Exploring the Effect of Knowledge Sharing on Student Satisfaction Using Social Media in Malaysia

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Abstract

Social media utilization at the student level has become more prevalent in contemporary higher education. This conceptual study analyzes the mediating role of information sharing in determining student satisfaction in Malaysian colleges and universities through the lens of social media usage. Understanding the deep linkages between sharing information on social media and student satisfaction is critical for enhancing educational techniques in an era distinguished by the widespread influence of online platforms. This research provides a conceptual framework based on previous research that views knowledge sharing as a mediating component in the correlation between social media activity and satisfaction among students. The framework incorporates crucial factors such as social media usage, and it delineates the routes via which knowledge sharing on social media platforms promotes and potentially improves overall satisfaction with learning. This conceptual structure not only advances theoretical understanding of the relationship between social media, knowledge sharing, and student satisfaction, but it also serves as a road map for educators, researchers, and lawmakers trying to improve the educational experience. The study was completed by collecting data from students through online survey, using quantitative research methodologies. A total of 193 students took part by filling out the web-based questionnaire. The impact of social media on student happiness and academic performance is found significant along with mediating effect of knowledge sharing. This study provides the groundwork for empirical investigations that will empirically evaluate and refine the suggested mediating model, eventually influencing evidence-based methods for harnessing social media to improve student satisfaction among Malaysian students.

Keywords: Social media usage, knowledge sharing, student satisfaction, education, online communication, social media platforms

Introduction

According to the Global Digital Report 2019, Worldwide social media users in January 2022, there were 4.62 billion people who use social media everywhere. This equates to 58.4 percent of the total global population, albeit it should be noted that social media "users" may not represent distinct persons. Worldwide social media users have increased by over ten percent in the last year, with 424 million new users joining the platform in 2021. However, in January 2022, 30.25 million Malaysians were using social media. In Malaysia, by the beginning of 2022, social media usage accounted for 91.7 % of the total population.

Today, the usage of social media is not restricted to any specific group of society; social media is used by the people from all over the world regardless of their age, background, and social status. Moreover, social media has become a part of everyone's daily life. The adoption of

social media in education is fast developing, particularly for student cooperation, because it has the potential to increase users' knowledge via an enhanced knowledge-sharing ecosystem (Masood et al., 2020; Turel et al., 2018; Weng et al., 2021). Social media's interest in students is due to many factors, including but not limited to its capacity to reach a large audience and facilitate online interactions between users to gain sustainable education. Today's students use social media for a variety of functions, including informational searches, teamwork, and interpersonal communication. Students use a variety of social media platforms to help with their research training and educational initiatives. Examples of these platforms include Facebook, LinkedIn, Researchgate, Academia.edu, and Slideshare.net. Thus, it is anticipated that students who utilize social media will share more knowledge with one another (Kumar et al., 2022; Saleem et al., 2021; Tekin & Turhan, 2021).

In the Malaysian context, the influence of the global internet landscape is palpable. The nation is undergoing a digital transformation, driven by the government's initiatives to embrace the digital age. With a high rate of internet penetration, Malaysians have integrated the internet into various aspects of their lives, from daily communication on social media platforms to accessing educational resources online. According to Rasheed et al. (2020), knowledge sharing is the process by which people share knowledge (such as facts, skills, or abilities). Argote and Fahrenkopf (2016) define knowledge sharing as the exchange of information and knowledge between sources. According to academics, technology utilization fosters a self-sustaining and friendly atmosphere that encourages information sharing across individuals (Moughal et al., 2023a; Tong et al., 2015). According to a recent review, social media plays a significant role in instructional activities and in improving student engagement and performance (Narayan et al., 2019) to enhance their satisfaction.

