

# Impacts of Hedonic Motivation and Social Influence in Self-Broadcasting using Social Media Platforms

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## ABSTRACT

This study examines the impacts of hedonic motivation and social influence in self-broadcasting using social media platforms. The study uses the students of Al-Qalam University Katsina as the respondents. Scholars have emphasized an urgent need to investigate the impacts of hedonic motivation and social influence on self-broadcasting in the era of social media. The conceptual model was proposed based on two constructs from the extended Unified Theory of Acceptance and Use of Technology (UTAUT2) (social influence and hedonic motivation). The data was collected using a closed ended questionnaire survey with 353 participants. The study is restricted to the undergraduate students from the five colleges of Al-Qalam University Katsina. IBM SPSS version 23 software application was used to enter raw data from the questionnaire and Smart PLS 3.0 was used in analyzing both the measurement and the structural model of the study. The key results of structural equation modelling (SEM) largely supported the current model's validity and the significant impact of social influence and hedonic motivation on students' behavior. This study will hopefully provide a number of conceptual, theoretical and practical guidelines on how students can effectively plan and share their personal information on social media platforms. The study recommended that online social networks companies should try as much as possible to make their platforms more user friendly and simple also the social media companies should focus on satisfying the hedonic (i.e., fun, entertaining, and pleasurable) needs of social media users when they are designing or updating the content meant for social media (e.g., Facebook pages established by different companies and for products and services). This study also suggests among other things that a similar study be undertaken on undergraduate or postgraduate students of other institutions to see how the findings of the study can differ or be similar to this one.

## General Terms

Social Influence, Hedonic Motivation, Self-Broadcasting.

## Keywords

Social media, UTAUT2, Hedonic Motivation, Social Influence.

## 1. INTRODUCTION

The rapid evolution of the internet over the last decades has transformed the world into a global village [1]. Recent technologies such as the social media have provided the necessary infrastructure and platforms to support the development of new social structure. Social media has become inescapable part of academic life [2]. It has the power to

transform scholarly communication and offers new opportunities to share your personal information [3]. Adolescent tend to be highly driven social media users, nine out of ten 13-17-year-old now use the social media platforms and young people often report a strong attachment to their online communication. College students have particularly been identified as the most dominant user group of social media, frequently interacting, collaborating and sharing personal information using these platforms [4].

Social media such as Facebook, Twitter, instagram, LinkedIn and mobile instant messaging services (IM) such as WhatsApp, Viber and IMO and video calling services like Skype have become a popular means of communication in the past few years. University students now find it very easy to express their thoughts, ideas and beliefs through social media like facebook, twitter, myspace, skype, messengers, etc with the aid of internet connectivity [5].

Nowadays, the social media have become a part of social, professional, and business settings, especially among the youth. Social media provide several services offering to their users the opportunity of building a public profile, looking up new friends among the registered users, establishing relationships, and sharing content [6]. They help us share as little or as much as we want about our lives from our views on politics to how we felt about our meal last night [7].

A key point is that social media allow people to present themselves in a certain way to have fun and entertainment and develop new relations. It permit their users to create their personal profiles, in which they reveal a lot of their personal information i.e. real name, photographs, birthday, physical and email addresses, telephone numbers, hometown, religion, ethnicity, and personal interests [8].

Nigeria has a potential for social media as the Facebook users in Nigeria increased to 26 million which account for 8.4% of its population. This datum makes Nigeria one of the leading Facebook users in Africa. It is expected that this study will provide several key contributions to previous studies. Moreover, there is scarce literature that investigates the social media and factors influencing Abubakar Tafawa Balewa University students to share their personal information via social media.

Over the past few years, scholars have begun exploring the motives and reasons behind the rising popularity of sharing personal information. There are several reasons that motivate the social media users, specifically the students to engage in sharing their personal information via social media platforms

and they include social influence, peer pressure, gaining popularity, entertainment, feeling good, resource availability, knowledge, competence and convenience [9].

This research uses UTAUT model which was developed from a review and consolidation of the constructs of eight theories that previous research had utilized to investigate Information and Communication Technologies' (ICTs) usage behavior (theory of reasoned action, technology acceptance model, motivational model, theory of planned behavior, a combined theory of planned behavior/technology acceptance model, model of PC utilization, innovation diffusion theory and social cognitive theory). This investigation paints a holistic picture of what factors influence the user behavior to use social media for sharing personal information. In other words, the present investigation provides a glimpse into why sharing personal information via social media is popular.

