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Knowledge Dynamics in Social Networks: Types of Knowledge Postgraduate Students Share in Tanzanian Higher Education

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Abstract

Rationale of Study – This study investigates the types of knowledge postgraduates prefer to share through social networks among higher Education institutions in Tanzania.

Methodology – The study used a convergent mixed-methods research design. The study population comprised 633 postgraduates from selected higher education institutions (HEIs) in Tanzania. Probability sampling was used to select postgraduates to participate in the study, while purposive sampling was used to select eight heads of academic departments for the interview component. Questionnaires were emailed to 239 postgraduates from the four selected HEIs, of which 171 were filled out. Quantitative data was analysed using SPSS version 24, and results were presented in tables and figures, while qualitative data was thematically analysed.

Findings – The study revealed that postgraduates preferred to share various types of knowledge through social networking sites, such as declarative, procedural, explicit, and others. Some of the reasons for sharing knowledge that were provided included the desire to strengthen their knowledge base. It is then recommended that postgraduates frequently use social networking to share academic-related knowledge.

Implications – The study recommended that the management of HEIs in Tanzania encourage postgraduate students to use social networking sites ethically by exchanging knowledge that will help them strengthen their knowledge base and enhance their academic performance.

Originality – The originality lies in its mixed-methods approach, which combines qualitative interviews and quantitative surveys to understand knowledge-sharing behaviours comprehensively.

1 Background to the Study

One of the core activities in academia is the creation and sharing of knowledge. Thus, in tertiary institutions, students and lecturers have interacted through various means and channels to reach such an end. Therefore, with the emerging information and communication technologies (ICT), specifically social networks (SNS), knowledge sharing has become easy, cost-effective, and timely. The SNS has now proven useful in facilitating knowledge and information-sharing practices in many tertiary institutions worldwide and, subsequently, facilitating teaching and learning (Noori *et al.,* 2022). Rathika and Thanuskodi (2020) affirm that in this context, knowledge and information-sharing practices have enabled students, staff, and the whole university community to create and share new knowledge. This, in turn, enhances innovative ability, strengthens their knowledge base, and ensures institutional competitiveness (Cetin & Kinik, 2017). Additionally, Abdalla and Qashou (2020) advance that SNS, including WeChat, Instagram, LinkedIn, MySpace, YouTube, WhatsApp, Twitter, and Facebook, which have their origins in blogs, wikis, multimedia distribution tools, interacting platforms, and computer-generated worlds, support the sharing of knowledge among students in tertiary institutions.

Various studies, including Lubua et al. (2017), provide that despite the adverse effects of SNS in the community, such sites are instrumental in facilitating knowledge sharing in tertiary institutions. According to Kutu (2021) and Al-Adwan et al. (2020), such sites promote interactions among individuals and enhance individuals' digital literacy, class participation, and skills for self-study among students. In other words, knowledge and information-sharing practices in tertiary institutions improve individuals' ability to make timely decisions while creating new knowledge for an institution's competitiveness (Raguz et al., 2017). Recognising technology's role in education, governments and non-governmental organisations at both the local and international levels have undertaken several initiatives to ensure that emerging technologies are used extensively. According to Mwantimwa (2019), the government of Tanzania appreciates the significant roles that new technologies play in promoting the quality of education, including creating spaces for knowledge and information sharing among students.

In support of the use of social networking sites (SNS) for knowledge sharing, the government of Tanzania established the National ICT Broadband Backbone (NICTBB) infrastructure project to address the problem of internet connectivity across the country while promoting the creation of a knowledge-based society. According to Byanyuma *et al.* (2018), The Collaboration on International ICT Policy for East and Southern Africa (2015), and the United Republic of Tanzania

