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Information Technology Self-Efficacy And Personal Knowledge Management In The Current Era Of Over Loaded Information: a Study Of Generation "Z" Students

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Abstract

The scope of study is to investigate the "Information Technology Self Efficacy and Personal Knowledge Management in the current era of over loaded information" of generation "Z" research students at Public Universities of Lahore. It was considered that proper attention was given by the public sector universities of Lahore towards providing Information Technology Self Efficacy to research students (M. Phil, Ph. D). The study explores the emerging IT Self Efficacy trends and its impact on Personal Knowledge Management in the era of highly overloaded information. The research was designed as the quantitative, the study used survey by applying descriptive and inferential statistics. A structured questionnaire was designed with the help of analysis related to literature and adapted questionnaire. The reliability test (Cronbach alpha) revealed that data collection instruments were stable enough to postulate the hypothesis on different grounds. The data of research students from the 13 Public sector universities from different disciplines in Lahore was evaluated by using SPSS (Version 27). The study's conclusions revealed that, in the current era of rich information there is a strong positive correlation between IT self-efficacy and personal knowledge management. Artificial intelligence and the adoption of developing technologies were common approaches for the effective application of Personal Knowledge Management fundamentals in the field and in academics to foster innovation at work. There are important theoretical, practical, social, intellectual and managerial implications to this research.

Keywords: Information technology; Self efficacy; Personal knowledge management; Overloaded information, Generation "Z".

Introduction

Self-efficacy is defined as a person's confidence in their capacity to plan and complete tasks or work for themselves. Information Technology Self-efficacy is the conviction that one can utilize or operate a computer to accomplish objectives and tasks. IT Self-efficacy boost up a person's self-assurance in recognizing academic assignments, establishing standards for crucial activities to finish and accepting accountability for their own achievement in meeting their academic objectives (Pandin, Prihastuty & Yustini 2023). The computer skills and knowledge working with Self-efficacy is an evaluation of someone's capacity to find out a specific task successfully (Compeau & Higgins 1995).

Self-efficacy evaluations influence people's propensity to participate in activities vis-à-vis the tendency of effort and endurance they display. Self-efficacy is a situation-specific or domain-specific paradigm that can vary across activity and task types (Bandura, Freeman & Lightsey 1999). Self-confidence to use computers for evaluation, capabilities & expertise to do work related tasks through Information Technology. Furthermore, in 2020, environmental conditions indulge millions of people around the globe to opt practices for remote work with little or no prior experience, working for firms and organizations for such type of transformation to manage the conditions of self-efficacy model developed. The study revealed that the firms which learned how to increase employees' self-efficacy have greater performance.

In an era characterized by rapid technological advancement the generation "Z" students faced Hercules challenges to manage information effectively. As digital natives they are immersed in a technology-rich environment,

yet navigating the abundance of information can lead to feeling overloaded with information. Concurrently, the concept of IT Self-efficacy, which refers to individual's beliefs in their ability to use IT effectively, plays a vital role in organizing their information management practices (Grundspenkis, 2007).

Self-efficacy has a vast impact on people's behavior. Those who believe in their own abilities are more inclined to engage in goal-directed behavior, exhibit greater effort and persistence and cope more effectively with setbacks compared to those with low Self-efficacy. Self-efficacy beliefs are influenced by various factors, including, experiences of mastery, achievement in the past or shortcomings in comparable tasks, vicarious skills, seeing those who are like oneself do well or poorly in comparable jobs, social persuasion, peer pressure, criticism, or other people's encouragement (Maier & Hadrich 2011).

Personal Knowledge Management (PKM) refers to the strategies and processes individuals use to acquire, organize, store, retrieve and share knowledge for their personal and professional development. It encompasses a variety of activities aimed at effectively managing the vast amount of information available to individuals in today's digital age (Martins, Rampasso, Anholon, Quelhas & Leal Filho 2019). Personal Knowledge Management is essential for individuals to stay informed, adapt to changing circumstances, solve problems and make managerial decisions.