The widespread acceptance of social media among students can be attributed to several factors, including but not limited to its capacity to reach a large audience as well as promote online communication among users. Social media is being used by students these days for a variety of things, including information searching, teamwork, and interpersonal communication. In particular, a variety of social media platforms (such as Facebook, Twitter, LinkedIn, ResearchGate, Academia.edu, and Slideshare.net) are being used by students to help with their research training and teaching initiatives. It follows that more knowledge sharing among students who utilize social media is anticipated (Ahmed et al., 2019; Moughal et al., 2023b). One dynamic and important component of modern education is the impact of social media use as a knowledge-sharing platform on student happiness. In order to foster a collaborative learning environment, social media platforms are useful tools for enabling students to share knowledge, resources, and insights with one another (Jabeen et al., 2023). Students can share insightful academic material, join in online communities that transcend typical classroom boundaries, and have real-time conversations using these digital platforms. Student satisfaction has been positively affected by the relationship, which creates a sense of community and encourages a group approach to learning. Students may access material in a variety of formats, such as written word, images, and multimedia content because of social media's adaptability, which also supports different learning styles. Social media, being a language medium, breaks down barriers between students of different linguistic origins, facilitating effective communication and knowledge sharing (Xie et al., 2021). Social media combined with the usage of language, knowledge sharing, and other factors becomes a potent catalyst for improving education as a whole and raising student satisfaction levels as a result.

Academic social media use can facilitate the sharing of knowledge, behavioral management, and student satisfaction. This is particularly pertinent for collaborative learning, where students can engage in synchronous (like FaceTime or live messaging) as well as asynchronous (like delayed responses to group posts) interactions (Eliyana et al., 2020; Ozanne

et al., 2017). Through interactions on various social media platforms, users are also led to develop a common purpose towards its satisfaction. In light of this, students are using the medium of social media which they believe is most appropriate for knowledge sharing.

Students can use social media as a knowledge-sharing tool for educational purposes, knowledge development, and student satisfaction. The use and adoption of social media by students may have a rapid effect on their educational success (Al-Qaysi et al., 2021; Rasheed et al., 2020) and satisfaction. Nonetheless, much research shows that social media use among university students is favorably correlated with both academic performance and achievement (Abbasi et al., 2022; Chen et al., 2022; Jabeen et al., 2023); however, the usage of social for educational knowledge sharing among students towards their satisfaction has been neglected. The difficulty and complexity of determining how students' social media adoption affects their performance and satisfaction as a knowledge-sharing aspect. The goal of the article is to gain a deeper understanding of the basic concepts that forecast these results of social media usage affecting student satisfaction using knowledge sharing.

This research is extremely important for the humanities as well as the sciences since it provides particular perspectives into how knowledge sharing may boost student satisfaction in these different academic domains. Collaborative knowledge-sharing in the humanities can improve critical thinking, enhance interpretations, and improve discussions in disciplines like historical analysis, philosophy and literature. Students may be more satisfied as a result of this enhanced involvement because they gain a variety of perspectives and group understanding that come from knowledge being shared. In the sciences, on the other hand, cooperative information exchange and the real-world application of theoretical principles can be rather helpful. In fields such as science, for example, group problem-solving and experimental can result in a deeper understanding of intricate ideas, which in turn affects students' engagement and satisfaction with the significance and practicality of their learning. The study not only highlights the general significance of knowledge sharing in raising student satisfaction by clarifying these domain-specific structures, but it also offers practical advice for educators and institutions to customize strategies under the particular requirements of students in both the sciences and the humanities.

This study contributes to literature in multiple ways by offering recommendations for and evaluating a model on the usage of social media by students to their satisfaction. For example, we explore, using a specific sample of Malaysian university students, two crucial outcomes of social media usage: student engagement and knowledge sharing for satisfaction. Secondly, we reveal knowledge sharing as the fundamental cause of these ties in addition to connecting students' use of social media with their creativity and participation towards satisfaction.

We suggest that students' involvement with social media and innovation in research instructional activities are improved when they share information and ideas with others on social media and exchange knowledge, ideas, and views. Thirdly, this approach examines the mediating effect of knowledge sharing on the associations between social media usage and student satisfaction. The theoretical model of our investigation is shown in Fig. 1.

