Knowledge Sharing through the Use of Academic Social Networking Sites: A Survey at GC University Lahore

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Abstract

The study offered an overview of the research on knowledge sharing through the use of academic social networking sites (ASNS's) at Government College, University, Lahore. The ways that academics engage, share content, collaborate, and communicate have evolved in the age of information and communications technologies. The quantitative survey based on a self-developed questionnaire was conducted to gather data from 150 researchers selected from 03 faculties: the faculty of science, social science, and humanities at Government College, University, Lahore. The researchers of postgraduate students and faculty members were approached from the faculty of sciences (mathematics, physics, and chemistry), the faculty of social sciences (political sciences, psychology), and the humanities (English). The study demonstrated that the researchers of Government College University, Lahore, were well aware of the use of academic social networking sites. Their use of these sites is increasing in terms of knowledge sharing, collaboration, diffusion of studies, and information management, and gives a new perspective and better understanding of this phenomenon. The results showed that all sample members (100%) use ASNS's, with female researchers using them more frequently than male researchers (45%). According to the findings, 40% of the researchers had an MPhil and 60% had a PhD. The data show how responses were distributed throughout the Government

College, University, Lahore's departments. At 35%, mathematics is the most represented department, while sociology is the least at 6%. The results showed that the PhD researchers have a significantly higher mean in ASNS's use compared to MPhil researchers (p = .014). However, there is no significant difference between MPhil and PhD researchers regarding knowledge sharing (p = .823). According to the results of the one-way ANOVA test, there is no statistical difference in the use of ASNS's (p = 0.595) and knowledge sharing (p = 0.394) based on designations. ASNS's are crucial and a necessity for researchers in academic institutes. The study will be helpful for academic researchers to become more conversant and proficient in the use of resources and services offered by the ASNS's. The study will also establish that academic social networking sites are invaluable resources being used at individual and organizational levels to support the academic community.

Keywords

Academic Researcher, Academic Social Networking Sites, ResearchGate, Academia.edu, Mendeley, University, Social Networking, Scholarly Communications, collaboration, Practices, Purposes, Knowledge Sharing, Scholars.

Introduction

The platforms of academic social networking sites (ASNSs) have developed for knowledge sharing among researchers in academia. These sites facilitate collaboration, share research content, and increase visibility (Masenya, 2021). According to a study, knowledge sharing behavior on ASNSs is greatly influenced by expectations for both social and personal outcomes (Kaba et al., 2023). Knowledge sharing among university students on ASNS's is also significantly influenced by persuasive social aspects, such as social support and conversation (Wiafe et al., 2019). It has been discovered that students' academic performance is significantly improved by knowledge sharing via social networks (Sharabati, 2018).

In this era of information and communication technologies (ICT), the web has taken the central place. Castells (2007) stated that information& communications technologies are considered the basic source of shaping societies. The social effects of internet technology on human lives are increasingly important as the Internet becomes more prevalent in daily lives (Kraut et al., 2002). Researchers argued that the Internet greatly impacted bringing positive

change in the lives of people (De Kerckhove, 1997; Jones, 1998; and Levi, 1996). In this approach, the widespread availability of network connectivity aids in the rapid growth of online communities (Chiu, Hsu, & Wang, 2006). Another study demonstrated that technology enables millions of people around the globe to share information and knowledge. It altered the dynamics of communication, interaction, and social relationships (Chang and Chuang, 2011).

Web technologies have brought significant changes to the strands of scholarly communication. Electronic publishing replaces the print version, and with the emergence of open access publishing, repositories for the institutions, and the ASNS's scholars and institutes are expected to adjust themselves accordingly (Hailu, Mammo, & Ketema, 2016; Nentwich & Konig, 2014; Shrivastava & Mahajan, 2017).

ASNS's have become an integral part of the academic world. These platforms, i.e., Academia.edu, LinkedIn, Mendeley, and ResearchGate, are gaining popularity among academics. These sites permit researchers to upload academic content, abstracts, and links to published articles and engage in academic collaboration. ASNS's provide a platform and a big opportunity to facilitate research work, sharing ideas, research data, communication, collaboration, and knowledge sharing.