(2016), by 2018, the project had already reached many regions (about 24 regions). It extended to neighbouring countries, including South Africa, Kenya, Mozambique, Zambia, Malawi, and Rwanda. In Tanzania, however, internet penetration had increased to 17 million internet users by 2015 (Mushi, 2016). Tanzania Commission for Science and Technology (2015) and the collaboration on International ICT Policy for East and Southern Africa (2015) observed that Vodacom, Tigo, Airtel, Zantel, and the Tanzania Telecommunication Company (TTCL) were the five companies in the market at that time. By December 2020, Tanzania had 17.6 million Facebook Messenger users, 25.5 million WhatsApp users, 1.9 million Skype users, 3.5 million Snap Chat users, 0.6 million WeChat users, 3.8 million Telegram users, 19.4 million Instagram users, 12.2 million YouTube users, 7.5 million Twitter users, 3.9 million Google+ users, and 0.2 million We Chat users (United Republic of Tanzania [URT], 2020). ICT is an abbreviation for "Information and Communication Technology." It refers to technologies that enable access to information via telecommunications. It is comparable to information technology (IT) but focuses on communication technologies. This includes the Internet, wireless networks, cell phones, and other forms of communication (Ratheeswari, 2018).

The Tanzanian government established the Tanzanian Development Vision (2025), which focuses on producing knowledgeable and competent graduates capable of utilising national resources to achieve national development; Tanzania's Five-Year Development Plan (2020-2021-2025); and the Tanzania National Information and Communication Technology Policy (URT, 2016), all of which focus on the use of ICT in the attainment of quality education in the country. The expansion of mobile technology has changed how students in tertiary institutions share knowledge with their instructors (Agarwal & Marouf, 2014). This entails that tertiary institutions will remain competitive only if they use ICTs, including smartphones and their applications, to engage students and lecturers in creating, storing, and sharing knowledge (Bagarukayo, 2018).

Several studies on the use of SNS such as WhatsApp, Facebook, Wiki Spaces, LinkedIn, My Creativity Community, Bebo, Academia.edu, My Space, and many others that are used for sharing knowledge and information in academia, have been conducted in Tanzania, including those by (Ponera, 2022; Masele, 2021; Lubua et al. 2017; Muneja & Abungu, 2012; Maiga, 2017; Shembilu, 2013; Mchome, 2017; Charles & Nawe, 2013). Although the use of SNS for knowledge sharing is increasing in Tanzania, the types of knowledge that postgraduates prefer to share through these platforms are not well documented. Postgraduates are more mature than undergraduate students. Therefore, their

use of social networking sites is expected to enhance their level of understanding, which, in turn, may enable them to strengthen their knowledge base and be capable of assuming various roles assigned to them after completing their studies (Ponera, 2022).

2 Problem Statement

The use of social networking sites for knowledge sharing has increased in tertiary institutions worldwide, particularly in Tanzania (Abdalla & Qashou, 2020; Shafique, 2015). This confirms that SNSs are often used for communication, resource access, knowledge exchange, and tutorials in Tanzanian higher education institutions. The use of laptops with internet connections, smartphones, interactive personal application devices (IPADS), and social media networks and software has all helped to encourage this (Sutherland, 2018). Some popular SNSs, as observed by a study conducted by Ponera and Madila (2023), were WhatsApp, Google+, Facebook, LinkedIn, Wikispace, and others. Although postgraduates are known to use social networking sites (SNS) to exchange knowledge, it is still unknown what kinds of knowledge they prefer to share. Furthermore, it is not widely established how knowledge shared on social networking sites improves students' academic achievement among Tanzanian HEIs. Most studies focus on global trends, but the unique preferences of Tanzanian postgraduates in using SNS for academic knowledge sharing are

underexplored. It is against this assertion that the current study is being undertaken to uncover the existing knowledge base by examining the types of knowledge that postgraduate students prefer to share through such communication outlets in their efforts to strengthen their knowledge base to enable them to be able to perform various tasks at various sectors of the economy in the country upon completion of their studies. By concentrating on Tanzania, the study provides localised findings that can inform educational policies and digital learning strategies in similar developing contexts. To address the study problem, the following specific objectives guided the study:

i. To determine the types of knowledge that postgraduate students prefer to share through SNS

ii. To identify reasons for sharing various types of knowledge through SNS among postgraduate students

3 Literature Review

The literature review is presented using the study's objectives.