The research objective is to examine the effect of knowledge-sharing mediating effect between social media usage and student satisfaction.

Literature Review

Social Media Usage and Student Satisfaction

The term "social media" is commonly used to characterize technological platforms associated with community and cooperation with education (Joosten, 2012). Social networking sites (SNS) are web-based platforms that enable users to generate rich content, and individual profiles, and communicate with other users by connecting with social media platforms (Bailey et al., 2021; Majid et al., 2020).

Social media usage is now a great source of information to assist in student's learning. Educational interactions and the perceived advantage of social media usage were found to be strongly correlated with student satisfaction in knowledge gaining (Kamal et al., 2020; Rasheed et al., 2020). College student content with the use of social networking platforms for learning purposes is strongly correlated (Hwang & Cho, 2018). Social networks therefore have an impact on students in both positive and bad ways, with behavior ultimately determining the outcome (Majid et al., 2020; Moqbel & Kock, 2018) and satisfaction. Social media offers a variety of communication types and directions that can improve students' educational experience, results, and satisfaction (Ngien & Jiang, 2022; Shi et al., 2020). According to the present research, there is a connection between social media usage and educational satisfaction among students.

Hypothesis 1. Social media usage will have a positive effect on student satisfaction.

Knowledge Sharing Using Social Media Usage and Student Satisfaction

Social media knowledge sharing has impacted almost every area of people's lives in the past decade (Mnif et al., 2021; Moughal et al., 2023a; Rasheed et al., 2020). Social media has gained equal popularity in all facets of education as a result of recent studies demonstrating its significant beneficial effects on knowledge sharing (Ahmed et al., 2019; Nguyen et al., 2019; Zhang et al., 2021) and student satisfaction. For example, the study found that students' usage of social media to share knowledge and performance was positively correlated (Chen et al., 2022; Zivnuska et al., 2019). Social media platforms are now an excellent educational tool that aids in student satisfaction. Another study that examined the influence of social media on educational patterns discovered a significant relationship between academic communication and the accepted value of social media among students (Darma & Supriyanto, 2017; Kumar et al., 2013; Tong et al., 2015).

According to Chen et al. (2022); Muntinga et al. (2011), social media motivates users to engage in online arguments, which contributes to the creation of a pleasant learning environment for youth and satisfaction. Because most people today perceive social media to be incredibly vital to their way of life, it has become an integral component of daily living (Pearson et al., 2016) and their satisfaction. Social media platforms are used for educational purposes, recreational activities, and knowledge sharing to boost their satisfaction. Social media usage is increasing in higher education because it facilitates student engagement and information interchange throughout the research process (Al-Qaysi et al., 2021; Deng et al., 2022).

As a result, academics are using social media platforms such as Whatsapp groups, Facebook research communities, and Academia. and Research Gate for academic cooperation. In other words, we believe that university students' usage of social media is favorably connected with their means of sharing knowledge toward student satisfaction. As a result, we postulated that.

Hypothesis 2: Students' knowledge sharing through social media has a positive relationship with student satisfaction.

Mediating Role of Knowledge Sharing Behavior among Social Media Usage and Student Satisfaction

The Internet is the most convenient, fastest, and least expensive way to obtain and share information (Almetere et al., 2020) among students. The internet provides a platform via which students can have access to knowledge from all around the world. Social media has emerged as a form of interaction and sharing of information among individuals as the internet has evolved. Social media allows students to learn emerging abilities and share knowledge more effectively (Mnif et al., 2021; Rasheed et al., 2020). Students use social media to form relationships with more knowledgeable and skilled people from across the world, which helps them share and learn things online (Narayan et al., 2019). When students collaborate and communicate through social media, they build learning communities in which they learn from one another. Students who participate in such learning groups are more connected, enthusiastic, and innovative in their research training (Luqman et al., 2017) and are more satisfied.

