



## RESEARCHING THE STUDENTS' INFORMATION SHARING BEHAVIOR ON SOCIAL NETWORKING PLATFORMS: THE MEDIATING ROLE OF SOCIAL MOTIVATION

Bui Thi Phuong Hoa, Nguyen Ngoc Tram, Bui Thi Tra My,  
Vu Thi Hai Yen & Hoang Minh Doan

*Hanoi University of Industry*

### Abstract

The study focuses on the factors affecting students' information sharing behavior on social networks, especially the mediating role of social moral motivation. Using quantitative research methods, survey data were collected from 364 students studying at Hanoi University of Industry. Data were processed using SPSS 25.0 and AMOS 24 software. The research results showed that subjective norms, need for affiliation, expected social benefits, and expected outcomes have a positive impact on students' social motivation and intention to share information on social networking platforms, and the research results also pointed out the mediating role of social motivation.

### Keywords:

Information sharing behavior, social motivation, social networks, students.

**How to cite:** Phuong Hoa, B., Tram, N., Tra My, B., Hai Yen, V., & Doan, H. (2025). RESEARCHING THE STUDENTS' INFORMATION SHARING BEHAVIOR ON SOCIAL NETWORKING PLATFORMS: THE MEDIATING ROLE OF SOCIAL MOTIVATION. *GPH-International Journal of Social Science and Humanities Research*, 8(04), 58-65. <https://doi.org/10.5281/zenodo.15378802>

### 1. Introduction

The speed of digital transformation, the penetration level of the internet and social networks is taking place rapidly in Vietnam. According to the report of Digital Marketing Vietnam in the first quarter of 2024, there were 78.44 million internet users in Vietnam, of which the access rate was 79.1%. Of which, 99.2% of users were 18 years of age or older. Sharing information on social networking platforms plays an important role in forming, maintaining and developing social relationships, as well as influencing users' perceptions and behaviors. Information sharing behavior is one of the core characteristics of social networks, creating



This work is licensed under Creative Commons Attribution 4.0 License.

value in the online community through the spread of knowledge, experience and emotions [1].

This behavior helps individuals express themselves but also contributes to the formation of an environment for rapid and widespread information exchange. In the context of university students, sharing information on social networks brings many significant benefits. Students use social networks to connect with friends, exchange study materials and update academic-related information [2]. In addition, information sharing behavior helps students expand their network of relationships; access internship opportunities, jobs, extracurricular activities; improve social understanding and enhance personal development opportunities [3].

The important factor that drives information sharing behavior is social motivation, including the desire to help others, build personal reputation and maintain social relationships [4]. When students perceive benefits from sharing, they tend to actively participate in these activities, thereby creating a vibrant learning and communication ecosystem on social networks. In addition, trust and community engagement also promote information sharing behavior [5]. This study investigates the mediating role of social motivation in the relationship between factors and students' information sharing behavior in the digital environment.

## **2. Theoretical basis and research model**

Sharing information on social networks is the process of exchanging digital content, from knowledge, emotions to personal opinions, to increase interaction and influence in the online space [1]. Sharing behavior can completely go beyond the technical aspect, extending to personal motivation and community meaning.

Social motivation is the need to interact and be accepted in the community, which is an important factor promoting information sharing behavior to express opinions and maintain social connections [6].

To achieve the research objectives, the research team used the Theory of Planned Behavior, Self-Determination Theory, Social Exchange Theory and Social Cognitive Theory to explain the effects of subjective norm factors, need for affiliation, expected social benefits and expected outcomes, through the mediating role of social motivation on information sharing behavior on social networks.

### ***2.1. The influence of Subjective Norm***

Subjective norm (CCQ) is the social pressure that an individual feels from important people around them such as friends, family or colleagues about whether or not to perform a particular behavior [7]. When students perceive that their friends and lecturers value the posting and dissemination of academic knowledge, they tend to be more positive in their sharing behavior [4]. Furthermore, the collective learning culture in Vietnamese universities increases the impact on the decision to share information.

*H1: Subjective norm has a positive impact on students' social motivation*

*H2: Subjective norm has a positive impact on students' information sharing behavior on social networks.*

## **2.2. The influence of the need for affiliation**

The need for affiliation (LK) is one of the three basic psychological needs according to self-determination theory, reflecting the desire to be attached, interact and build meaningful relationships with others [6]. Students tend to share information to satisfy this need, they connect with friends, support and receive attention through comments, shares or “likes” [3]. When social networking platforms meet the need for connection well with a friendly interface, rich interactive features, students are willing to share academic content and personal information.

