

# Knowledge sharing via social media in higher education: a bibliometric analysis

Knowledge sharing via social media

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Received 21 February 2023

Revised 5 June 2023

14 July 2023

Accepted 17 August 2023

## Abstract

**Purpose** – The purpose of this study is to review the application of social media for knowledge sharing (KS) in higher education. KS is the most crucial component in knowledge management. Higher education institutions (HEIs) are the epitome of knowledge creation and acquisition. With the advancement in technology and the embracement of social media, knowledge should be shared more freely and easily.

**Design/methodology/approach** – Using a bibliometric analysis, this study applies bibliographic coupling and co-word analysis to analyze the present and future trends on KS using social media in HEIs. 455 journal publications and 21,181 cited references were retrieved from Web of Science (WoS) database.

**Findings** – Findings show that most themes are categorized towards academics and students. Themes related to academics are the use of social media for expertise sharing and KS's impact on university-industry networking. In contrast, themes related to students revolved around the impacts of social media and academic performance.

**Practical implications** – Implications towards major social media practices on KS are discussed.

**Originality/value** – This study provides a novel, state-of-the-art bibliometric review of knowledge sharing via social media in the higher education context.

**Keywords** Knowledge sharing, Social media, Higher education institution, Bibliometric analysis, Web of science

**Paper type** Literature review

## 1. Introduction

Knowledge is empowered when it is shared, requiring organizations to figure out ways to materialized it (Nonaka and Takeuchi, 1995). Knowledge sharing (KS) is the most important component of knowledge management (Al-Kurdi *et al.*, 2020). In higher education institutions (HEIs), knowledge should be attained easily, as knowledge dissemination is one of the pillars of knowledge management. KS and information sharing are crucial processes to translate individual knowledge into organizational capacity through exchanging knowledge, experience and ideas (Gamji *et al.*, 2022). HEIs are filled with many scholars and experts who should be sharing their knowledge. There is a pertinent dilemma of KS in higher education where academics are reluctant to share knowledge, idiosyncratic and attentive to respective individual goals rather than collective university attainment (Al-Kurdi *et al.*, 2020). However, new evidence has shown that academics are more willing to share via social media, which enables interactivity between academics, students and the community (Chugh *et al.*, 2021). The technology also helps in career development, teaching, research and communication with various stakeholders.

It is crucial that both knowledge, explicit and tacit, is shared in HEIs. Institutions should enhance an innovative climate by developing a safe and supportive climate for academics to share their knowledge (Ng *et al.*, 2022). Academics can be engaged to share through formal,



This research is funded by Universiti Malaysia Pahang Al-Sultan Abdullah Fundamental Research Grant. UMPSA Grant no: RDU220357.

*Availability of data and material:* Data will be provided upon request.