Scholars believe that the rise of social media usage has improved collaboration and information sharing among students (Abbasi Shaari & Moughal, 2021; Xie et al., 2021). In recent years, the popularity and increased use of social networking sites have increased the sharing of knowledge among academicians as well (Moqbel & Kock, 2018). Cao et al. (2019); Moqbel and Kock (2018) indicate that students who examine more knowledge on social media and share it are more creative in their research training and education. Scholars believe that social media platforms and related tools increase awareness and knowledge, which improves people's creativity (Moughal et al., 2023a). Abbasi Shaari Moughal et al. (2021); Latha et al. (2020), the social network plays a crucial role in this context when it comes to information sharing and innovation. According to Abbasi Johl et al. (2021); Majid et al. (2020), other researchers have also found that specific variables affect the use of social media networks and other platforms for knowledge sharing. With so many social media tools available to users for information gathering, digital media has been generally accepted by students (Rasheed et al., 2020). According to Sultana (2020), technological advancement has brought about a plethora of new learning platforms that are dependable, astute, valuable, and unique from earlier learning methods and satisfy students.

With social media usage learning, individuals interact, exchange information, and collaborate as a group while maintaining a distance from one another. Latha et al. (2020) that students who employ social media platforms for studying are more unique in their education and are more satisfied. This conversation leads us to believe that information sharing plays a mediating function between students' use of social media and their satisfaction with the usage of social media for educational purposes. Thus, this study hypothesized.

Hypothesis 3: Students' knowledge sharing mediates the relationship between their social media use and student satisfaction.

Figure 1 Conceptual Model
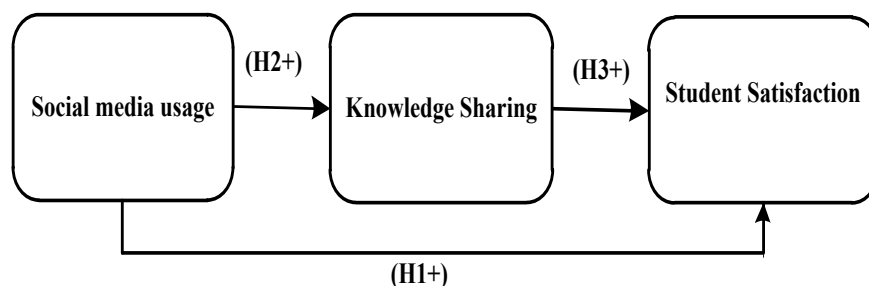
Methodology

The purpose of the research is to identify the phenomena associated with social media usage about knowledge sharing among students' satisfaction. The study involved 193 students from various educational institutions in Malaysia, including universities and secondary schools. The conceptual framework of the study is derived and based on online platform sources which brought together the disparate ideas put forth by several researchers into a single investigation. Previous research presented a variety of concerns and factors pertaining to social media usage and knowledge sharing by students. Likert scale 5 items were used for data collection and analyzed using SmartPLS 3.2.2.

This study enhanced the usage of social media as a tool of language among university students to account for social media usage, and knowledge sharing and to predict the student satisfaction of university students utilizing social networking sites to improve university performance in Malaysia. The questionnaire was adapted based on the perspective of the study. For the identified constructs items, the three items of social media usage were adapted from (Hu et al., 2015). The scales of knowledge sharing five items were adapted from (Lu et al., 2012), the five items of student satisfaction derived from (Butt & Rehman, 2010). The survey questionnaire method was adopted to collect empirical data for this study. The data analyzed using SmartPLS.

Demographic Characteristics

The demographic descriptions of the respondents of this study are 193 in total, where 56.4% (109) were males and 43.5% (84) were females. All the acknowledged respondents were diverse in ethnicity, the majority are Malay 112 (58.03%), Chinese 50 participants (25.9%), and Indian 31 participants (16.60%). Based on the education level, 35 respondents are Ph.D. candidates (18.13%), 51 have master's degrees (26.24%), and 107 are bachelor's degrees (55.44%). Therefore, the demographic profile of respondents reveals that they are educated, experienced, and have a deeper understanding of social media usage.