It gets to the heart of what drives people to share their personal information, and what drives their intentions to do so. In other words, the present investigation provides a glimpse into why sharing personal information is popular. The study and its findings are especially relevant for service companies with a presence on social media, administrators and managers of social media, and its developers and designers.

## **2. HEDONIC MOTIVATION**

Hedonic motivation is one of the three key constructs added to unified theory of acceptance and use of technology [10] as a result of its extension to the consumer context. Drawing on prior research on both consumer behavior and information systems, the authors recognized the importance of hedonic motivation (e.g. enjoyment) in explaining the reasons why people use social media [11]. In their study, testing utaut2 in the context of consumer use of social medias technology, hedonic motivation was found to be a critical determinant of behavioral intention.

A great number of studies have identified that one of the main reasons why students uses social medias is because of the enjoyment which the social interaction provides [12]. This aspect is particularly relevant to the hedonic motivation of consumers. Through the emergence of web 2.0 applications and especially social media, users can transfer this experience in an online community. Engaging in online conversations during the browsing process could provide the users with pleasure.

According to [10], hedonic motivation is conceptualized as the feeling of cheerfulness, joy or enjoyment, which is stimulated by applying technology. Basically, [10] proposed a direct link between hedonic motivation and customer intention to use technology. Intrinsic utilities (i.e. joy, fun, playfulness, entertaining, and enjoyment) have been included [10] under the concept of hedonic motivation alongside extrinsic utilities (i.e. efficiency, usefulness, performance expectancy) in the same model [10]. In [13], assert that perceived fun has three components of curiosity, enjoyment and fun and would positively attract the users to the platform.

Social medias users share information for entertainment, to have fun, or to kill time [14]. They may also consider participating in social media as a hobby, useful for finding information and sharing it with those who need it. Sharing personal information is attributed to the fact that an enjoyable experience and fun in using a technological based service does motivate users [15]. Additionally, hedonic motivation (such as enjoyment) has been found as an important driver of technologies adoption since it helps to trigger positive attitude among users [16].

## **3. SOCIAL INFLUENCE**

According to the UTAUT2 model, social influence is characterized as 'the extent to which an individual perceives that important others believe he or she should apply the new system' [17]. As for the social medias, social influence could be conceptualized as the influence of the surrounding social environment on a students' intention to adopt social medias; for example, reference groups, family, opinionated leaders, friends and colleagues e.g. [18]. In different words, the information and encouragements provided by people surrounding students could play a dynamic role in contributing to the students' awareness as well as the intention toward sharing their personal information on social medias [19]. The selection of social influence as a key determinant of the behavioral intention is built on prior literature which supports the impacting role of social influence on students' propensity to use social medias [19],[20],[21],[18].

Indeed, the reason on why students normally use social media for sharing their personal information is that they are encouraged by people surrounding them to adopt and utilize social media. The importance of social influence on technology adoption behavior has been extensively acknowledged [22]. A significant number of studies have empirically shown that social influence acts as positive influencing factor in the adoption of new technology [17],[23]. Likewise, [20], through UTAUT model, confirmed that social influence is a strong predictor of behavioral intention to adopt social medias. Similarly, [24] conducted an empirical study with 233 responses in the context of online games and supported the argument that social influence had significant impact on intention to use social media. Thus, it is reasonable to argue that students are more likely to continue sharing their personal information if their friends encourage them to continue sharing it.

In this study, UTAUT2 is considered for understanding the user behavior in the context of sharing personal information for the following reasons. First, UTAUT2 provides a well-established theoretical framework for studying user technology adoption, and it has been successfully adapted and validated in the context of different consumer-based technologies [25],[26]. Second, UTAUT2 is the result of several theoretical frameworks that have been used in the past for understanding the use and acceptance of a wide range of technologies in consumption contexts [27]. Therefore, UTAUT2 has been developed by synthesizing the present body of knowledge, and has been recognized as the most complete model that predicts the use and adoption of information technologies. Furthermore, it offers a global and integrative approach since it incorporates different exploratory measures considered important for studying user behavior, acceptance and adoption. Consequently, we believe that it is capable of identifying potential determinants of personal information sharing behavior on social media.