*H3: The need for affiliation has a positive impact on students' social motivation.*

*H4: The need for affiliation has a positive impact on students' information sharing behavior on social networks.*

## **2.3. The influence of Expected Social Benefits**

Expected Social Benefits (SEB) originates from social exchange theory, according to which individuals will engage in sharing behaviors if they expect to receive social rewards such as reputation, recognition or support from the community [8] [9]. Sharing documents, learning experiences, or personal opinions not only helps students increase their academic reputation but also opens up opportunities for research collaboration and internships. When students perceive that the information they share brings practical benefits to others and is rewarded with appreciation, the motivation to continue sharing is further reinforced.

*H5: Expected social benefits have a positive impact on students' social motivation.*

*H6: Expected social benefits have a positive impact on students' information sharing behavior on social networks.*

## **2.4. The influence of outcome expectations**

Outcome expectations (EO) are an important concept in social cognitive theory, referring to individuals' beliefs that their behavior will lead to specific outcomes, which can be knowledge acquisition, learning support, or influence in the community [10]. Students believe that sharing information will help increase understanding, improve research skills, or receive useful resources, which will increase their intention to share.

*H7: Outcome expectations have a positive impact on students' social motivation.*

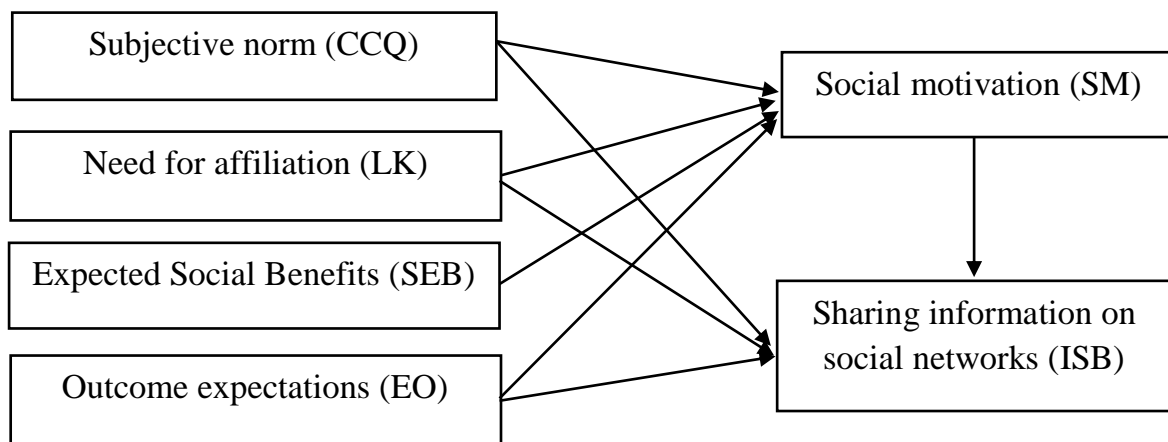
*H8: Outcome expectations have a positive impact on students' information sharing behavior on social networks.*

## 2.5. The Influence of Social Motivation

Social motivation (SM) reflects the desire to be supported, encouraged and recognized by the online community, which is a key driving force for students to share information. When this motivation is strong, such as the desire to help friends, build personal reputation or receive positive feedback, students will be more active in posting academic documents and exchanging public views on social networks.

*H9: Social motivation has a positive impact on students' information sharing behavior on social networks.*

From the above hypotheses, the research model is proposed:



**Figure 1. Proposed research model**

## 3. Research method

Using quantitative research methods. The scales are inherited from previous studies. The questionnaire was designed via Google Forms, the survey data was collected online. The questionnaire was sent to students of Hanoi University of Industry, with 364 valid questionnaires. This sample size is enough to perform the analysis. The data were processed using SPSS 25.0 and AMOS 24 software, applying statistical methods such as Cronbach's Alpha reliability analysis, exploratory factor analysis, confirmatory factor analysis and structural equation modeling.

## 4. Research results

### 4.1. Scale validation

**Table 1. Reliability and variance extracted**

	CR	AVE	MSV	LK	SM	CCQ	EO	SEB	ISB
LK	0.914	0.680	0.150	<b>0.824</b>					

**RESEARCHING THE STUDENTS' INFORMATION SHARING BEHAVIOR ON SOCIAL NETWORKING PLATFORMS: THE MEDIATING ROLE OF SOCIAL MOTIVATION**

<b>SM</b>	0.885	0.607	0.311	0.305	<b>0.779</b>				
<b>CCQ</b>	0.905	0.713	0.109	0.168	0.241	<b>0.845</b>			
<b>EO</b>	0.866	0.566	0.081	0.132	0.230	0.014	<b>0.752</b>		
<b>SEB</b>	0.834	0.558	0.451	0.301	0.372	0.170	0.226	<b>0.747</b>	
<b>ISB</b>	0.911	0.718	0.451	0.388	0.557	0.330	0.284	0.672	<b>0.848</b>

Source: Data analysis results by Amos 24.0 software

The results show that the CR coefficient of all scales is > 0.7 and the AVE coefficient is > 0.5. To achieve discrimination, the MSV index must be smaller than the corresponding AVE index, and the SQRT AVE index must be larger than the Inter - Construct Correlations index. According to the analysis results (Table 1), the scales used in the model all meet the reliability and discrimination requirements, thus suitable for the next research steps.

