. To ensure that the shared knowledge is positive which contributes to the development of the respondents abilities.

6.3.4 Recommendation regarding hypothesis test

1. Create a scientific pages and groups on SNS through which researchers share books, studies and papers and discuss some important issues
2. The researcher recommended academic institutions to introduce some courses and training through to educate students and other interested people to deal with SNS and learn the best ways to use it and benefit from the advantages and capabilities of knowledge sharing among each other's.
3. Create scientific groups consists of researchers from Arab and foreign universities through which they can share knowledge and experience.
4. Organizing workshops discussing SNS; its advantages and disadvantages, ways to use it and enhance its role especially in the educational purposes. In these workshops, they can introduce researchers to the most important SNS pages and groups interested in scientific research and knowledge sharing.

6.4 Future researches

- To implement this study in other environment such as multiple university or organizations.
- To study more factors which may affect the relation.
- To study the efficiency of the google scholar and other scientific search engines by applying the same model used in this research.

- To study the efficiency of the IUG Moodle by applying the same model used in this research.
- To study communication platforms specialized for the educational purpose and scientific research such as (Research Gate, LinkedIn, Coursera, edX).
- To study the effect of the organizational and technological factor on knowledge sharing

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Appendix A:
Judgment Committee

#	Expert Name	University
1	Dr. Alaa Eddin Almabhouh	Gaza university
9	Dr. Hatem Al Aydi	Islamic University of Gaza
3	Dr. Hisham Madi	Islamic University of Gaza
6	Dr. Khalil Abu Madi	Management &Politics Academy
7	Dr. Mansour El-Ayoubi	Palestine Technical College
8	Dr. Nabil Alloh	General Personnel Council
5	Dr. Ramez Bedair	Al- Azhar University
2	Dr. Sami Abu Naser	Al- Azhar University
10	Dr. Talat Issa	Islamic University of Gaza
4	Dr. Wael Thabet	Al- Azhar University
11	Dr. Wasim Al Habil	Islamic University of Gaza

Appendix B: Questionnaire (English Version)

Dear Researcher

Questionnaire Survey on Individual Factors Influencing the Use of SNS (Social Networking Sites) and their impact on Knowledge Sharing: A Field Study on Master students in IUG

I am currently undertaking a dissertation as part of my partial fulfillment of the requirement for the award of the Master of Business Administration at the Islamic University of Gaza under the supervision of Dr. Khalid Dahleez. My research entitled " Factors influencing the use of SNS (Social Networking Sites) and their impact on knowledge sharing: A Field Study for Master students in IUG."

This research aims to study the factors influencing the use of Master students of SNS and their relationship with the sharing of knowledge among them.

To achieve the research objectives, I cordially invite you to complete the attached Questionnaire, which will provide valuable data towards the study. Any information collected from this study will be kept strictly confidential and purely for academic purposes. I would be very much grateful if you can kindly return the attached questionnaire within one week. Enclosed is a set of questionnaire survey form. If you were able to complete and return the questionnaire as soon as possible, it would be greatly appreciated. Thank you in advance for your valuable time and contribution to this research work.

Yours sincerely,
Manar Elghorrah
Msc. Candidate.
MBA Program
Islamic University of Gaza

Section A: General Information

1.	**Gender**	☐ Male ☐ Female
2.	**Age**	☐ Less than 25 years ☐ From 25 to 35 ☐ 35 to 45 ☐ 45 years and above
3.	**Employment**	☐ Employed ☐ Self Employed ☐ Non Employed
4.	**Work experience**	☐ Less than 5 years ☐ from 5 to 10 ☐ above 10 years
5. **6.**	**Specialization**	☐ Arts ☐ Commerce ☐ IT ☐ Education ☐ Engineering ☐ Osoul Eddin and Sharia & Law ☐ Science ☐ Others ……
7.	**Extent of use SNS**	

- **Do you have an account on any SMN?**

☐ Yes ☐ No

- **What are the main SNS or app you use? (Choose all that apply)**

☐ Facebook ☐ Twitter ☐ Google+ ☐ WhatsApp ☐ Instagram ☐ Others ……..

- **What is your preferred SNS or app? (Choose all that apply)**

☐ Facebook ☐ Twitter ☐ Google+ ☐ WhatsApp ☐ Instagram ☐ Others …....