To analyze and test the hypothetical relationships among variables, SmartPLS 3.2.2 was used.

Assessment of Measurement Model

We used confirmatory factor analysis to evaluate the validity and reliability of the research variables. According to Sarstedt et al. (2014), Cronbach Alpha values identified in Tab. 1 showed that every item loaded have values more than 0.70 which are significant to proceed.

Table 1 Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
KS	0.926	0.935	0.945	0.773
SMU	0.913	0.930	0.945	0.851
SS	0.906	0.912	0.930	0.726

As can be shown in Table 1, all variables' composite reliability and rho_A findings were more than 0.70 indicating the validity of each variable measure. By looking at the convergent and discriminant validities, the variables' validity was evaluated. AVE values, or average variance retrieved, were used to assess convergent validity. Table 1 demonstrates that for every variable, the AVE exceeds the 0.50 threshold value (Sarstedt et al., 2014).
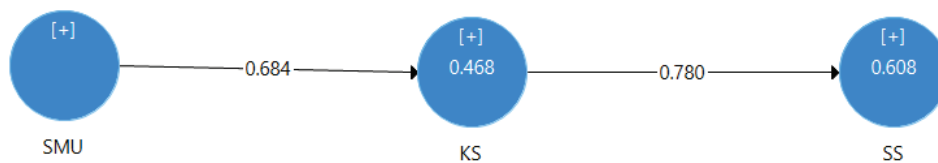

Figure 2 Measurement Model

Further, discriminant validity was evaluated by comparing the square root of AVE values for each variable, with the correlation values located between the variable and other variables (Chin, 1998). As shown in Table 3, all square roots of AVE are larger than variables correlations, implying that the variance outlined by the particular variable is greater than the measurement error variance. Thus, all variables proved an acceptable level of convergent and discriminant validities.

The Heterotrait-Monotrait Ratio (HTMT) methodology which is recognized as the most cutting-edge method for a discriminant validity analysis was used to evaluate discriminant validity (Henseler et al., 2015). The ideal HTMT ratio was found by Henseler, Ringle, and Sarstedt to be less than the predefined threshold of 0.85, emphasizing the need for discriminant validity (Henseler et al., 2015). Kline (2011); Gold et al. (2001), state that the discriminant validity issue in the criterion technique is discovered if the mean percentage of HTMT appeared to be more than 0.85 or a value of 0.90.

Table 2 Heterotrait-Monotrait Ratio (HTMT)

	KS	SMU	SS
KS			
SMU	0.730		
SS	0.834	0.861	

Assessment of Structural Model

The current study examined the hypothesis using the structural model assessment depicted in Figure 3, which was spurred by the measurement model's exceptional performance. 5000 samples were bootstrapped in order to investigate the statistical significance, T-value, and effect size of the path coefficients (Jeon et al., 2019).

Multiple regression analysis was used to assess the effects of the independent variables—social media usage, knowledge sharing, on student satisfaction. The results show that independent factor has a considerable impact on an employee's student satisfaction.
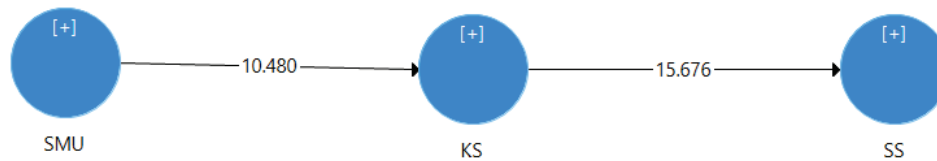

Figure 3 Structural Model

Figure 3 shows the test results for the three hypotheses executed by PLS. The overall assessment of the model is presented in Table 3.