In the work of [10] the importance to extend or adapt UTAUT2 to different research contexts is highlighted. [10] argued that "compare to general theories, theories that focus on a specific context are considered to be vital in providing a rich understanding of a focal phenomenon and to meaningfully extend theories" [10]. Therefore, it is critical to examine how UTAUT2 can be generalized to different research contexts. In prior literatures, little research has attempted to apply UTAUT2 in the research context of social medias. In addition, it is indicated that when applying UTAUT2 to different research contexts, modification or extension of

UTAUT2 might be needed in order to understand a focal phenomenon better.

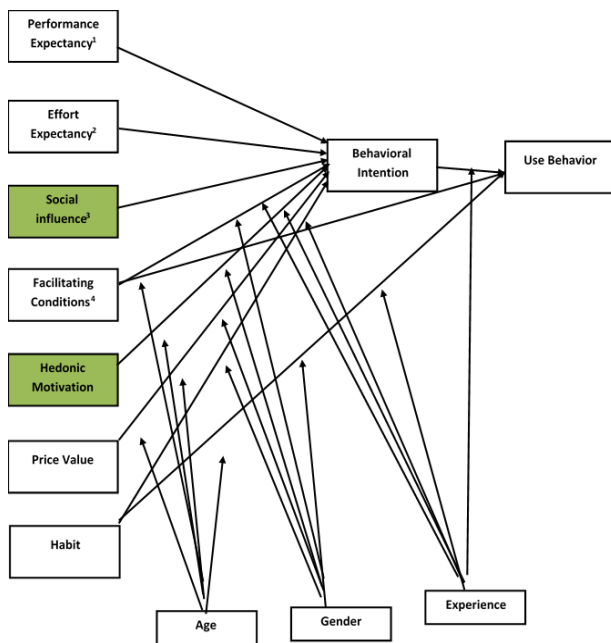


Figure 1: Unified Theory of Acceptance and Use of Technology 2. Source: [10]

## 4. HYPOTHESES DEVELOPMENT

### 4.1 H<sub>1</sub>: Hedonic motivation positively influence the students' behavior to share personal information on social media

Scholars have found that hedonic motivation plays a significant role in the acceptance and adoption of computing technologies (e.g., online games, social media, location applications). Similarly, in the context of the use of social media, scholars have found that hedonic motivation has a significant influence on the users' behavior toward the use social media [28]. Similarly, in the context of personal information sharing, people tend to gratify their hedonic needs through personal information sharing. Therefore, it was hypothesized that hedonic motivation will influence the students' behavior to share personal information on social medias.

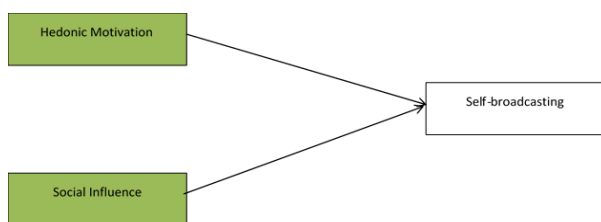


Figure 2: Conceptual Research Framework on self-broadcasting on social media

### 4.2 H<sub>2</sub>: Social-influence positively influence the students' behavior to share personal information on social media

Scholars engaged in IS research have agreed that social influence plays a significant role in the adoption and use of digital technologies [10]. Similarly, social influence was the significant predictor of the users' behavior toward the use social media (Mouakket, 2015; [28]. Social influence is

meaningful for this study because students are still developing a cognitive structure [29], making them more likely to be influenced by their social network, especially friends and classmates [30]. Therefore, it is quite plausible that students will consider sharing their personal information useful and be more inclined to use and adopt it if their social influencers use it. In the present study, it was hypothesized that social-influence will influence the students' behavior to share personal information on social medias [31].

## 5. RESEARCH GAP

The literature review indicates that several researches have been conducted on social media but limited researches have been conducted on social media in respect to the dimensions of self-broadcasting. This research uses two independent variables of hedonic motivation and social influence from the existing variables of the UTAUT2 framework. A hypotheses was developed and tested which would signify the existence of a strong relationship between the used variables and self-broadcasting. Therefore this seeks to fill the research gap created in academia and the findings of the study are the researcher's contribution to the body of knowledge.

## 6. METHODOLOGY

This study adopts a survey research design as its data collection technique. It is the most appropriate data collection technique for this study for it involves collecting data from a very large sample of over 377 students belonging to Al-Qalam University Katsina. The population of this research consists of undergraduate students of Al-Qalam University Katsina. According to the Registry, Al-Qalam University Katsina, the University currently has undergraduate students' population of 19,076. It is from this population of students that a sample will be drawn for the purpose of this study.