ASNS's are same like social networking sites with a little difference in design for the people of academia. These sites authorized users to establish a profile for collaboration, upload academic articles, interact, discuss, and exchange questions and answers with their peers and other users. These sites are used by millions of users (Van Noorden, 2014). The multiple ASNS'si.e., Academia. edu, LinkedIn, Mendeley, and ResearchGate are being used and greatly impacting the lives of academics. Technological advancements have revolutionized the world.

Tess (2013) described that social media usage is increasingly visible in academic institutions. It helps the students, teachers, and researchers to get current information relevant to their field and supports connecting the learning groups. It is revealed that the development of social media and Web technologies are unprecedented (Lenhart et al., 2010). Academic social networking sites are popular in academia and influence information sharing. ASNSs are digital platforms where people may look for, use, and share information relevant to academia (Jeng et al., 2017).

In another study by Jordan and Weller (2018) demonstrated that the concept was eventually developed to highlight the significance of the contents created by the users. ASNS's are beneficial for the scholarly community as one of the prime objectives to support the people in academia. ASNSs facilitate in terms of scholarly communication, discussion, disseminating published and unpublished contents, asking questions, reflecting ideas, and facilitating collaboration. ASNS's help the academics to move their research forward, as reported in various studies (Bhardwaj, 2017; Gorska, Korzynski, Mazurek, & Pucciarelli, 2020; Maca & Ranieri, 2017; Salahshour, Dahlan, & Iahad, 2016). The presence of the researchers on ASNS'splatform, where ideas of research are discussed and exchanged with information fluency (Asmi & Madhusudhan, 2015).

Academic social network sites give multiple opportunities for the scholarly community in various forms. Researchers use ASNS's to organize, share, and communicate with their peers, as well as to publish research topics, reflect on ideas for future studies, and find peer reviewers to seek collaborators (Hailu and Wu 2021; Manca 2018). One of the most popular academic activities on ASNSs for scholars is seeking knowledge (Deng et al., 2019; Wu et al., 2021). The growth and sustainability of information retrieval on ASNSs depend on long-term user engagement with academic social networking sites (Hailu and Wu, 2021).

Academic Social Networking Sites and Knowledge Sharing

ASNS's i.e. ResearchGate, Academia.edu, and Mendeley, revolutionized knowledge sharing and scholarly communication. Eid and Al-Jabri (2016) stated that collaboration and knowledge sharing on social media platforms are the best way to learn and research. The platforms on social media allow users to increase participation, interaction, and engagement, ensuring connections and fostering knowledge sharing (Leonardi & Meyer, 2015). How knowledge is being communicated and shared in the academic environment may be altered by academic social networking sites. ASNS's greatly impacted the dynamics and the nature of the academic community by promoting international connections among research scholars (Meishar-Tal and Pieterse, 2017).

Multiple ASNS's are being used for academic and research purposes, i.e., Academia.edu, ResearchGate, Penprofile, LinkedIn, Mendeley, Zoteroand Mendeley as quoted by the researchers (Majumdar, 2022; Asmi & Madhusudham, 2015; Mohammad Jelani, Ashkar, and

Sarasu, 2019; Sciencestage, 2014; Epernicus, 2014; Methodspace, 2014; and Stephen & Pramanathan, 2020). With a profound understanding of the literature, this study will identify the mediating role of the dimensions of social capital theory and individual motivation in knowledge sharing through academic social networking sites.

The study examines the use of ASNS's in promoting knowledge sharing among researchers of Government College, University, Lahore. This research study assesses the variations in the use of ASNS's among researchers based on gender, qualification, and designation. The findings showed that ASNS promotes interdisciplinary cooperation, increases visibility, and offers a resource and knowledge exchange forum. The result of the study indicated that although ASNS are useful tools for knowledge sharing, guidelines for effective use are required to maximize the potential of researchers. Thus, a comprehensive research study is conducted on knowledge sharing through ASNS's among researchers of the Government College, University, Lahore.