3.1 Knowledge shared through SNS

Nonaka and Takeuchi (1995) categorised organisational knowledge into two types: tacit and explicit knowledge. Tacit knowledge is experience-based knowledge that is difficult to convey in any language and is passed down through debate, conversation, and storytelling (Clement & Olatokun, 2020). Tacit knowledge is difficult to convey from one person to

another, but it may be employed in higher education by fostering knowledge exchange and ongoing learning (Asbari et al., 2019). According to Nonaka (1994), tacit knowledge can be converted into explicit knowledge. Explicit knowledge refers to knowledge that can be easily articulated, codified, stored, and accessed. They can be communicated using language and figures and shared with other people in various formats with no difficulties (Galgotia & Lakshmi, 2022; Kalema et al., 2017; Nonaka & Takeuchi, 1995).

Ansari and Khan (2020) assert that currently, most college students participate in various social media communities, including Facebook pages and WhatsApp groups, while also following academic websites to expand their knowledge. A study by Tawalbeh (2021) suggests developing awareness-raising initiatives and related activities by establishing principles for knowledge sharing and providing adequate infrastructure to help faculty members utilise social media effectively. SNS was initially used for communication and social interaction. However, commercial organisations began to use these social networking sites for marketing, hiring, and exchanging ideas, knowledge, and information due to the exceptionally high number of users joining and visiting them (Eid & Al-Jabri, 2016). According to a study conducted in Nigeria by Nnadozie and Nwosu (2018), postgraduates preferred to share knowledge using various

information technologies, particularly the Internet, phones, computers, and social media platforms. The reasons supporting knowledge sharing directly impact problem-solving, reciprocal relationships, and the dissemination of new findings.

Considering this study, the discussion from various scholars reveals that postgraduates can share different types of knowledge through social networks, which can help them strengthen their knowledge base and improve their academic performance. The findings from the literature are also consistent with the SECI model, which states that individuals can exchange, learn, and create new knowledge through the four stages of socialisation, externalisation, combination, and internalisation. As a result, different types of knowledge can be shared among postgraduate students via social networks, making them more knowledgeable in various areas of their expertise and many sectors of their lives. A study conducted in Turkey by Coşkun (2018) revealed that high-level metacognitive thinking among university students helped them problem-solve and make informed decisions. Another study by Anthonysamy (2020) established that students with high metacognitive abilities can adequately manage their learning and thoughts, assess and evaluate their learning, and anticipate the time needed for study by applying the proper techniques. According to the literature consulted, several SNSs can be utilised to

exchange different kinds of knowledge for diverse purposes. However, there are inadequate studies regarding the types of knowledge that postgraduate students at Tanzanian higher education institutions share; as a result, the current study will fill this knowledge lacuna.

3.2 Reasons for using SNS for knowledge sharing

Social networking sites (SNS) have facilitated the interaction and sharing of knowledge among people because, with SNS, users can freely create, share, and edit content (Mutarubukwa & Mazana, 2020). According to Boyd and Ellison (2008), social networking enables individuals to create 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 as well as those made by others within the system. Various technologies and tools can facilitate knowledge sharing among postgraduates in tertiary institutions, including Facebook, MySpace, professional networks such as LinkedIn and Wikis, and social tagging (Mosha & Holmner, 2019; Alsaadi, 2018). A study conducted in South Africa by Dlamini and Siphamandla (2020) found that students preferred using WhatsApp to share knowledge due to its multiple features, which make it a valuable platform for accessing the knowledge required for their academic purposes. Since students need knowledge, they will utilise every possible way

to ensure they access it. Therefore, social networks have provided room for them to search, access, and share knowledge. The remaining question is: What types of knowledge do they share through those platforms? Despite providing places for sharing and discussing classroom matters, if these platforms are not adequately managed, they may negatively affect the students; hence, higher education institutions should properly guide their use (Ponera & Ngulube, 2024). Ahmed et al. (2019) established that some factors influencing the use of social networking sites include knowledge seeking, knowledge contribution, and social interaction. Chatterjee et al. (2020) assert that through different social networking sites, knowledge can be disseminated to different stakeholders, improving an organisation's performance.