Regarding the sample size for this research, a sample of 377 respondents was taken. This sample was drawn based on the recommendation of [32] of sample size. According to the table, a population of up to 20,000 should have a sample size of 377. Therefore, the population for this study 19,076 which is close to 20,000 and as such, 377 respondents was used as the sample size for this study.

In this study, cluster sampling was used. Cluster sampling involves dividing the population into heterogeneous groups. A cluster is a group of people or subjects that have something in common and yet the cluster is the representation of the entire population [33]. It also entails categorizing the selected elements into different groups, then picking an element from each group by means of random sampling method.

To be able to answer the questions set in this study, an instrument has to be used. Hence, questionnaire was used in collecting data for this research. [34] notes that questionnaire enables the researcher to collect information in a systematic way there by avoiding bias and distortion, and on specific research questions or hypotheses. For the purpose of this study, five-point Likert scale method of questionnaire was used to collect the views from the respondents as was used in the studies of [35].

To ensure the validity of the items, a step by step process of assessing the validity of the whole items was conducted using both the content validity and construct validity. Content validity ensures that the measure include an adequate representative set of items that have the overall picture of the concept under investigation, while construct validity assessed

how well the results obtained from the use of the measurement instrument fit the theories around which the test is designed to measure [36]. This was achieved through convergent validity and discriminant validity. Smart PLS application version 3 was used to assess both. The result indicates that both convergent validity and discriminant validity were good enough based on the rule of thumb.

A raw quantitative data conveys little meaning unless processed and analyzed with the right statistical tools and techniques. The data collected in this study was later processed and analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM). SEM is a family of statistical models that seeks to explain the relationships among multiple variables. It examines the “structure” of interrelationships expressed in a series of equations, similar to a series of multiple regression equations [37].

This study examined the relationship between two IVs and one DV. Therefore, based on the nature of the study, Smart PLS 3.0 software application was used in analyzing the data as well as the relationship between the variables involved in the study. However, Smart PLS does not accept raw data captured on the questionnaire, IBM SPSS version 22 was used for data entry, replacing missing values as well as the analysis of the demographic and descriptive statistics.

## 7. RESULTS

After the data collection, the questionnaires were coded into SPSS software. This study fulfilled that criterion as it has three variables (2 Independent and 1 dependent). The analysis was also conducted using IBM-SPSS software version 23 and SmartPLS software version 3.0. The essence of the data analysis is to enable the researcher answer the study’s research questions and consequently make empirical inferences and recommendations.

### 7.1 Demographic Variables

The research instrument has about five demographic variables which include gender, age range, college, year of using social media and social media frequent use. Table 1 displays the detail result of the demographic variables obtained, showing frequencies and percentages of each.

**Table 1. Demographic Variables**

Demographics	Category	Frequency	Percentage
Gender	Male	246	69.7%
	Female	107	30.3%
	Total	353	100%
Age range	18-25yrs	228	64.6%
	26-30yrs	90	25.5%
	31-35yrs	21	5.9%
	36-40yrs	14	4.0%
	Total	353	100%
College	Computing	143	40.1%
	Education	46	12.7%
	Management	45	12.4%
	Humanities	53	15.0%
	Sciences	68	19.3%
	Total	353	100%
Years of using social media	Less than 1 year	56	15.9%
	1-3 years	49	13.9%
	3-5 years	82	23.2%
	Over 5 years	166	47.0%
	Total	353	100%

Frequent use of social media	At least once in a week	50	14.2%
	Twice in a day	50	14.2%
	More than once in a day	203	57.5%
	Once in a week	34	9.6%
	Once in a month	16	4.5%
Total		353	100%