- **To what extent do you use your preferred SNS?**

☐ Very high ☐ High ☐ Medium ☐ Low ☐ Very Low

- **To what extent do you rely on SNS to get information?**

☐ Very high ☐ High ☐ Medium ☐ Low ☐ Very Low

- **When do you prefer to use SNS**

☐ (5 – 9) AM ☐ (9 – 11) AM ☐ (11 – 3) PM ☐ (3 – 6) PM
☐ (6 – 10) PM ☐ (10 – 5) AM ☐ There are no specific period

- **Which mean do you rely on for browsing SMN? (Choose all that apply)**

☐ Cell phone ☐ Tablet ☐ Laptop ☐ Desktop computer

- **What is the weekly usage average of SNS?**

☐ Once a day ☐ Many times a day ☐ Once a week ☐ Many times a week

- **How many hours do you use SNS during the day?**

☐ Less than an hour ☐ Less than 2 hours ☐ Less than 3 hours ☐ More than 3 hours

Section B: The Use of SNS

NO.	Item	1 → 7						
Common reasons for using SNS (To what extent do you agree with the following phrases which relate to the driving reasons for the use of SNS)								
1.	Finding information	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	It is helpful for my studies	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	Sharing news	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	Communicating with old friends	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5.	Communicating with classmates	**1**	**2**	**3**	**4**	**5**	**6**	**7**
6.	Spending Leisure Time	**1**	**2**	**3**	**4**	**5**	**6**	**7**
7.	Expressing emotions and feeling	**1**	**2**	**3**	**4**	**5**	**6**	**7**
8.	I just like to use it	**1**	**2**	**3**	**4**	**5**	**6**	**7**
9.	Sharing video, uploading software and photos	**1**	**2**	**3**	**4**	**5**	**6**	**7**
10.	Search for job and career opportunities	**1**	**2**	**3**	**4**	**5**	**6**	**7**
11.	Looking for new friends	**1**	**2**	**3**	**4**	**5**	**6**	**7**
12.	My friends encourage me to use it	**1**	**2**	**3**	**4**	**5**	**6**	**7**
13.	Enjoying using it and writing about oneself	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Trust in SNS:								
• **Trust in members**								
1.	Members in the SNS will not take advantage of others even when the opportunity arises	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	Members in the SNS will always keep the promises they make to one another	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	Members in the SNS would not knowingly do anything to disrupt the conversation.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	Members in the SNS behave in a consistent manner.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5.	Members in the SNS are truthful in dealing with one another.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
• **Trust in website**								
1.	I feel that the privacy of my personal information is protected by SNS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	SNS has enough safeguards to make me feel comfortable to divulge personal information.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	SNS never sells the members' personal information kept in its computer databases.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	SNS protects personal information from unauthorized access.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Perceived ease of use:								
1.	Learning to use the SNS is easy for m	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	The process of using the SNS is clear and understandable	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	I find the SNS easy to use	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	I find it easy to get the SNS to do what I want it to do.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5.	It is easy for me to become skillful at using the SNS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Perceived usefulness:								
1.	Using the SNS enables me acquire more information or meet more people	**1**	**2**	**3**	**4**	**5**	**6**	**7**

2.	Using the SNS would improve my efficiency in sharing information and connecting with others	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	The SNS is a useful service for communication	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	The SNS is a useful service for interaction of members	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Educational compatibility:								
1.	Using the SNS is compatible with all aspects of my learning.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	Using the SNS is completely compatible with my current learning situation	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	I think using the SNS fits well with the way I like to conduct learning activities.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	Using the SNS fits into my learning style.	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Section D: knowledge sharing

NO.	**Item**	**1 → 7**						
Intention to share knowledge:								
1.	I will share my knowledge with more Colleagues	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	I will always provide my knowledge at the request of other Colleagues.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	I intend to share my knowledge with other Colleagues more frequently in the future.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	I try to share my knowledge with other Colleagues in an effective way.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5.	I will open my knowledge to anyone of my Colleagues if it is helpful to them.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
6.	I expect to share information contributed by other Colleagues.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
7.	I plan to share information in SNS regularly.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
8.	Sharing knowledge and information with my colleagues is a normal thing.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Attitude to share knowledge								
1.	My knowledge sharing with my Colleagues is good.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	My knowledge sharing with my Colleagues is an enjoyable experience.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	My knowledge sharing with my Colleagues is valuable to me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	My knowledge sharing with my Colleagues is a wise move.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Extent of knowledge sharing								
1.	New content and knowledge are shared or posted frequently in SNS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	Members can obtain abundant content and knowledge from SNS.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	There are a lot of people viewing discussions in SNS.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	There are a lot of people providing responses to discussions in SNS	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Appendix C: Questionnaire (Arabic Version)