A study carried out in Uganda by Bagarukayo (2018) indicated that students preferred to use social networking sites such as Facebook because they enabled them to put knowledge into practice, share, collaborate, interact, be flexible, and engage in learner-centred activities. Another study by Aziz et al. (2022) revealed that SNSs help improve communication and knowledge-sharing among individuals. The findings from the reviewed literature indicate that social networking platforms provide an easy way for students to access knowledge. However, the types of knowledge accessed through these

platforms may differ depending on the context, needs, background, time, and level of the postgraduate students. Thus, there is still a need to understand what types of knowledge postgraduate students at Tanzania HEIs prefer to share through these platforms to fill the puzzle because, currently, most scholars are discussing access and sharing knowledge generally. In his study conducted in Tanzania, Masele (2021) found that factors such as ease of use, convenience, and user-friendliness of some SNS influenced their use. Lacosta and Thomas (2020) argue that using SNS facilitates knowledge-sharing processes in organisations, but its usage needs to be controlled to achieve the desired outcomes. The literature consulted shows that SNS can help exchange knowledge among students; however, the extent to which these communication outlets can help students strengthen their knowledge base depends on the types of knowledge they share.

4 Theoretical Framework

This study is guided by Nonaka and Takeuchi's knowledge creation model (KCM) (1995). In an organisation, tacit and explicit knowledge can be created, combined, converted, and shared in four ways (Nonaka & Takeuchi, 1995). However, Nonaka and Takeuchi (1995) contend that the relationship between tacit and explicit knowledge is linked to the knowledge that individuals create, and knowledge amplification involves two chains of actions. They are epistemology and ontology. The ontology dimension covers the various levels

of knowledge creation: individual, group, organisational, and inter-organisational. Epistemology is linked to two processes: (1) knowledge conversion, or the transformation of tacit knowledge into new tacit knowledge (socialisation), and (2) externalisation, or the transformation of tacit knowledge into explicit knowledge. (3) combination, the transfer of explicit knowledge to explicit knowledge, and (4) internalisation is a shorthand for this process. The initial socialisation phase does not apply in this study context because once tacit knowledge is shared and recorded on social networking sites, it ceases to be tacit knowledge.
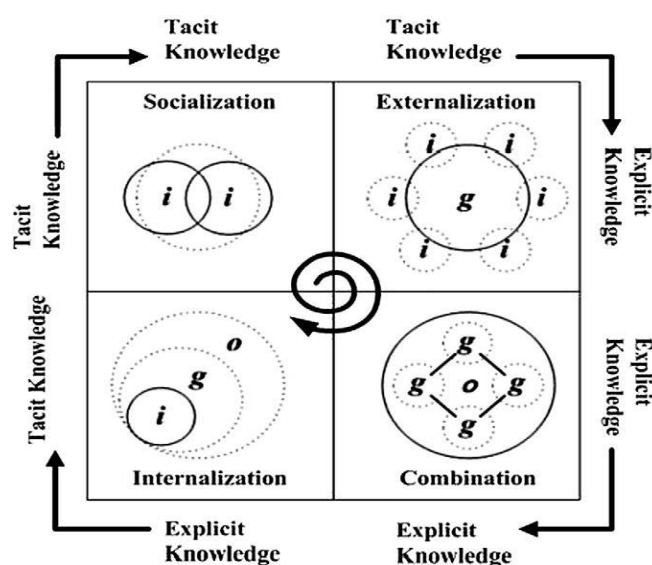

Figure 1: SECI/spiral model process
Source: Nonaka and Takeuchi (1995)

Key to the symbols:

i = individual

g = group

o = organisation

In this study context, externalisation occurs when postgraduates use social networking sites to write and share specific knowledge. It