The key components of Personal Knowledge Management involved acquisition, organization, storage, retrieval, review, maintenance, sharing information and better management in their day-to-day tasks, where these factors facilitate work-related activities. The acquisition involves actively seeking out information from various

sources such as books, articles, websites, podcasts and conversations. It includes formal learning activities like attending courses or workshops vis-a-vis informal methods like reading, watching videos or participating in discussions (Ammirato, Linzalone, & Felicetti 2021).

The organization educates people on the need to organize information so as to easily accessible and retrievable after requisition. It includes classifying data, organizing notes using categories or labels and utilizing tools like digital applications, notebooks and folders. The data must be kept in a secure and easily accessible location. These storage options include digital storage like databases, cloud storage and knowledge management software, as well as tangible storage like filing cabinets and notebooks. Retrieving pertinent information quickly is essential to efficient knowledge management. Information can be easily found and accessed by people through indexing systems, search tools and other retrieval techniques. Regularly checking and updating data that has been stored helps guarantee it.

It could be gained a deeper knowledge of the complex interplay between IT Self-efficacy and Personal Knowledge Management by filling in these study gaps, among generation "Z" students, which will eventually help them to succeed their academic and professional career and become more adaptable in an increasingly digital environment.

Significance of the Study

The significance of the research inoculates the ability to enhance academic comprehension and practical implementations concerning generation "Z" students and their engagement with IT and information management. The current research has shaded light on how to perceive competence in generation "Z" students while using IT tools that influences their interest in the era of overload

information. Understanding the relationship have been informed educators, policymakers and technology developers about strategies which help students to navigate the digital landscape more effectively, potentially reducing stress and improving overall productivity. IT-Self-efficacy influences Personal Knowledge Management practices provide valuable insights into how generation "Z" students engage with and organize information in their academic and personal lives.

Objectives

The main objective of this study is "to identify the impact of IT- Self-efficacy on Personal Knowledge Management of Generation "Z" Students in the era of overloaded information".

Review of the Literature

The research investigated the phenomena in keeping personal information management (PIM) based on mobile is sharing as keeping. The study helped smartphone software developers in creating applications that cater to the needs of users (Ali & Warraich, 2022). The study offers a better understanding of the PIM paradigm finding, keeping, re-finding and organizing information through smart phones. While research has been done on the relationship or impact between mobile Self-efficacy and PIM, particularly in developing nations such as Pakistan, no thorough study has been done on the association between mobile Self-efficacy and the overall picture of mobile-based PIM finding, keeping, re-finding, and organizing information.

The knowledge-sharing and culture-moderating function between creative Self-efficacy and transformative leadership (Asada, Hashmib, Nasirc & Khalid, 2021). The findings of the study showed a strong correlation between transformational leadership and the creative performance of employees, and that relationship is mediated by creative

Self-efficacy. Moreover, there is no moderating effect of information sharing culture between creative Self-efficacy and transformative leadership. Limitations and practical implications have been highlighted. Similarly, the study also suggests a course for the future.

Javaid et al., (2023) investigated how green human resources management which includes green training, green incentives, green selection and green performance evaluation affects sustainable performance which includes social, economic and environmental performance while considering the moderating influence of green Self-efficacy and the mediating role of environmental knowledge on Pakistan's garment industries in Lahore. These results imply that the key to achieving sustainable development which is essential for developing nations is achieving efficient performance with the use of environmental knowledge.

The COVID-19 teachers' commitment to continuing their online teaching, as determined by their Self Efficacy and the quality of the system. The mental health of teachers has also been included as a moderating factor (Guoyan, Khaskheli, Raza, Khan & Hakim, 2023). Thus, the focus of the comparative examination is the educators in the two nations. The findings show that instructors' willingness to continue their online activities is mostly dependent on two factors: the quality of the e-learning system and their own self-efficacy. Assurance and the caliber of education, however, are not very important in Pakistan. Results, however, show that information quality and teacher's attentiveness do not appear to be significant factors in the Malaysian context.