Table 3 Assessment of Structural Model

Mean, STDEV, T-Values, P-Values					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
KS -> SS	0.780	0.782	0.050	15.676	**0.000**
SMU -> KS	0.684	0.685	0.065	10.480	**0.000**
SMU -> SS	0.534	0.538	0.076	7.053	**0.000**

Findings

The findings show that the use of social media usage and knowledge sharing on student satisfaction is validated by this research. Student satisfaction was positively impacted by knowledge sharing which also had a substantial impact on how students shared their knowledge and boosted satisfaction (Moughal et al., 2023a; Moughal et al., 2023b; Shi et al., 2020; Tetrick et al., 2000; Wolinetz & Axsen, 2017). Since student satisfaction is impacted by their social media usage, these components were also presented in an appealing manner by this research. It has been noted that social media usage can be influenced by knowledge sharing.

To fully understand the complex interactions between social media usage (SMU), knowledge sharing (KS), and student satisfaction (SS), the data findings from this study are revealed next. First, H1 demonstrates the importance of the correlation between information sharing and social media use. An in-depth analysis of this link, bolstered by statistical proof and effect sizes will clarify the degree to which student participation in social media promotes knowledge sharing. H2 concentrates on the effect of information sharing on student satisfaction in its second section. A comprehensive investigation into this relationship, encompassing particular discoveries and pertinent trends, will illuminate the function of cooperative knowledge generation in influencing students' general contentment scores. Finally, H3 explores the relevance of social media use having a direct impact on satisfaction among students. Statistical

robustness and detailed explanations of this result will shed light on how students' general satisfaction levels are affected by or not by digital platforms. The study attempts to contribute a thorough understanding of the intricate factors at play in the environment of higher education by rigorously organizing and laying out these data.

The results revealed in Table 3 demonstrate the relationships between social media usage with knowledge sharing (β= 0.684, p = 0.000) and social media usage with student satisfaction (β= 0.534, p = 0.000) are significant. Thus, H1 and H3 are supported. The H1, usage of social media towards knowledge sharing is found and supported by the earlier studies (Ngien & Jiang, 2022; Shi et al., 2020). Social networking is becoming an invaluable repository of information to help students acquire knowledge. Educational contacts and the perceived benefit of social media use were found to be substantially connected to student satisfaction along with knowledge acquisition (Kamal et al., 2020; Rasheed et al., 2020). Another study also supported social media provides a variety of interpersonal ways and channels that may enhance students' educational experiences, outcomes, and engagement (Majid et al., 2020; Moqbel & Kock, 2018). Social media offers a variety of communication types and directions that can improve students' educational experience, results, and satisfaction (Ngien & Jiang, 2022; Shi et al., 2020). H3, social media usage to influence student satisfaction also found supported. Earlier studies Chen et al. (2022); Muntinga et al. (2011), also found social media encourages participants to get involved in online discussions which helps to create an enjoyable educational environment for youngsters and for their satisfaction. To increase their happiness, social media platforms are employed for educational objectives, fun pursuits, and knowledge sharing. Social media adoption in educational institutions is expanding because it enhances student engagement and knowledge exchange across the research process and boosts their satisfaction (Al-Qaysi et al., 2021; Deng et al., 2022). This study assumed that university students' use of social media is positively related to their ways of sharing information and hence contributes to student satisfaction. The effect of knowledge sharing on student satisfaction (β= 0.780, p = 0.000) is also significant and positive, thus H2 is supported. Through social media, students can connect with more experienced and informed individuals worldwide, which facilitates online sharing, learning and satisfaction (Narayan et al., 2019). Using social media communication and teamwork, students create learning communities where they share knowledge and experience with one another. According to Luqman et al. (2017), students who take part in these learning groups are satisfied and exhibit higher levels of connection, enthusiasm, and innovation in their studies.

The results show that student satisfaction reported R^2 0.608, which means 60% of the variance associated with knowledge sharing was accounted for students' satisfaction. Finally, knowledge sharing reported R2 of (0.468), which means about 46.8% of students' usage of social media.