involves the conversion of their tacit knowledge into explicit knowledge. Social networking sites (SNSs) and online platforms for collaborative communication, such as YouTube, Facebook, blogs, wikis, WhatsApp, and others, may allow postgraduate students to access information and knowledge anytime. Postgraduate students may develop new explicit knowledge by restructuring, organising, and internalising their existing knowledge using knowledge and information gathered from many SNS sources. Socialisation, externalisation, and combination are all steps in the internalisation process. After postgraduate students have gained new tacit knowledge from the knowledge they would have gained from others through SNS platforms, internalisation may occur. SNSs facilitate the internalisation of such knowledge since they include features that allow users to produce and edit content and share and recreate new content. Therefore, internalisation entails enhancing an individual's tacit knowledge base, which can be seen in the way postgraduate students complete their coursework, write scientific papers, give presentations in class, speak in front of an audience, write academic articles like journal articles, write up their theses and dissertations, and express their ideas in a variety of ways, including through the use of diagrams, visual aids, videos, and other methods. Thus, the model was deemed valid in assessing the types of knowledge shared through social networking among postgraduates at HEIs in Tanzania.

5 Methodology

This study used a mixed-methods research approach under the pragmatism paradigm. The study employed a convergent research design, which allowed for the collection of both quantitative and qualitative data to understand the phenomenon under investigation better (Ngulube, 2022; Poth, 2018). Using both methods provided a more comprehensive understanding of the research problem. The population of the study comprised 633 postgraduates from the four selected HEIs. However, the response was received as follows: Moshi Co-operative University (104), Nelson Mandela African Institution of Science and Technology (21) and Technology, the Institute of Accountancy Arusha (23), and Mwenge Catholic University (23). A sample of 239 participants was selected using a sampling table based on known populations, following the technique outlined by Kerjcie and Morgan (1970). The validity of the chosen sample size was further confirmed using the Google sample size calculator, which considered a population of 633 postgraduate students from the selected higher education institutions (HEIs). This calculation used a 95% confidence level and a 5% error margin, as Leavy (2017) suggested. While Tanzania has thirty-one administrative regions, only two regions were selected because they contain ten higher learning institutions (HEIs) that offer

postgraduate programs, making them more accommodating for data collection compared to other regions in the northern zone. The four HEIs included in the study were also chosen due to their willingness to provide the researchers with the necessary data. The findings from these selected HEIs can be generalised to other institutions in Tanzania facing similar situations and contexts.

Purposive sampling was used to select departmental heads for the interviews because, by their positions and experiences, they possessed the information that this study intended to collect. The relationship between the two samples was parallel (Onwuegbuzie & Collins, 2017). Both the surveys and interviews were conducted simultaneously. While the qualitative data supplied insights into the participants' experiences and the contextual elements impacting their behaviour, the quantitative data provided statistical evidence of behavioural changes.

A total of 171 questionnaires were answered by the 239 emailed to them, with a response rate of 71.5%. The quantitative data was analysed descriptively using SPSS version 24, and the findings were presented as tables and frequencies. The qualitative data collected from eight department heads was thematically analysed based on the emerging themes. The two collected data types were integrated to see how they corroborated or diverged from each other. The University of South Africa (UNISA) granted this study ethical clearance. The researchers obtained informed consent from informants before commencing the study. Furthermore, research participants were permitted to withdraw from the study without providing reasons to the researchers.

6 Findings of the Study

This section presents the study's findings on the types of knowledge that postgraduates prefer to share through social networking sites. Secondly, the reasons for using SNS for sharing various types of knowledge are presented.