Khan, Li, Chughtai, Mushtaq, and Zeng (2023) assessed the moderating influence of creative Self-efficacy and the mediation effect of information sharing in the direct relationship. The results demonstrated the important

effects of creative work practices and self-leadership. Furthermore, the outcomes validated creative Self-efficacy's mediation function in the relationship between these two attributes. Furthermore, there is a stronger correlation between innovative work behavior and self-leadership when there is a greater exchange of knowledge. The study found that encouraging creative work practices requires self-leadership. The study offers suggestions for how companies might apply self-leadership techniques to encourage creative work practices.

The effects of technological Self Efficacy beliefs (TSE) on occupational commitment and desires for occupational mobility, accounting for the possibility of automation and developmental assistance as contextual modifiers (Medici, Grote, Igic & Hirschi, 2023) investigated. Both directly and through the mediation effect of professional dedication, the study found a negative connection between TSE and plans for occupational mobility. The relationship between TSE and mobility intention was higher in jobs with low to medium automation potential, which is contrary to the expectations. The significance of the research findings for enhancing comprehension of the possible impacts of technological progress on career mobility and offering useful recommendations for equipping workers to adapt to evolving work settings.

The association between IT- Self-efficacy and personal knowledge and information management (PKIM) practices (Shahzad, Javed, Khan, Iqbal, Hussain & Jaweed 2022) plans to investigate popular PKIM technologies and methods for long-term, sustainable learning as well as organizational effectiveness. It also highlights obstacles to the creation of a successful PKIM system. The research findings revealed that IT Self-efficacy and individual knowledge and information management are significantly positively

correlated with sustained lifelong learning and creative organizational performance. Trending strategies for the effective application of PKIM methods in academia and the field included the use of social network sites, the incorporation of developing technology, and AI. There are important theoretical, practical, social, scholarly, and management ramifications to the research.

Paredes-Aguirre, Campoverde-Aguirre, Hernandez-Pozas, Ayala, and Barriga-Medina (2024) investigate with the increasing adoption of digital technology; Digital Self-efficacy is expected to rise. People must strongly believe in their abilities to use digital technology to flourish in today's digital world. The Digital Self-Efficacy Scale provides a cutting-edge, technology-free method. It offers a multifaceted evaluation based on the Dig Comp architecture, enabling flexibility and making comparisons across many populations easier. Technology use and task-technology fit were positively and significantly correlated with digital Self-efficacy. According to the research, employees who have greater levels of digital Self-efficacy are more likely to locate technology that works well for their jobs and to use it successfully and efficiently.

Harlow (2018) provided a comprehensive strategic model that inter-links knowledge management strategy (KMS) for the acquisition of intellectual capital (IC) and commercial application. It is accomplished based on an existing analytics and Quantum Data definitions and methods found in literature. The social ramifications of lax privacy regulations combined with the potential loss of millions of knowledge worker jobs make it imperative to identify and conduct further research on the strategic uses of big data by governments and businesses, both for good and possibly bad. The paper proposes an overall KMS/BDA model and expands on existing models of developed IC as

fifth stage of IC research by utilizing strategic approach and ample intelligence.

Serenko (2022) examined the large resignation phenomena from the standpoint of knowledge management. Numerous knowledge-related effects have been brought about by the tremendous transformation at the individual, organizational, and national levels. Individually, knowledge workers may become more numerous in the future due to the increasing popularity of freelancing, which will also increase their need for IT and Personal Knowledge Management strategies. Academics studying knowledge management have a rare chance to translate the wealth of theoretical understanding amassed within the confines of their field into useful applications that will support the great knowledge revolution. This point of view motivates further significant research and provides managerial recommendations.

Task-technology fit (TTF) and the information system success model (ISSM) are two factors aims to evaluate to persuade students to embrace E-learning to get higher education (Alyoussef, 2023). The ISSM and TTF analysis on the use system, which have a favorable influence on E-learning benefits in the educational institutions, revealed that students are completely satisfied by using E-learning techniques. By giving lectures from higher education institutions, we ought to have pushed students to use E-learning techniques for educational goals, and as a result, we counsel them to do so.