أخي الباحث .. أختي الباحثة

السلام عليكم ورحمة الله وبركاته وبعد، ،،،

<u>الموضوع/ العوامل الفردية المؤثرة في استخدام شبكات التواصل الاجتماعي وأثرها على مشاركة المعرفة</u>

بداية أتقدم لكم بجزيل الشكر والامتنان لمساهمتكم بجزء من وقتكم الثمين للإجابة على هذه الاستبانة والتي تعتبر جزءا مساهما لإتمام هذا العمل البحثي كمتطلب لنيل درجة الماجستير في إدارة الأعمال بالجامعة الاسلامية بإشراف الدكتور خالد دهليز. عنوان البحث هو "العوامل المؤثرة في استخدام شبكات التواصل الاجتماعي أثرها على مشاركة المعرفة"، ولإتمام أهدافه توجب جمع البيانات اللازمة، لذلك سيتم استخدام هذا الاستبيان.

يهدف هذا البحث الى دراسة العوامل المؤثرة على استخدام طلبة الماجستير لشبكات التواصل الاجتماعي وعلاقتها بمشاركة المعرفة فيما بينهم.

ولتحقيق هذه الأهداف تم دعوة سيادتكم لتزويدنا بالبيانات المطلوبة مع العلم أنه سيتم الاحتفاظ بأية معلومات تم جمعها من هذه الدراسة بسرية تامة لأغراض أكاديمية بحته .مرفق لديكم الاستبانة ولكم جزيل الشكر إذا تفضلتم بتعبئته وشكرا لكم مقدما على مشاركتكم ووقتكم الثمين والمساهمة في إنجاح هذا العمل البحثي.

تفضلوا بقبول فائق الاحترام،

منار الغرة

ماجستير إدارة الاعمال

أولا: الخصائص الديموغرافية

1.	**الجنس**	☐ ذكر ☐ أنثى
2.	**العمر**	☐ أقل من 25 سنة ☐ من 25 الى أقل من 35 سنة ☐ من 35 الى أقل من 45 ☐ 45 سنة فأكثر
3.	**العمل**	☐ موظف ☐ عمل حر ☐ لا يعمل
4.	**سنوات الخبرة**	☐ أقل من 5 سنوات ☐ من 5 الى 10 سنوات ☐ أكثر من 10 سنوات
5.	**التخصص**	☐ الآداب ☐ التجارة ☐ التربية ☐ العلوم ☐ العلوم الشرعية ☐ الهندسة ☐ تكنولوجيا المعلومات ☐ أخرى.....
6.	**مدى استخدامك لشبكات التواصل الاجتماعي**	

- **هل لديك حساب على أي من شبكات التواصل الاجتماعي؟**

☐ نعم ☐ لا

- **ماهي أهم شبكات أو تطبيقات التواصل الاجتماعي التي تستخدمها؟ (يمكنك اختيار أكثر من إجابة)**

☐ فيسبوك ☐ تويتر ☐ جوجل بلس ☐ واتس أب ☐ تجرام ☐ أخرى .....

- **ماهي شبكة أو تطبيق التواصل الاجتماعي المفضلة لديك؟**

☐ فيسبوك ☐ تويتر ☐ جوجل بلس ☐ واتس أب ☐ تجرام ☐ أخرى .....

- **ما درجة استخدامك لشبكات التواصل الاجتماعي؟**

☐ عالية جدا ☐ عالية ☐ متوسطة ☐ منخفضة ☐ منخفضة جداً

- **ما درجة اعتمادك على شبكات التواصل الاجتماعي للحصول على المعلومات؟**

☐ عالية جدا ☐ عالية ☐ متوسطة ☐ منخفضة ☐ منخفضة جداً

- **ما الفترات التي تفضل فيها استخدام شبكات التواصل الاجتماعي؟**

☐ (5 - 9) صباحا ☐ (9 – 11) صباحا ☐ (11 – 3) مساءً ☐ (3 – 6) مساءً

☐ (6 – 10) مساءً ☐ (10 – 5) صباحاً ☐ لا توجد فترة محدد

- **ما الوسيلة التي تعتمد عليها في استخدام شبكات التواصل الاجتماعي؟ (يمكنك اختيار أكثر من إجابة)**