Discussion

This study perceived the significance of social media usage in enhancing students' satisfaction by sharing knowledge, whereas prior studies lack the significance of exploring student satisfaction through the social media knowledge-sharing aspect. Earlier studies examined different models of social media usage along with student effective performance, and student satisfaction using social media, however, neglected the usage of knowledge sharing (Alkhayyal et al., 2019; Aminrad et al., 2013; Gadenne et al., 2009; Hamid et al., 2017), and social media usage has been utilized distinctly to boost awareness of students' knowledge (Alkhayyal et al., 2019; Idumange & Environmental Awards, 2012; Scholtz et al., 2016). Students' knowledge sharing through social media has not been considered in one study. This study has given the

idea of merging knowledge sharing towards student educational satisfaction. This study develops the concept of enhancing student's knowledge sharing through social media to promote student satisfaction among students. Practically, this research idea contributes to developing strategies related to social media for knowledge sharing by policymakers. This study proposes for policymakers to enhance student satisfaction by using social media by devising effective strategies. Overall, this research contributes to attaining sustainable education using social media. The theoretical contribution may be implemented in educational institutions as a component of the framework for student satisfaction. Social media is used by the framework to improve knowledge literacy and sustainability consciousness as well. This encourages student-satisfied behavior and may even help to promote knowledge sharing and environmental aspects effectively.

The research makes theoretical advances by providing a new perspective of the complex connections among knowledge sharing, social media use and student satisfaction in the framework of Malaysian higher education. The study contributes theoretical depth to the body of literature by putting forth an extensive conceptual framework and emphasizing the critical role that information sharing plays in determining student satisfaction. The framework incorporates essential factors including social connectivity, collaborative learning factors, as well as information mobility, offering a comprehensive understanding of the ways in which these aspects interact. The study also adds to the larger theoretical conversation by taking into account the social and cultural subtleties of Malaysia, recognizing the diversity of the student body and the distinct educational environment.

The study's practical implications provide teachers, administrators, and policymakers in Malaysia with insightful information on how to improve education by strategically integrating social media toward student satisfaction. The conceptual framework offers a path for creating focused interventions on social media platforms that promote efficient information exchange and cooperative learning settings. These findings can be used by educators to create instructional strategies that handle possible drawbacks and optimize social media's advantages. The research results can also be used by policymakers to develop best practices and recommendations for integrating social media into teaching methods, which will increase student happiness. Finally, by providing practical suggestions for maximizing the usage of social media in Malaysian higher education to favorably impact student satisfaction, the study closes the gap between theory and its application.

Conclusion

The importance of having an in-depth comprehension of the core ideas that predict the outcomes of social media usage on the satisfaction of students through knowledge exchange cannot be overemphasised. The findings of this study add significantly to the academic discussion on the nexus of social media, knowledge sharing and student satisfaction. Exploring the underlying factors that drive these results can provide useful insights for those working in education, management, and policymakers. It facilitates the development of adapted strategies for capitalizing on the positive effects of social media networks on knowledge sharing, hence improving students' overall happiness as well as educational experience. Organizations can customize their educational approaches and create an atmosphere that most effectively uses social media as an avenue for collaborative learning as well as information exchange by understanding the nuanced nature of these relationships. This will ultimately improve academic results and student success on a larger scale.

In the worldwide context of the educational aspect, social media plays a critical role in influencing knowledge sharing among students to gain sustainable education. Social media can be effectively used to increase knowledge sharing and satisfaction among students. The purpose of this study is to examine the effects of social media usage on knowledge sharing towards satisfaction. This research contributes to the body of existing literature by examining the proposed framework and creating practical strategies to increase knowledge. It also recommends looking at the actual data analysis considering that the research is conceptual in nature. It will be possible to achieve the Sustainable Development Goals related to sustainable education by using social media among students. The purpose of this study is to add to the expanding body of knowledge regarding social media's usage role in education, particularly as it relates to knowledge-sharing to boost student satisfaction in Malaysia. For educators, policymakers, and academics looking to maximize social media's potential as a teaching and learning tool, the results will offer insightful information.

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