6.1 Types of knowledge shared through SNS

The study's findings indicated that postgraduate students share various types of knowledge in the selected higher education institutions in Tanzania. Types of knowledge shared through social networking sites included conceptual knowledge, which is confirmed by 81 (47.4%) of the respondents, declarative knowledge 68 (39.8%), tacit knowledge 60 (35.1%), scientific knowledge 58 (33.9%), procedural knowledge 48 (28.1%), empirical knowledge 37 (21.6%), factual knowledge 27 (15.8%), stimulatory knowledge 26 (15.2%), and metacognitive knowledge 18 (10.5%). The details of respondents' responses are presented in Figure 2.
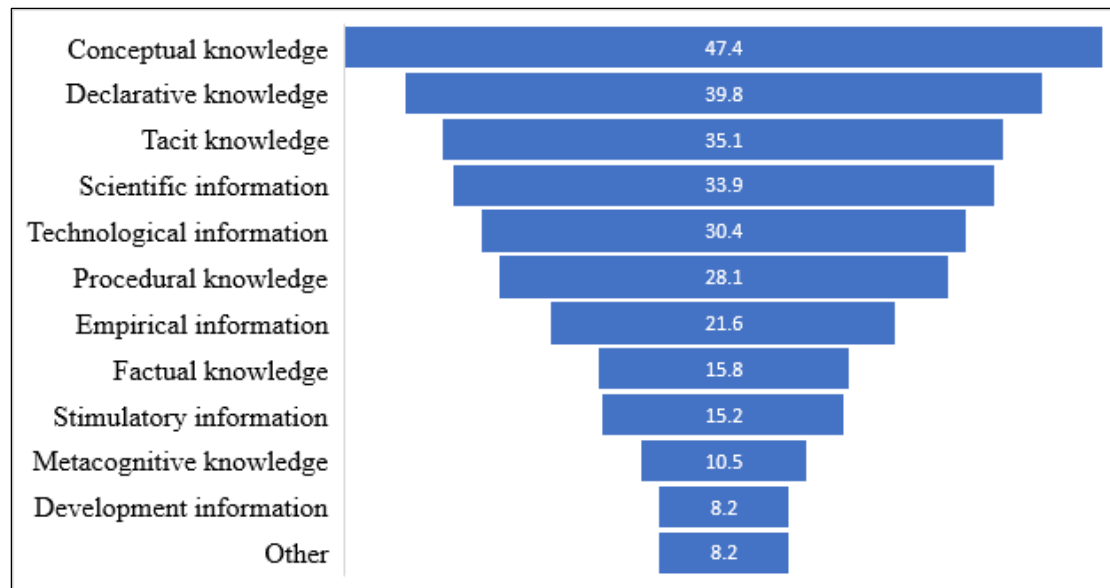
Figure 2: Types of knowledge shared by postgraduates through SNS

The interviews were conducted with the eight heads of academic departments to corroborate the quantitative findings obtained through questionnaires. The interview participants were asked to explain the types of knowledge shared through SNS among postgraduates. Explanations given by interview participants are presented below.

Participant HoD-1 had this to say:
"Postgraduates are mature, and some have working experience; therefore, they share conceptual and procedural knowledge."

Participant HoD-2 stated that:
"Postgraduates share conceptual and procedural knowledge depending on their areas of specialisation and their demands."

Participant HoD-3 narrated that:

"Postgraduates share explicit, procedural, declarative, and metacognitive knowledge to enhance their understanding."

Participant HoD-4 proclaimed that:
"Postgraduates utilise social networking sites for sharing socially and academically related knowledge, including explicit knowledge".

Participant HoD-5 narrated that:
"Postgraduates share declarative, procedural, and metacognitive knowledge because we sometimes ask them to do things practically, so they must follow some procedures."

Participant HoD-6 affirms that:
"Postgraduates prefer to share conceptual knowledge because they need to acquire knowledge of different theories applied in their studies."

Participant HoD-7 elaborated that:

"Postgraduates share conceptual, explicit, declarative, and procedural knowledge because it enables them to explain procedures to solve a particular problem.

Participant HoD-8 had this view:

"Postgraduates share tacit as well as explicit knowledge that they have acquired through consulting other sources of information".