Problems Statement

In this information era, the website has taken a centric place and the e-contents are rapidly increasing. With the appearance of multiple platforms, ASNS's are being used to interact, connect, share, and communicate in the academic environment. ASNS's are gaining popularity and have become an integral part of the researcher's scholarly work in higher education. ASNS's provide a unique set of resources and features to facilitate networking, communication, and research activities. It might be difficult for the researchers to use the ASNS's due to the expulsion of data in terms of value, volume, veracity velocity, and variety and the magnificent advancement of web technologies and information technologies (Mohammad,Lazim & Rosle, 2018). A good number of studies i.e. (Van Noorden, 2014;Jordan, 2014; Thelwall & Kousha, 2015;Yan & Zhang, 2020 and Donelan, 2016) have been conducted to explore the awareness, impact, role, networking, benefits, challenges, enhancing research productivity, and behaviors towards academic social networking sites across the world however, in Pakistan only a few studies i.e. (Hussain et al., 2019; Malik & Arshad, 2021; Rehman & Iqbal, 2022 and Ali et al., 2020) and some others studies in this regard have been conducted. The study is an attempt to highlight and assess the use of ASNS's for knowledge sharing by the researchers at Government College, University, Lahore.

Significance of the Study

The research seeks to fill the gap and rejuvenate scientific literature in this area. This study demonstrates the need and importance of ASNS's for research productivity. It will be helpful for the researchers to become more conversant and proficient in the use of resources and services provided by ASNS's. Scholarly social networking platforms are crucial and invaluable resources to support the academic community. It may attract the attention of the intellectual sector to maximize the usage of ASNS's to increase their research visibility, fostering collaboration and accelerating knowledge sharing. The findings of the study are important for Pakistan's academic and research community from a theoretical, practical, methodological, and educational perspective. The study will assist in understanding the services, features, the needs, and the importance of ASNS's in academia. This is a distinguished study at the GC University, Lahore, Pakistan. The study will be very beneficial for educational as well as research establishments, libraries, information literacy programs, and future research on the topic.

Objectives

The study's primary goals are outlined below:

- To examine the application of academic social networking sites in researchers.
- To determine the variations in the use of the academic social networking sites across researchers in terms of gender, qualification, and designation.
- To investigate the knowledge sharing of academic social networking sites among the researchers, in terms of gender, qualification, and designation.

Literature Review

Academic social networking sites (ASNS's) are gaining popularity and are invaluable platforms for the research community to share, collaborate, and promote their research content. Jordan, (2020) stated that ASNS's, i.e., Academia.edu, ResearchGate, and Mendeley, have widespread adoption by researchers to disseminate their findings across the world. Van Noorden, (2014) pointed out that knowledge sharing is supported by ASNS's in terms of articles, preprints, datasets, and other academic materials. ASNS's are becoming more important in breaking down obstacles to access research platforms and sharing scientific knowledge (Manca & Ranieri, 2017).

ResearchGate, Academia.edu, and Mendeley are all examples of Academic Social Networking (ASNSs) revolutionized the world of scholarly communication in recent years. These platforms have transformed into an essential digital infrastructure of academic collaboration. Through these sites, researchers could cross geographical and institutional borders and share research findings and research ideas. ASNSs encourage swift publication of research work, encourage unofficial peer-reviewing, and establish a virtual community of scholars that improves the visibility of research and increases its productivity (Kochling, 2025; Knipp, 2024; Redkina, 2025).

The process of sharing knowledge is multi-dimensional, which involves both social and technical interactions on ASNSS. Sharing publications, mentorship, feedback, and collectively developing research ideas are the platform's main operations. The active use of ASNSs has been demonstrated to have a positive connection with research productivity. For instance, scholars who actively use these networks become more noticeable to colleagues, have a better citation rate, and increase their chances of collaboration. Such outcomes can be related to the social capital theory, as the focus in the professional relationships is on the intellectual and reputational development Nguyen et al., 2025)

It has been suggested that there is something known as the network amplification effect, in which the networking character of ASNS increases the distribution and exploitation of academic works. This is especially seen in the areas, such as Nigeria and Bangladesh, where platforms such as ResearchGate have greatly increased the number of co-authors and the overall impact of research by academics (Mayowa-Adebara&Enakrire, 2024; Aktar et al., 2025).

Elsayed (2016) examined the use of ASNSs among the researchers of Arab. The results demonstrated that ASNSs are being used frequently used for scholarly communication, visibility, and information sharing, despite consistent concerns about privacy, credibility, and lack of institutional support. The study highlights the important role of ASNSs in promoting research networking and academic collaboration in the Arab world.

Wilkinson et al. (2003) investigated academic website interlinking and found that hyperlinks signify informal scholarly communication, capturing intellectual connect, mutual awareness, and collaborative relationships rather than serving purely technical functions. As per the author web is a useful additional source for understanding scholarly communications.