**4.2. Hypothesis testing**

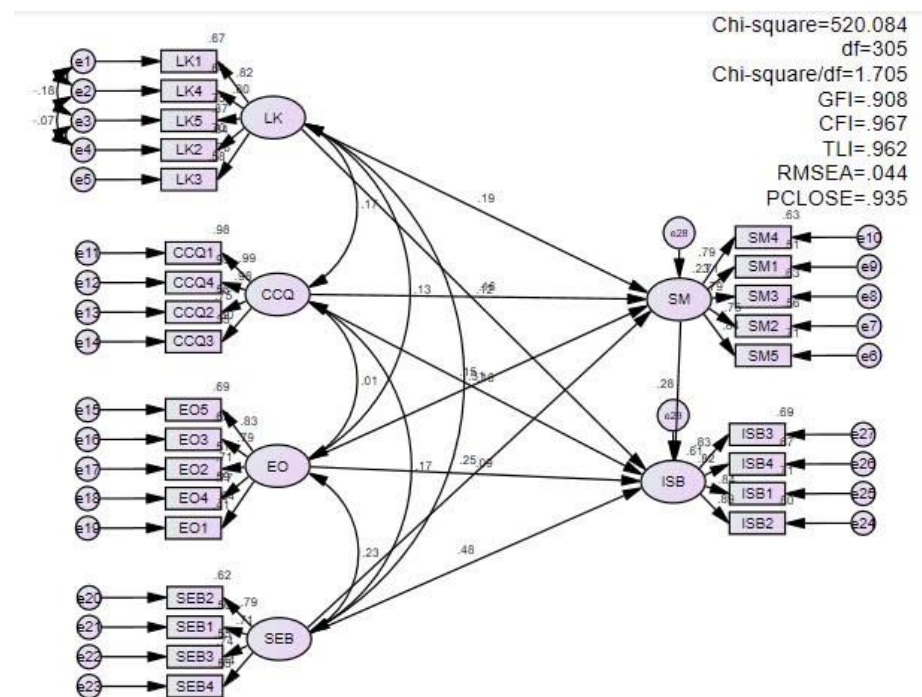


Figure 2. Structural Equation Modeling (SEM) Analysis

Source: Data analysis results by Amos 24.0 software

The results of the SEM linear structural model fit test show that the research model has a good fit with market data. The CMIN/df index is 1.705 < 3, the GFI (0.908); CFI (0.967) and TLI (0.962) indices are all greater than 0.9, reflecting a very good fit between the model and the data. In addition, the RMSEA index is 0.044 (< 0.05).

**Table 2: Regression weight table for the research model**

	Estimate		S.E.	C.R.	P	Label
	Unstandardized	Standardized				
SM ← LK	.153	.180	.048	3.171	.002	Accepted (H3)
SM ← CCQ	.175	.165	.055	3.156	.002	Accepted (H1)
SM ← EO	.148	.146	.057	2.598	.009	Accepted (H7)
SM ← SEB	.261	.257	.063	4.149	***	Accepted (H5)
ISB ← LK	.131	.117	.050	2.635	.008	Accepted (H4)
ISB ← CCQ	.222	.158	.057	3.865	***	Accepted (H2)
ISB ← EO	.123	.092	.058	2.103	.035	Accepted (H8)
ISB ← SEB	.649	.484	.072	8.949	***	Accepted (H6)
ISB ← SM	.373	.282	.065	5.735	***	Accepted (H9)
SM		.226				
ISB		.606				

*Source: Data analysis results by Amos 24.0 software*

At the 5% significance level, it shows that the need for affiliation, subjective norms, expected social benefits, and expected outcomes have an impact on social motivation and the intention to share information on social networks, and social motivation also affects the intention to share information. These impacts are all positive.