6.2 Reasons for sharing various types of knowledge

Postgraduates were probed to provide reasons for sharing the various types of knowledge they mentioned to understand why they decided to do so. The findings of the study revealed that various reasons prompted postgraduate students to share knowledge through SNS, including expanding their knowledge base, which was affirmed by 112 (65.5%) of the respondents, the need to perform better academically, 112 (65.5%), and the acquisition of new knowledge 75 (43.9%). The details of respondents' responses are presented in Figure 3.
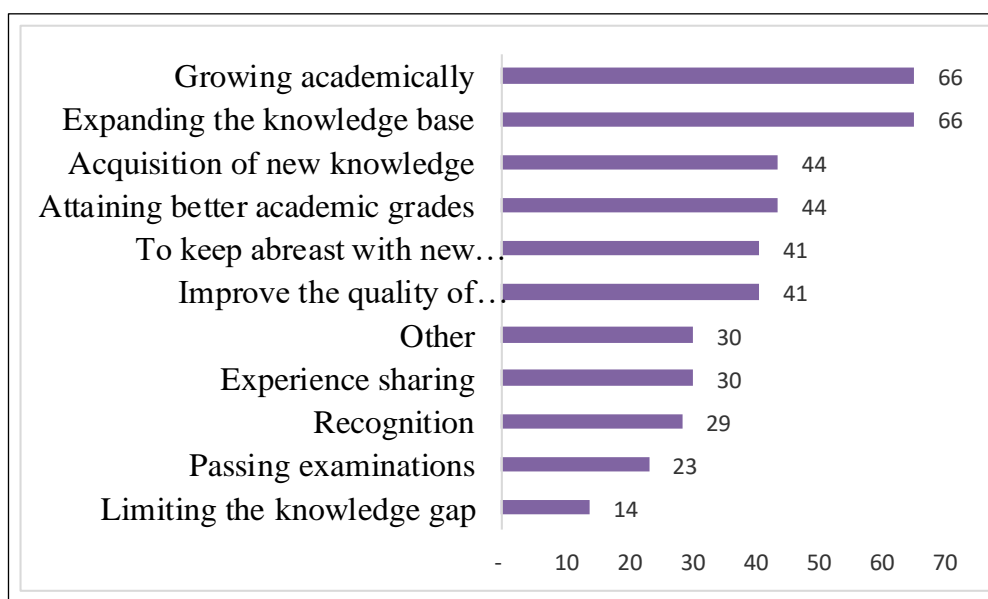

Figure 3: Reasons for sharing various types of knowledge

7 Discussion

This section presents the discussion of the findings.

7.1 Types of knowledge shared through SNSs

This study examined the types of knowledge postgraduates preferred to share through social networks (SNS) in Tanzania's tertiary institutions and the reasons for sharing knowledge through such platforms. The study established that through SNS such as education (classmates), WhatsApp, Facebook, Google+, Wikis, LinkedIn, YouTube, Twitter, and others, postgraduates were able to share various types of knowledge, such as explicit,

conceptual, declarative, procedural, and metacognitive. Such sites enabled postgraduates to create, edit, share knowledge, and receive feedback from their colleagues sharing similar platforms. Based on their experiences, time, and needs, postgraduates could exchange and transfer knowledge in various formats through SNS, including texts, videos, photographs, diagrams, pictures, and audio. The study's findings agree with Nonaka and Takeuchi (1995), who assert that explicit knowledge is created by consulting other explicit knowledge, such as reading documents, attending meetings, having telephone conversations, or using computerised communication networks. Nonaka (1994) asserts that tacit knowledge can be converted into explicit knowledge and shared. Thus, through SNS, postgraduates were also able to share tacit knowledge. According to the study, higher education institutions in Tanzania can benefit from using social networks to facilitate student knowledge sharing. However, adequate measures should be put in place by top management of higher education institutions to ensure that such communication outlets are used for academic purposes to encourage the creation of new knowledge and increase students' knowledge base.

According to the findings, procedural knowledge was commonly shared among postgraduates pursuing mathematically related courses. The study also found that postgraduates regularly exchanged conceptual knowledge due to the necessity of comprehending numerous ideas linked to the courses they were registered for. Although metacognitive knowledge is more of an individual cognitive process, it has been shared through social network platforms through trading learning approaches, allowing postgraduates to flourish in their studies. According to Adeyemi and Cishe (2017), using SNS has enhanced knowledge transmission and acquisition among learners. According to research conducted by Nahdi and Jatisunda (2020), increasing declarative and conceptual knowledge skills helps students build on concepts in various academic areas. Another study conducted in Nigeria by Aligba and Abur (2018) discovered that developing procedural and conceptual knowledge competence can help students improve their academic performance.