Sheikh (2017) demonstrated that the COMSATS Institute of Information Technology (CIIT) faculty extensively uses ASNSs to increase research visibility, scholarly communication, and collaboration. The difference in using these platforms highlighted that there is need to increase institutional support and training for the successful adoption of the ASNSs.

Knowledge Sharing Practices on ResearchGate

Thelwall and Kousha (2015) stated that one of the most crucial academic social networking sites is ResearchGate, which helps in sharing knowledge successfully. Through this site, researchers participate in discussions, post articles, and ask for comments on their work. ResearchGate has become well known due to its easy and friendly features and services, which enhance communication among researchers. It enables researchers to share both explicit and tacit knowledge and support the exchange of research ideas, collaborate on projects, and discuss research methods (Yan & Zhang, 2021).

Ortega (2016) stated that knowledge sharing on ResearchGate is a trend and found that it is a common tendency for researchers to make their work more visible and influential. Researchers can approach a wider audience and peers in a variety of disciplines by sharing their publications on the platforms. In this context, another study looked into how ResearchGate's questions and answers section supports further real-time knowledge sharing, helps researchers to address particular academic inquiries, and to get prompt feedback (Jordan, 2020).

Knowledge Sharing Practices on Academia.edu

Another platform of ASNS is Academia.edu, a knowledge sharing hub and a crucial venue for researchers to share their papers, follow other academics, and monitor the impact of their work. According to a study, academia.edu is an alternative to conventional academic journals and is also well-liked by researchers in the social sciences and humanities (Jordan, 2019).

Ovadia, (2014) pointed out that the ability of the ASNS's platforms increases the research access by permitting open sharing of papers,whichmakes it so popular. The platform of academia enables researchers to participate in collaborative research and create innovative knowledge and the growth of their academic networks (Zhang and Liu 2019). Academia.edu speeds up the process of knowledge sharing by allowing users to upload preprints and distribute their work before formal peer review. However, despite its widespread use, some researchers have

expressed concerns about Academia. Edu's commercialization raises doubts about whether the website puts financial interest ahead of academic integrity (Thelwall & Kousha, 2015).

Knowledge Sharing Practices on Mendeley

Mendeley is a platform being used for Sharing and Organizing Knowledge. Researchers may arrange their libraries, annotate PDFs, and share references with others. The site like Mendeley combines the functionality of an academic social network with a reference management application. It is a useful tool for academic collaboration and knowledge sharing due to its social aspects that include groups and collaborative libraries (Haustein et al., 2014). To enhance participation and connection for knowledge sharing, academics could create public or private groups to exchange publications, discussion towards research issues, and work together on the projects (Luo, 2017).

Mendeley is able to efficiently bridge the knowledge management gap between individual knowledge management and shared collaborative work. Madhusudhan (2018) stated that the platform's ability to connect academics based on citations and shared interests promote collaboration and knowledge sharing. Furthermore, Mendeley's function in supporting knowledge sharing across academic institutions has been strengthened even more by its connection with institutional repositories (Luo, 2017).

Impact of Academic Social Networking Sites on Research Visibility and Citation

The multiple studies focus on how academic social networking sites affect research exposure and citation metrics. According to Thelwall and Kousha (2017), sharing research on ASNS's such as ResearchGate, Academia.edu, and Mendeley significant enhance the accessibility of academic work and increases the number of citations. ASNS's provide a variety of methods for measuring the impact of research based on online activity like downloads, shares, and Chat (Priem et al., 2010). Researchers tend to have more citations, broader research perspectives, and a more diverse audience due to active participation in ASNSs. Mendeley's citation management feature has been particularly demonstrated to increase the accessibility of research content and increase the citations (Ortega, 2016; Yan and Zhang, 2021; and Haustein et al., 2014).

Despite the benefits towards the use of ASNS's for knowledge sharing, some issues remain. The literature has raised concerns regarding data privacy, intellectual property rights,

and the quality of the content on these platforms (Manca & Ranieri, 2017). There have also been reports of the "academic social media fatigue" problems, in which scholars feel overburdened by the need to be active on academic social networking sites (Jordan, 2020). Additionally, despite ASNS's global reach, usage varies by geography and academic subject, with underrepresented scholars from developing countries and specific fields of study are using these platforms (Thelwall & Kousha, 2015).