Source: Extracted from IBM SPSS output, 2024

Based on the result as shown on Table 1, 246 of the respondents were males representing 69.7% while 107 females were 30.3%. In terms of age, 228 of the respondents falls between the age brackets of 18 – 25 years with 64.6%, those between 26-30 years stands at 25.5%, followed by 31 – 35 years with 5.9% while those between 36-40 years were the least representing 4.0%. Analyzing the result based on College, Computing has the highest number of respondents with 143 which stands about 40.1%, followed by 68 from Sciences with 19.3%, Humanities 15.0%, Education 12.7%, and finally Management with the least number of respondents of 12.4%. The year of using online social networks of the respondents ranges from less than 1 year to above 5 years. The respondents from over 5 years with 166 which stands about 47.0% is the highest, followed by those between 3-5 years with 23.2%, then 1-3 years with 13.9% while less than 1 year respondents with 15.9% were the least. Frequent use of online social network was also assessed. Those with more than once in a day were the highest with 203 which stands about 57.5%, those with and at least once in a day and twice in a day both have 50 which stands about 14.2%, followed by those with once in a week with 34 which stands about 9.6% and lastly those with a once in a month with 16 which stands about 4.5% were the least.

### 7.2 Descriptive Statistic of Constructs

The research was conducted using two constructs as the variables of the study.

The following Tables, 2 – 3 displays the detailed descriptive statistics of each construct and the questionnaire items based on the responses obtained.

**Table 2** shows the descriptive result of hedonic motivation based on the response from the respondents. The result shows that HM1 has the highest mean of 4.19 closely followed by HM2, HM3 and HM4 with a mean of 3.95, 3.86 and 3.70 respectively. HM5 has the least mean of 3.48. HM5 has the highest standard deviation of 1.35 while HM3 has the least standard deviation of 1.12. Most of the respondents have strongly agreed with the questions as indicated on the table.

**Table 3** shows the descriptive result of social influence based on the response from the respondents. The result shows that SI2 has the highest mean of 3.91 while SI4 has the least mean of 3.43. SI4 has the highest standard deviation of 1.37, closely followed by SI1, SI5 and SI3 with a standard deviation of 1.35, 1.32 and 1.24 respectively, while SI2 has the least standard deviation of 1.19. Most of the respondents have strongly agreed with the questions as indicated on the table.

**Table 4** shows the descriptive result of personal information sharing behavior based on the response from the respondents. The result shows that PISB4 has the highest mean of 3.90, closely followed by SB5 with a mean of 3.86, while SB3 and SB2 both have a mean of 3.85 while SB1 has the least mean of 3.83. SB5 has the highest standard deviation of 1.24, closely

followed by SB1, SB3 and SB4 with 1.23, 1.22 and 1.17 respectively, while SB2 has the least standard deviation of 1.15. Most of the respondents have strongly agreed with the questions as indicated on the table.

## 8. RELIABILITY AND VALIDITY ANALYSIS

In Smart PLS, there are two main criteria of evaluating the measurement model of a study, namely: Reliability and validity. The reliability test evaluates how consistently measuring instruments measures what it is meant to measure (internal consistency), while validity tests evaluates how well an instrument measures an exact concept it is designed to measure [38].

The goodness of the measurement model's measures was confirmed by assessing the individual items internal consistency reliability, convergent validity and discriminant validity as established by [39] in order to ensure that the measurement model is valid and reliable. In consistent with the rules of thumb, the items outer loadings were considered to be a minimum of 0.5 and above. Consequently, all the indicators with outer loading below 0.5 were deleted starting with the one that has the lowest value. This method is the best appropriate way of improving data quality [40]. An evaluation of the items loadings and cross loadings was done in order to check any problem with the items as well as determining the convergent and discriminant validity.

### 8.1 Measurement Model

Internal consistency reliability analysis was carried out on the indicators, which is usually determined by using either Cronbach alpha or composite reliability. The study used Composite Reliability (CR) in PLS-SEM analysis which is derived together with Average variance extracted (AVE). It is generally considered more vigorous and gives much less biased estimate of reliability than Cronbach alpha for it usually has deficiency of over/underestimating or miscalculating construct's reliability [41].

According to [41], values ranging from 0.60 to 0.70 are considered acceptable, 0.70 to 0.90 are considered excellent in advance research and less than 0.60 indicates lack of internal consistency.

**Table 5. Construct Reliability and Validity**

Constructs Top	In-between Bottom
Hedonic Motivation	0.797
Social Influence	0.695
Self-Broadcasting	0.833

Source: Extracted from IBM SPSS output, 2024

### 8.2 Convergent Validity

Convergent validity is the degree to which indicators measuring a construct correlates with other indicators of the same construct and also shows the level of their true representation of that latent construct [42]. The common measure of establishing convergent validity on the construct level is the AVE which is the grand mean value of the squared loadings of the indicators associated with the construct [41]. According to [38], convergent validity can be attained by assessing the factor loadings and the AVE. Indicators that loads from 0.50 to 0.70 shows an indication of association among indicators, while any indicator with less than 0.40 should be deleted from the model in order to achieve an acceptable AVE.