☐ هاتف محمول ☐ الأجهزة اللوحية ☐ لابتوب ☐ جهاز حاسوب

- **ما معدل استخدامك لشبكات التواصل الاجتماعي خلال الأسبوع؟**

☐ مرة يومياً ☐ عدة مرات يومياً ☐ مرة أسبوعياً ☐ عدة مرات أسبوعياً

- **ما عدد ساعات استخدامك لشبكات التواصل الاجتماعي خلال اليوم؟**

☐ أقل من ساعة ☐ أقل من ساعتين ☐ أقل من 3 ساعات ☐ أكثر من 3 ساعات

ثانياً: شبكات التواصل الاجتماعي

	البند	بدرجة قليلة جدا						بدرجة كبيرة جدا
	استخدم شبكات التواصل الاجتماعي (إلى أي مدى توافق على العبارات التالية والخاصة بالأسباب الدافعة لاستخدام شبكات التواصل الاجتماعي)							
.1	أستخدم شبكات التواصل الاجتماعي في البحث عن المعلومات.	1	2	3	4	5	6	7
.2	تساعدني شبكات التواصل الاجتماعي في إنجاز دراساتي وأبحاثي.	1	2	3	4	5	6	7
.3	أستخدم شبكات التواصل الاجتماعي في تصفح الأخبار ومشاركتها مع الآخرين	1	2	3	4	5	6	7
.4	أستخدم شبكات التواصل الاجتماعي في التواصل مع أصدقائي القدامى	1	2	3	4	5	6	7
.5	أستخدم شبكات التواصل الاجتماعي في التواصل مع زملائي في الدراسة	1	2	3	4	5	6	7
.6	أستخدم شبكات التواصل الاجتماعي في تمضية أوقات فراغي	1	2	3	4	5	6	7
.7	أستخدم شبكات التواصل الاجتماعي للتعبير عن مشاعري وعواطفي تجاه الأحداث والآخرين	1	2	3	4	5	6	7
.8	ببساطة، أنا أحب استخدام شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7
.9	أستخدم شبكات التواصل الاجتماعي في مشاركة ملفات الفيديو والبرمجيات والصور	1	2	3	4	5	6	7
.10	أستخدم شبكات التواصل الاجتماعي في البحث عن الوظائف وفرص العمل.	1	2	3	4	5	6	7
.11	أستخدم شبكات التواصل الاجتماعي في البحث عن أصدقاء جدد.	1	2	3	4	5	6	7
.12	أستخدم شبكات التواصل الاجتماعي لأن زملائي شجعوني لاستخدامها.	1	2	3	4	5	6	7
.13	أستخدم شبكات التواصل الاجتماعي لأنها تشعرني بالمتعة والتحدث عن نفسي.	1	2	3	4	5	6	7
	الثقة بشبكات التواصل الاجتماعي (إلى أي مدى تشعر بالثقة تجاه شبكات التواصل الاجتماعي؟)							
	• **الثقة بمستخدمي شبكات التواصل الاجتماعي**							
.1	أعتقد أن مستخدمي شبكات التواصل الاجتماعي لن يقوموا باستغلال بعضهم البعض حتى لو أتيحت لهم الفرصة	1	2	3	4	5	6	7
.2	أعتقد أن مستخدمي شبكات التواصل الاجتماعي سيلتزمون ويوفون بوعودهم تجاه المستخدمين الآخرين	1	2	3	4	5	6	7
.3	أعتقد أن مستخدمي شبكات التواصل الاجتماعي لن يتعمدوا القيام بأي فعل لتعطيل الحوارات والنقاشات مع المستخدمين الآخرين.	1	2	3	4	5	6	7
.4	أعتقد أن سلوك مستخدمي شبكات التواصل الاجتماعي ثابت ومتناغم.	1	2	3	4	5	6	7
.5	أعتقد أن مستخدمي شبكات التواصل الاجتماعي يتعاملون بمصداقية مع بعضهم البعض.	1	2	3	4	5	6	7