**Table 3. Log weights of mediating variables**

	Estimate Standardized	P
LK → SM → ISB	0.051	0.003
CCQ → SM → ISB	0.047	0.003
EO → SM → ISB	0.041	0.008
SEB → SM → ISB	0.072	0.001

*Source: Data analysis results by Amos 24.0 software*

## **RESEARCHING THE STUDENTS' INFORMATION SHARING BEHAVIOR ON SOCIAL NETWORKING PLATFORMS: THE MEDIATING ROLE OF SOCIAL MOTIVATION**

From the test table of the mediating relationship between the factors (Table 2), we see that the direct and mediating relationships of  $LK \rightarrow SM \rightarrow ISB$ ,  $CCQ \rightarrow SM \rightarrow ISB$ ,  $EO \rightarrow SM \rightarrow ISB$  and  $SEB \rightarrow SM \rightarrow ISB$  are statistically significant. Thus, social motivation plays a partial mediating role in the relationship between subjective norms, need for affiliation, expected social benefits, expected outcomes and information sharing behavior on social networks. In which, through the mediation of Social Motivation, Expected Social Benefits is the factor that has the strongest impact on Information Sharing Behavior on Social Networks, followed by Need for Affiliation, Subjective Norms and finally Expected Social Outcomes. Social motivation is also a factor that has a direct and strong impact on information sharing behavior on social networks with a standardized regression coefficient of 0.282. The results of the SEM linear structural model analysis show that the independent variables in the model explain 22.6% of the variation in social motivation and explain 60.6% of the variation in information sharing behavior on social networks.

### **5. Conclusion**

The study has clarified the impact mechanism of four main factors: Subjective Norm, Need for Affiliation, Expected Social Benefits and Expected Outcomes on Information Sharing Behavior, and affirmed that Social Motivation is both directly influenced by these factors and plays a partial mediating role in influencing information sharing behavior.

Theoretically, the study not only extends the application of the Theory of Planned Behavior and Social Exchange Theory in the context of the digital environment, but also integrates Self-Determination Theory and Social Cognitive Theory to build a multidimensional model, clarifying the mediating role of Social Motivation in the relationship between expectations, social pressure and information sharing behavior. The successful testing of relationships has contributed to strengthening the theoretical basis of user behavior on social networks, and at the same time provided a comprehensive theoretical framework for further research on information sharing behavior in other target groups.

In terms of practice, the research results provide specific suggestions for schools, businesses and social organizations in designing programs to encourage positive information sharing. Schools can integrate digital communication skills training and build a cohesive learning environment. Businesses need to develop specialized online communities, programs to recognize and honor sharing behavior. Social organizations should promote community communication campaigns to replicate useful sharing stories. These solutions, when implemented synchronously, will increase social motivation for students, thereby expanding the spread and quality of information on social networks. The research contributes to raising awareness among students, the key future users, about the importance of responsible information sharing. When students understand the benefits and consequences, they will proactively spread accurate knowledge, reduce misinformation, and contribute to building a healthy and trustworthy cyberspace. At the same time, policies and campaigns that honor positive sharing behavior will create new social norms, encouraging the participation of a large number of young people in developing a community information culture.

## References

- [1] Kaplan, A. M., & Haenlein, M., "Users of the world, unite! The challenges and opportunities of social media.," *Business Horizons*, vol. 53, no. 1, pp. 59-68, 2010.
- [2] Ellison, N. B., Steinfield, C., & Lampe, C. , "The benefits of Facebook "friends": Social capital college students' use of online social network sites.," *Journal of Computer-Mediated Communication*, vol. 12, no. 4, pp. 1143-1168, 2007.
- [3] Lin, X., Li, Y., Califf, CB., & Featherman, M. , " Can social role theory explain gender differences in facebook usage? System sciences (HICSS).," in *46th Hawaii International Conference on. IEEE.*, 2013.
- [4] Chiu, C.-M., Hsu, M., & Wang, E. T. G. , "Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories.," *Decision Support Systems*, vol. 42, p. 1872–1888., 2006.
- [5] Bock, G.W., Zmud, R.W., Kim, Y.G., Lee, J.N. , "Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate," *MIS Quarterly*, vol. 29, no. 1, pp. 87-111, 2005.
- [6] Ryan, R. M., & Deci, E. L. , "Self-determination theory and the facilitation of intrinsic motivation, social development, and well being.," *American Psychologist*, vol. 55, no. 1, p. 68–78, 2000.
- [7] I. Ajzen, "The theory of planned behavior.," *Organizational Behavior and Human Decision Processes*, vol. 50, pp. 179-211, 1991.
- [8] P. Blau, *Exchange and Power in Social Life*, Routledge., 2017.
- [9] R. Emerson, "Social Exchange Theory.," *Annual Review of Sociology*, vol. 2, no. 1, pp. 335-362, 1976.
- [10] A. Bandura, *Social foundations of thought and action: A social cognitive theory.*, NJ: Prentice-Hall, Inc., 1986.