### 8.3 Discriminant Validity

Discriminant validity is the extent to which a construct is truly distinct from other constructs by empirical standards. Therefore, establishing discriminant validity indicates that a construct is absolutely unique and also captures phenomena not represented by other constructs in the model [41]. Basically, the [39] criterion of determining discriminant validity is by comparing the square root of the AVE values with the latent variable correlations. Specifically, as a rule of thumb, the square root of each construct's AVE should be greater than its highest correlation with any other construct [41].

## 9. DISCUSSION

This study sought to find out the determinants of personal information sharing behavior on online social network among the students of Al-Qalam University Katsina. The study consist of two independent variables drawn from UTAUT2 (hedonic motivation, social influence). A total of 377 respondents constituted the sample size of the study. This sample of respondents was drawn from five Colleges of AUK namely college of Computing and Information Sciences, College of Education, College of Humanities, College of Management and College of Natural and Applied Sciences. After running the bootstrapping procedure for the model, all the research questions were answered and tested.

### 9.1 Hedonic motivation and self-broadcasting

The first research question asked that to what extent hedonic motivation determines the AUK students' behavior in self-broadcasting on social media. This has been answered based on the first hypothesis which state that hedonic motivation positively influence the students' behavior to share personal information on social media. The result of the hypothesis shows that it has a t-value of 1.768, which revealed that it was significant at less than 5% ( $p < 0.039$ ). This indicates that hedonic motivation is a factor that greatly influence students' self-broadcasting on social media.

These findings clearly suggest that self-broadcasting is influenced by both hedonic factors similar to social media use, which means that social media users find sharing their personal information fun and entertaining. Hedonic motivation had significant positive influence on intention to use social media as it was verified in previous studies [43]. In [44], emphasized that hedonic motivation was one of the most important predictors. Similar findings also clearly suggest that photo-tagging use is influenced by hedonic factors similar to SNS use, which means that Facebook users find photo-tagging fun and entertaining [45].

### 9.2 Social influence and self-broadcasting

The second research question states that to what extent does social influence determines the AUK students' behavior in sharing personal information on social media. This research question has been answered through the second hypothesis which state that social-influence positively influence the students' behavior of self-broadcasting on social media. The result shows that it has a t-value of 1.923 which also reveals that it is significant at less than 5% ( $p < 0.027$ ). This has shown that the tendency of social influence to influence students to share their personal information on social media is greatly high.

Researchers found similar results about the impact of social influence in their studies [46],[47]. But [48] mentioned statistically insignificant effect of social influence on intention to use ICT for undergraduate students in Ghana. The findings

of some recent SNS literature indicate that there is no any significant relationship between the social influence and the user intention to use any SOCIAL MEDIA services (see [45], [49],[50],[51]).

## **10. RECOMMENDATIONS**

The evidence provided here in this study is that UTAUT2 has a significant influence on social medias acceptance as a means of sharing personal information. This suggests that social media organizations should provide services to support this concept. In line with the research objectives and the findings obtained from the study, the following recommendations were made. These are:

1. Social influence had a significant impact on students' behavior to use social media as a means of self-broadcasting. People tend to increase social media use if people around them think it is important and beneficial. The results also showed that most people got to know social media from people around them. It is therefore important for social media companies to create a communication link among friends to facilitate a direct communication between friends so that whenever a friend share some parts of his/her personal information, this communication link will be shared with his/her friends in order to motivate and encourage them to share theirs and maintain their online identities.

2. Hedonic motivation significantly influenced students' behavior to use social media as a means of self-broadcasting, and this effect was similar for all participants with different age, gender, and experience. Students increase their intention to use social media if they feel that using social media entertain them and makes them happy. Social media platform designers could optimize the interface, develop new functions, and organize activities to enhance the user experience. Maintaining a favorable atmosphere on social media platforms is also crucial to attract more users. Furthermore, the significant positive effect of hedonic motivation on the intention to use social media implied that designers and organizations should pay further attention to the entertainment services provided by social media. The study findings recommend that social media companies should focus on satisfying the hedonic (i.e., fun, entertaining, and pleasurable) needs of social media users when they are designing or updating the content meant for social media (e.g., Facebook pages established by different companies and for products and services).