	البند	بدرجة قليلة جدا						بدرجة كبيرة جدا
• **الثقة بالموقع**								
.1	أشعر بأن خصوصية بياناتي الشخصية محمية في شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7
.2	أعتقد أن شبكات التواصل الاجتماعي لديها ضمانات كافية مما يشعرني بالارتياح نحو الإفصاح عن بياناتي الشخصية.	1	2	3	4	5	6	7
.3	أعتقد أن شبكات التواصل الاجتماعي لا تبيع البيانات الشخصية الخاصة بالأعضاء والمخزنة على قواعد البيانات الخاصة بالشبكة.	1	2	3	4	5	6	7
.4	تحمي شبكات التواصل الاجتماعي البيانات الشخصية من أي وصول غير قانوني.	1	2	3	4	5	6	7
سهولة الاستخدام								
.1	أجد أن تعلم استخدام شبكات التواصل الاجتماعي سهل وميسر بالنسبة لي.	1	2	3	4	5	6	7
.2	طريقة استخدام شبكات التواصل الاجتماعي واضحة ومفهومة.	1	2	3	4	5	6	7
.3	أجد أن استخدام شبكات التواصل الاجتماعي سهل وميسر.	1	2	3	4	5	6	7
.4	أجد أنه من السهل أن استخدم شبكات التواصل الاجتماعي لفعل ما أريد.	1	2	3	4	5	6	7
.5	من السهل أن أصبح خبيرا في استخدام شبكات التواصل الاجتماعي	1	2	3	4	5	6	7
الفائدة المتوقعة								
.1	أعتقد أن استخدام شبكات التواصل الاجتماعي يمكنني من الحصول على المعلومات والتعرف على أشخاص أكثر.	1	2	3	4	5	6	7
.2	أعتقد أن استخدام شبكات التواصل الاجتماعي يمكنني من مشاركة المعلومات والتواصل مع الآخرين بكفاءة أكبر.	1	2	3	4	5	6	7
.3	أرى أن شبكات التواصل الاجتماعي هي وسيلة مفيدة وفعالة للتواصل مع الآخرين.	1	2	3	4	5	6	7
.4	أرى أن شبكات التواصل الاجتماعي مفيدة في مجال التفاعل بين الأعضاء.	1	2	3	4	5	6	7
التوافق التعليمي								
.1	يتوافق استخدامي لشبكات التواصل الاجتماعي مع جميع أنماط وأساليب التعلم لدي.	1	2	3	4	5	6	7
.2	يتوافق استخدامي لشبكات التواصل الاجتماعي مع حاجاتي التعليمية ضمن دراستي الحالية.	1	2	3	4	5	6	7
.3	أعتقد أن استخدامي لشبكات التواصل الاجتماعي يناسب تماما طريقتي المفضلة في الدراسة والتعلم.	1	2	3	4	5	6	7
.4	يتوافق استخدامي لشبكات التواصل الاجتماعي مع أسلوبي في الدراسة والتعلم.	1	2	3	4	5	6	7

رابعا: التشارك المعرفي

النية في مشاركة المعرفة								
.1	أرغب في مشاركة المعلومات والمعارف الموجودة لدي مع زملاء آخرين.	1	2	3	4	5	6	7
.2	أنا جاهز بشكل دائم لتقديم ما لدي من معلومات ومعارف بناء على طلب من الزملاء الآخرين.	1	2	3	4	5	6	7
.3	لدي النية أن أشارك ما لدي من معلومات ومعارف مع زملائي بشكل متكرر في المستقبل.	1	2	3	4	5	6	7
.4	أحاول مشاركة ما لدي من معلومات ومعارف مع زملائي بطريقة مناسبة وفعالة.	1	2	3	4	5	6	7
.5	سأقدم ما لدي من معلومات ومعارف لزملائي إذا كانت مفيدة لهم.	1	2	3	4	5	6	7
.6	أتوقع أن أقوم بمشاركة المعلومات والمعارف المقدمة من الآخرين.	1	2	3	4	5	6	7
.7	أخطط لنشر ومشاركة المعلومات عبر شبكات التواصل الاجتماعي بشكل منتظم.	1	2	3	4	5	6	7
.8	أعتبر مشاركتي للمعارف والمعلومات مع زملائي أمرا طبيعيا.	1	2	3	4	5	6	7
الموقف من تشارك المعرفة خلال شبكات التواصل الاجتماعي								
.1	أعتبر مشاركتي للمعلومات والمعارف مع زملائي جيدة.	1	2	3	4	5	6	7
.2	ممارسة المشاركة للمعلومات والمعارف مع زملائي ممتعة بالنسبة لي.	1	2	3	4	5	6	7
.3	أعتبر مشاركتي للمعلومات والمعارف مع زملائي مفيدة وذات قيمة بالنسبة لي.	1	2	3	4	5	6	7
.4	أعتبر مشاركتي للمعلومات والمعارف مع زملائي خطوة حكيمة ومحمودة.	1	2	3	4	5	6	7
حجم التشارك المعرفي خلال شبكات التواصل الاجتماعي								
.1	غالبا ما أقوم بمشاركة أي محتوى أو معلومة جديدة خلال شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7
.2	أعتقد أنني وزملائي يمكننا الحصول على محتوى ومعلومات وفيرة خلال شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7
.3	أعتقد أن الكثير من المستخدمين يستعرضون النقاشات والحوارات التي يتم طرحها على شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7
.4	أعتقد أن الكثير من المستخدمين يقومون بالرد على النقاشات والحوارات المطروحة خلال شبكات التواصل الاجتماعي.	1	2	3	4	5	6	7