7.2 Reasons for sharing knowledge

When probed to explain why they prefer to share the various types of knowledge they have mentioned, postgraduates stated the following reasons: the need to expand their knowledge base, achieve better grades, improve the quality of their academic work, pass examinations, limit their knowledge base, share experiences, gain recognition, grow academically, and acquire new knowledge. Thus, the types of knowledge shared among the postgraduate cohort were intended to enable them to excel in their studies. At the

same time, little attention was given to knowledge related to other aspects of their lives. According to the study's findings, social networks can improve classroom participation. If such communication outlets are formally recognised as the official communication platform by Tanzania's higher education institutions, the quality of learning will improve. For example, the COVID-19 pandemic has resulted in the closure of numerous higher education institutions in Tanzania due to a lack of online teaching resources, which social media could have remedied.

On the contrary, a study conducted in Saudi Arabia by Alsaadi (2018) revealed that Saudi students preferred exchanging knowledge through face-to-face interactions. Another study in the United States by Lee and Schottenfeld (2014) established that university students could produce knowledge through self-directed assignments, interactive activities, socialising activities, and group-directed activities. Regarding the choice of such sites for knowledge sharing, postgraduates provided several reasons for using them, including the need for interactions, personal expectations, perceived ease of use, educational compatibility, perceived usefulness, and positive attitudes towards using SNS for knowledge sharing. Thus, postgraduates were attracted to sites that do not require much time to learn how to use them; therefore, most preferred education

(classmates) and WhatsApp because they are commonly used platforms, and it was possible to get assistance if they encountered challenges. Findings from the study have implications for the SECI model, which posits that four stages (socialisation, externalisation, combination, and internalisation) are involved in creating new knowledge. Through interactions among postgraduate students made possible by SNSs, socialisation takes place. Postgraduate students produce and distribute content on the site to get feedback and opinions. As a result, interactions allow postgraduate students to exchange explicit knowledge via social networking sites (SNSs), which encourages the creation of new explicit knowledge and information.

8 Conclusion

Postgraduates shared different types of knowledge to expand their understanding of the courses they were taught and pass their examinations to fulfil the completion requirements. The major reasons for exchanging various types of knowledge were to acquire better grades in their examinations, strengthen their knowledge base, and gain new knowledge. WhatsApp, Facebook, Google+, and Wikispace are social media platforms for knowledge sharing. The primary reasons for using SNS for sharing various types of knowledge have been linked to the utility of such platforms in encouraging interactions and collaborative learning, allowing them to develop, exchange, and transmit knowledge of

many types essential for academic achievement and survival. Furthermore, many features of such communication media and their ease of use attracted postgraduate students to use them for knowledge-sharing.

9 Recommendations

Based on the study's findings, it is recommended that Tanzanian higher education institutions (HEIs) establish supportive environments to promote the use of social networking sites (SNS) for collaborative learning and knowledge sharing among students and instructors. This approach will enable postgraduate students to expand their knowledge base, develop competencies, and improve academic performance. HEIs must provide reliable internet connectivity across campuses to ensure effective SNS utilisation for knowledge sharing. Additionally, institutions should implement clear policies governing ethical SNS use throughout all knowledge-sharing activities. Furthermore, the government should reduce taxes on imported ICT equipment to ensure all tertiary institutions can acquire adequate technological infrastructure to support these knowledge-sharing initiatives.

10 Implications of the Study

This study is significant because it sheds light on how postgraduate students at Tanzanian higher education institutions use social networks to exchange knowledge. This will highlight to policymakers and other education stakeholders how such a platform can be instrumental in transforming knowledge among students and enhancing their academic performance. It also adds to the existing body of knowledge by alerting other professionals in the field of information science about how social networks are employed for knowledge exchange and in strengthening the knowledge base of postgraduate students among Tanzanian higher education institutions. More research in this area may lead to the development of theories. The study's findings will be helpful to policymakers since they will aid in amending existing education policies by integrating social media platforms for exchanging knowledge in Tanzanian higher education institutions. The study's findings will enable higher education institution administrators to create a conducive environment, including ensuring the availability of internet connectivity, enabling the sharing of knowledge among students and staff, and ensuring that existing and newly created knowledge is shared to produce knowledgeable graduates. Furthermore, the findings of this study will contribute to formulating policies regarding the use of SNS in Tanzanian higher education institutions (HEIs), ensuring that students utilise these platforms ethically.

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