## **11. IMPLICATIONS AND CONTRIBUTIONS OF THE STUDY**

The findings of this current study offer some significant contributions which classified into different sections which include conceptual, managerial and policy, methodological contribution as well as practical contribution. This has proved that improving these five determinants of personal information sharing behavior will greatly affect the level of students' sharing activities on social media.

## **12. CONCEPTUAL CONTRIBUTION**

This study examined the determinants of personal information sharing behavior among the students of AUK. The findings have bridged the loopholes in the existing literatures by studying different factors influencing the students of AUK towards self-broadcasting on social media. With an aim to achieve the desired research objectives and answer the research questions outlined in chapter one, the researcher tested a

modified UTAUT2 model on a new technology (social media) and a new context (AUK). This investigation might be the first to access the determinants of user behavior of a specific feature of social media: personal information sharing. Understanding this phenomenon is important for further theorizing of human behaviors in the increasingly visual social media environment.

This study has confirmed the validity of UTAUT2 in explaining the behavior to use a specific social media feature through the support of empirical findings. Without the inclusion of any interaction terms and demographic variables (e.g., age, gender, experience), the structural model was able to explain 45% of the variance in the user behavior of sharing personal information on social media, which is actually high compared to the original UTAUT2 (i.e., 35%) (see [10]). This suggests that UTAUT2 is valuable in explaining the use of information technology in consumer contexts.

## **13. MANAGERIAL AND POLICY CONTRIBUTION**

This study would contribute immensely by providing practical suggestions based on the result of the study. Many practical solutions were offered as part of recommendation on how social media companies can improve the quality of information sharing services which would give their users ultimate satisfaction.

## **14. METHODOLOGICAL CONTRIBUTION**

Methodologically, this study would contribute to the body of knowledge in the area of social media study. Most of the instruments reviewed on social media, the scale of the measurement usually solely focus on web-based measurement, example online advertisement, mobile banking, internet banking, e-learning systems and web or online shopping and so on. In this study, attempt was made by adapting the items used in measuring this scales and applying it to more generic social media. The questionnaire items adapted were modified to answer questions on all many social media aspects such as social media recruitment, advertisement on social media, photo tagging on Facebook among others. This is a significant contribution methodologically as this approach adds to the existing literature which can be applied to other social media platforms as well as other electronic service delivery channels. In addition, several studies (more especially in developed nations) related to social media used online means of distributing the questionnaire, while this study uses face to face method of distributing the research instrument to different groups of respondents involved in the study.

## **15. PRACTICAL CONTRIBUTION**

Given the popularity of personal information sharing on social media, this study has some important implications for practice. Social media pose a very unique challenge to maintaining users to share a great deal of information about their personal lives. The decisions of the AUK students to adopt social media as a means of sharing their personal information is always increasing because of the utilities derived by the users, fun and entertainment, habit and the influence of peer group as well as the knowledge, competence and the capabilities of the students to use the platforms are good enough to drive their attention towards it.

## 16. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

In any study of this nature, limitations are inevitable as some limitations were encountered. Firstly, the data for this study were collected from the undergraduate students of five colleges of AUK whose social media use behavior is different from that of postgraduate students, students from other institutions of learning and other different categories of people that uses the social media. Thus, the findings may not be generalized to other students from various tertiary institutions. Research in other Universities, polytechnics and colleges of education might yield different results. In this regard, replicating this study in different settings would be worthwhile to establish the validity and generalizability of the present findings across different contexts.

Secondly, the present study examine the students' behavior in terms of sharing their personal information via social media collective without specifying the gender differences, the researcher therefore call for the need of further research in the area to include gender differences as a major objective in order to clarify who among the male and female uses social media most in sharing personal information.

Thirdly, the findings also call for conducting the same study but instead of looking at the direct relationship between the independent variables and dependent variable, future studies can examine the effect of moderators of the UTAUT2 model such as: age, gender differences, experience, and voluntariness of use. The introduction of these intervening variables (moderator & mediator) may strengthen the relationship or provide a new form of relationship in between the variables.

Fourthly, since the study targeted on the general social media, a study can be done further on the specific social media platform, such as Facebook, WhatsApp or Twitter. Personal information sharing behavior can also be examined in the area of IoT, cloud computing, ecommerce or even on the Internet at large.