ASNS's, for instance, Mendeley, Academia.edu, and ResearchGate have completely changed how researchers work together and share knowledge. These platforms give researchers useful tools and services to increase the visibility of their work, participate in real-time discussions, and in creating academic networks.

ASNS's like Mendeley, Academia.edu, and ResearchGate have totally revolutionized how scholars work together and exchange knowledge. These platforms give academics essential tools to raise the exposure of their work, participate in real-time debates, and develop academic networks. Unquestionably, ASNS has advantages, but there are still issues with privacy, intellectual property, and unequal access. As they develop further, these platforms have the potential to improve academic knowledge sharing worldwide.

Methodology

The academic social networking sites and knowledge sharing use among the researchers were studied using a quantitative research approach. The study population was made up of the population of a Government College, University, Lahore one of the oldest and best known institutions in Pakistan, and which was founded in 1864. It is a large state university with students of diverse demographics. A questionnaire survey was constructed with the support of the reviewed literature, in the form of a survey questionnaire, which was later refined by the expert opinion. The internal consistency of the questionnaire items was checked with the help of Cronbach's Alpha in order to measure the reliability of the questionnaire. The composite alpha value is .936. This study employed a non probability purposive sampling technique. A total of 150 questionnaires were distributed to the target respondents, chosen from 03 facultiesi.e the faculty of science, social science, and humanities at Government College, University, Lahore in addition, via emails and WhatsApp, using the web link of the questionnaire (online version on Google Forms). The researcher was able to get 100 responses, yielding approximately 66.67%

response rate after a follow-up and personal visit a number of times. Data analysis was done through the Statistical Package of Social Sciences (SPSS).

Data Analysis and Findings

The results were recorded in Table 1 which revealed that of 100 responses received for further analysis, the majority of the respondents, 55 (55%) were female and 45 (45%) were male. The table indicates that the distribution based on qualification is represented in the table with 60 argument of the researcher being possessing a PHP and 40 percent of the group being an possession of MPhil degree under the different departments of Government College, University Lahore.

Table 1: The Demographic Information of the respondents

Variable	Items	Frequency	Percentage%
Gender	Male	45	45.0
	Female	55	55.0
Qualification	MPhil	40	40.0
	PhD	60	60.0
Designation	Professor	3	3.0
	Associate Professor	4	4.0
	Assistant Professor	12	12.0
	Lecturer	13	13.0
	Research Scholar	68	68.0
University	GC University Lahore	01	1.0
Departments	Mathematics	35	35.0
	Physics	10	10.0%
	Chemistry	15	15.0%
	Political Sciences	10	10.0%
	Sociology	6	6.0%
	Psychology	7	7.0%

English	17	17.0%

The table shows the designation of the participants at their university. A number of the respondents,68 (68 %) were research scholars, followed by the lecturers 13 (13.0 %),and assistant professors 12 (12.0 %). The combined number of associate professors and professors was 07 (7.0%).The results disclosed the distribution of the departments that the majority of the respondents were from the Department of Mathematics35 (35.0%) followed by English and chemistry. The lowest numbers of respondents were from Sociology. The respondents have a very positive attitude while giving feedback to the research questionnaire. Sociology is the least represented department, at 6%, while mathematics is the most, at 35%.

Useful ASNS's among the Researchers

Academic social networking sites have user-friendly interfaces and features that researchers use for sharing publications, accessing research papers, and networking within specific academic fields.

Table 2: Academic Social Networking Sites (n=100)

Items	Mean	SD
Use of ASN site, ResearchGate	3.97	1.03
Use of ASN site, Mendeley	2.55	1.38
Use of ASN site, LinkedIn	3.45	1.25
Use of ASN site, Academia.edu	3.42	1.29

1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

Table 2 demonstrated that the researchers of Government College, University Lahore mostly use ResearchGate (mean=3.97) followed by LinkedIn (mean=3.45) and academia (mean=3.42). Results indicated that there is less use of Mendeley by the researchers (mean=2.55).