Fifth, this study implement one method of data collection, we therefore recommend the future researchers to implement more than one data collection method.

Sixth, undoubtedly, increasing the role of social influence is essential for maximizing the intention to use social media particularly within the area of self-broadcasting. Moreover, AUK students being a collective environment will find that SI encourages the students towards social media and increases their trust over the system. Also, HM boosts the behavioral factor among the students by giving them pleasure and enjoyment and thus the social media companies should undertake strategies to update the system and fulfil their hedonic aims for satisfying the society, particularly the youth and educated people.

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## 19. APPENDIX

**Table 2. Hedonic Motivation Questionnaire Items**

SN	Questionnaire items	SD(1)	D(2)	U(3)	A(4)	SA(5)	Mean	St D
HM1	social media is useful to sharing personal information with your friends	27 7.6%	13 3.7%	26 7.4%	87 24.6%	200 56.7%	4.19	1.20
HM2	sharing personal information on social media is fun	19 5.4%	30 8.5%	50 14.2%	105 29.7%	149 42.2%	3.95	1.18
HM3	using social media to share my personal information is enjoyable and entertaining	11 3.1%	40 11.3%	58 16.4%	121 34.3%	123 34.8%	3.86	1.12
HM4	i derive the value from having pleasant and interesting experiences through sharing my personal information on social medias	20 5.7%	49 13.9%	71 20.1%	87 24.6%	126 35.7%	3.70	1.24
HM5	when i am bored i often login to the social media and share my personal information	36 10.2%	55 15.6%	77 21.8%	72 20.4%	113 32.0%	3.48	1.35

Source: Extracted from IBM SPSS output, 2024

**Table 3. Social Influence Questionnaire Items**

SN	Questionnaire items	SD(1)	D(2)	U(3)	A(4)	SA(5)	Mean	St D
SI1	I am sharing my personal information on social media because my friends are sharing theirs	23 6.5%	56 15.9%	76 21.5%	64 18.1%	124 35.1%	3.54	1.35
SI2	I am using social media because I want to share something important with others	20 5.7%	26 7.4%	51 14.4%	112 31.7%	141 39.9%	3.91	1.19
SI3	people who influence my behavior approve that i use social media to share my personal information	35 9.9%	47 13.3%	79 22.4%	83 23.5%	124 35.1%	3.69	1.24
SI4	community encourages me to share my personal information on social medias	35 9.9%	69 19.5%	71 20.1%	65 18.4%	113 32.0%	3.43	1.37
SI5	My friends influence my behavior and think that I should share my personal information on social medias	23 6.5%	55 15.6%	71 20.1%	90 25.5%	33 9.3%	3.48	1.32

Source: Extracted from IBM SPSS output, 2024

**Table 4. Self-Broadcasting Questionnaire Items**

SN	Questionnaire items	SD(1)	D(2)	U(3)	A(4)	SA(5)	Mean	St D
SB1	I will always try to use sharing my personal information in my daily life.	25 7.1%	32 9.1%	57 16.1%	103 29.2%	136 38.5%	3.83	1.23
SB2	I plan to continue sharing my personal information frequently.	16 4.5%	34 9.6%	66 18.7%	108 30.6%	129 36.5%	3.85	1.15
SB3	I intend to share my personal information as often as possible.	20 5.7%	33 9.3%	71 20.1%	84 23.8%	145 41.1%	3.85	1.22
SB4	I intend to share my personal information when it becomes available.	20 5.7%	27 7.6%	64 18.1%	101 28.6%	141 39.9%	3.90	1.17
SB5	I plan to use OSN for sharing my personal information in the future.	28 7.9%	27 7.6%	49 13.9%	11 31.7%	137 38.8%	3.86	1.24

Source: Extracted from IBM SPSS output, 2024

**Table 6. Internal Consistency, Reliability and Convergent Validity**

Constructs	Indicators	Loadings	AVE	Composite Reliability
Hedonic Motivation	HM1	0.680	0.548	0.797
	HM2	0.609		
	HM3	0.708		

	HM4	0.748		
	HM5	0.563		
Social Influence	SI1	0.520	0.556	0.695
	SI2	0.836		
	SI3	0.553		
	SI4	0.475		
Self-Broadcasting	SB1	0.624	0.545	0.833
	SB2	0.574		
	SB3	0.796		
	SB4	0.801		

Source: Extracted from IBM SPSS output, 2024