Academic Social Networking Sites Use (n=100)

Academic Social Networking Sites (ASNS's) are the platforms to facilitate collaboration, coordination, knowledge sharing, and networking among researchers. The table shows the descriptive statistics of respondents' opinions about "Academic Social Networking Sites Use". There were five items in this regard. The results showed that most of the researchers use ASNS's

to find new research ideas (mean=4.29) followed by the researchers using ASNS's because it is trustworthy (mean=3.79). Researchers claimed that they are using ASNS's to develop the network (mean=3.74).The researchers reported that they use the ASNS's for the dissemination of research studies (mean=3.71) followed by the researchers using ASNS's for collaboration (mean=3.63). The majority of the respondents strongly agreed with using ASNS's for getting fresh research ideas, indicated by the highest mean score (4.29).

Table 3: Academic Social Networking Sites ASNS's Use (n=100)

Statements	Mean	SD
I use ASN sites to find new research ideas	4.29	0.74
I use ASN sites because theyare a trustworthy social network	3.79	0.91
I use ASN sites to develop a network of researchers in my research field	3.74	1.00
I use ASN sites for the distribution of research studies	3.71	0.96
I use ASN sites to collaborate with scholars	3.63	0.94

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

On the other hand, there is somewhat less agreement with activities such as collaborating with researchers via ASNS's (mean = 3.63).

Knowledge Sharing on Academic Social Networking Sites (n=100)

Knowledge sharing on ASNS's plays a dynamic role in advancing research, enhancing collaboration, and promoting a culture of open science, open access, and open educational resources. The table demonstrates the descriptive statistics of the researcher's opinion on "Knowledge Sharing". There were six items in this regard. The results showed that most of the researchers claimed that the information collected by associates in the ASNSs is Simple to comprehend (mean=3.91) followed by the knowledge sharing on ASNS's in time (mean=3.84). The result indicates that the researchers shared knowledge on ASNS's relevant to the topic (mean=3.77). Results narrate that the knowledge shared on ASNS's is reliable (mean=3.71).Researchers claimed in the results that shared knowledge on ASNS's by the members is accurate (mean=3.60) and simultaneously complete (mean=3.58).

Table 4: Knowledge Sharing (n=100)

Statements	Mean	SD
The knowledge provided by the contributors in the ASN sites is easy to understand.	3.91	.697
The knowledge provided by the contributors in the ASN sites is timely.	3.84	.748
The knowledge provided by the contributors in the ASN sites is relevant to the	3.77	.814

topics.

The knowledge provided by the contributors on the ASN sites is reliable.	3.71	.856
The knowledge provided by the contributors in the ASN sites is accurate.	3.60	.752
The knowledge provided by the contributors in the ASN sites is complete.	3.58	.933

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

The majority of the respondents strongly agreed that knowledge sharing in time on academic social networking sites is indicated by the highest mean score (3.84). On the other hand, there is somewhat less agreement with the statement that the knowledge shared by Contributors on ASN sites is complete (mean = 3.58).

Table 5: ASNS's Use: Gender and Qualification-based Differences (n=100)

Variables	Statistics	Male N=45		Female N=55		t	p
		M	SD	M	SD		
ASNS's use	t-test	4.01	.65	3.70	.66	2.33	.022
Knowledge Sharing	t-test	3.69	.59	3.76	.43	-.745	.458

This table illustrates the comparison between males and females on two variables: ASNS's use and knowledge sharing. A significant difference (p = .022) is observed in ASNS use, with males having a higher mean (Mean=4.01) than females (3.70). However, there is no significant difference in knowledge sharing across genders (p = .458).

Table 6: Knowledge Sharing: Gender and qualification-based Differences

Variables	Statistics	MPhil	N=40	PhD	N=60	t	p
		M	SD	M	SD		
ASNS's use	t-test	3.64	.72	3.97	.60	-2.40	.019
Knowledge Sharing	t-test	3.72	.39	3.74	.58	-2.42	.809

This table narrates the comparison based on qualification MPhil and PhD, on two variables: ASNS's use and knowledge sharing. A significant difference (p = .019) is observed in ASNS use, with PhDresearchers having a higher mean (Mean=3.97) than MPhil researchers (3.70). However, No significant difference is found in knowledge sharing based on Qualifications (p = .809).

Table 7: ASNS's and Knowledge Sharing: Designation-wise Differences (N=100)

Variables	Statistics	ASNS's Use		Knowledge Sharing	
Designation	ANOVA	F=.69	*p*=.59	F= 1.03	*p*=.39

This table shows the outcome of ANOVA test that was performed in order to analyze the sensitivity of designation on the 2 variables of the use of ASNS and Knowledge sharing. The F-value of .69 and p-value of.59 (greater than 0.05) in the results verify that the difference in the use of ASNSs between the various designations is not statistically significant. The fact that the F-value is 1.03 but the p-value is 0.39 (which is larger than 0.05) also proves that there is no statistically significant difference between the knowledge-sharing behavior under different designations. According to the results, no significant variance of ASNS use (p = 0.59) and knowledge sharing (p = 0.39) exists according to the one-way ANOVA test due to the various designations. The two p-values exceed 0.05, meaning that the difference between the usage of ASNS and in knowledge sharing between designations is not significant.

Discussion

The outcome from data analysis indicated that 100%of the total sample members use ASNS's, whereas female researchers (55%) are using more frequently than male researchers (45%). The results showed that 60% of the researchers hold a PhD and 40% hold M.Phil. According to the results, the distribution of respondents across the departments of Government College, University Lahore. Sociology is the least represented department, at 6%, while mathematics is the most, at 35%. These findings showed that there were differences between men and women in two variables: knowledge sharing and the use of ANS sites. Males have a greater mean than females in ASNS's use, indicating a significant difference (p =.02). However, there is no significant difference in knowledge sharing among genders (p = .458). The results showed that the PhD researchers have a significantly higher mean in ASNS's use compared to MPhil researchers (p = .014). However, there is no significant difference between MPhil and PhD researchers regarding knowledge sharing (p = .823). According to the findings of the one-way ANOVA test, there is no statistical difference in the use of ASNS's (p = 0.595) and knowledge sharing (p = 0.394) based on designations. Both p-values are above 0.05, and hence, we can conclude that the groups do not statistically differ. The knowledge sharing and ASNS use

p-value was 0.053, which represents a relatively bigger value than the standard significance level (p = 0.05).This implies that while the correlation is not statistically significant, it is borderline. Both variables show relatively similar means, indicating consistent patterns of behavior among the researchers.

Conclusion

The researchers of Government College, University, Lahore are aware of the use of the ASNS in Knowledge Sharing. In a bid to gain visibility, create more collaborative relationships and expand knowledge sharing, it is believed that ASNS are highly essential and precious tools in this age of information and communication technologies. ASNSs have a promise of providing a modern method of communication and cooperation with scientists and researchers. Through this, researchers will be in a position to participate in discussion boards, read real case studies, keep updated on the research methods being used by other researchers, and communicate with supervisors and peers. The technological change has altered the manner in which we handle relationships and acquire knowledge. Face-to-face interaction remains important; however, ASNS, in a sense, changed the existing rules of the game. To create a personal brand, share scientific findings, and reach the researchers worldwide, it is possible to use ASNSs, such as ResearchGate, Academia.edu and Google Scholar, and Mendeley.

Limitations and Recommendations of the Study

The study faced some limitations, just like it was conducted within a specific educational institute, GC University Lahore, which restricts the applicability of the research results to a broader context. In addictions, it was difficult to gather data from the faculty members because of their busy schedules. It was not easy to pursue continuously in terms of personal visits, sent emails, and follow more than 100 researchers to get their feedback. Instead of all that, I anticipated this study would make a substantial contribution to the research field. There are a few significant recommendations that can be placed into practice to enhance the use of ASNS's. The awareness level of the researchers in academia may be increased by organizing workshops, training sessions, and seminars emphasize the advantages and efficient usage of ASNS's. The academic community should be actively trained by higher education institutions to use ASNS's practically. Educational institutions could also encourage faculty members to sign up for ASNS's, publish their research, and raise the platform's profile globally. Furthermore, there is a

need to emphasize the adoption of technology as an essential tool for academic advancement to improve the quality of academic research. New technological platforms are emerging, and over time, knowledge sharing behaviors are evolving. Further research can be conducted on this phenomenon with the integration of mixed-method research. To relate this phenomenon, further research is possible on AI-powered features, chatbots, and how these technologies can enhance trust and transparency in academic networks. Lastly, active researchers may motivate fellow researchers to adopt ASNS's by demonstrating the benefits of increasing research visibility, collaboration, and access worldwide scholarly network.

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