Marandu, Mathew, Svotwa, Machera and Jaiyeoba (2023) reported that students at Botswana's two main universities intend to pursue online learning following the coronavirus illness 2019 (COVID-19) epidemic. The research revealed that the link between performance expectancy and intention to continue determines how efforts expectancy affects

intention to continue, investigate the relationship between social influence and intention to continue, find the relationship between facilitating conditions and intention to continue, and investigate the relationship between satisfaction and intention to continue. The research implies that even though most colleges briefly switched to online instruction as a last resort, students seem to have believed that the system's results enhanced their performance.

Research Gap

The review of literature showed that many research studies have been conducted internationally on the topic of IT Self-efficacy and Personal Knowledge Management. Such kind of research is lacking at the national level research (Akram 2018; Alyoussef 2023; Shazad 2022). The study fills the research gap to investigate the IT Self-efficacy and Personal Knowledge Management of generation “Z” students in the current era of overloaded information. Moreover, studies on IT Self-efficacy and Personal Knowledge Management among students in general are available, but there is a lack of research specifically targeted to generation “Z” students, whose experiences and distinctive traits are influenced by growing up in the digital age. Previous research has looked at Personal Knowledge Management and IT Self-efficacy alone, without examining how these aspects interact. Understanding how IT Self-efficacy affects and is influenced by Personal Knowledge Management strategies among generation “Z” students is an area of unmet research need. In the digital age, information overload has become a common problem. However, little study has been done on how IT Self-efficacy affects generation “Z” student's capacity to handle and navigate information overload, especially in educational settings. Although performance accomplishments, vicarious experience, social persuasion, physiological and emotional states are elaborated in

objectives, there has been a lack of knowledge regarding the relative importance of these factors as to how they interact and affect IT Self-efficacy among students in generation "Z".

Hypotheses

H01: Higher levels of IT-self efficacy among generation "Z" students will be positively associated with more effective personal knowledge management practices.

H01a: There is no significant effect on generation "Z" students with high IT-self efficacy differ in their approach towards finding information as compared to those with lower IT-self efficacy.

H01b: There is no significant effect on generation "Z" students with high IT-self efficacy differ in their approach towards keeping information as compared to those with lower IT-self efficacy.

H01c: There is no significant effect on generation "Z" students with high IT-self efficacy differ in their approach towards organizing information as compared to those with lower IT-self efficacy?

H01d: There is no significant effect on generation "Z" students with high IT-self efficacy differ in their approach towards re-finding information as compared to those with lower IT-self efficacy?

Research Design

The survey method was used to collect the data from the targeted population being adequate approach to study the phenomena by analyzing the impact of information technology self-efficacy and personal knowledge management in the current era of overloaded information of generation "Z" research students through the literature review. The total population of the research was 9973 M. Phil and Ph. D research students as envisaged by the HEC recognized public sector universities in Lahore. The sample size of the current study is devised from the sample size

table[1], which is 386 M.Phil. and Ph. D research students currently enrolled in different disciplines. The authors adopted convenience sampling as this is the most appropriate sampling technique for such studies where the population is scattered, and the researcher does not have access to all the respondents (Tariq, 2016). This technique may influence the generalizability and validity of the findings. To minimize this, the researchers tried to sue "convenience sampling technique" with "random access". The questionnaire was developed, and pilot testing was also conducted. The aggregate value of Cronbach's Alpha test was 0.907 with respect to all contents of the questionnaire which was highly acceptable.

Results

The outcome of the study explains that overall models are good enough and significant predictor variables ITSE (Information Technology Self Efficacy) and PKM (Personal Knowledge Management) show the overall impact on challenges in PKM being faced by research students and also has significant effect on Information Technology Self Efficacy.

Regression Analyses for Personal Knowledge Management as dependent and Information Technology Self Efficacy, Keeping Information, Organization Information, Re-finding Information, Challenges in Personal Knowledge Management as independent variable.

The framework of the study is a single regression equation which is as follows:

$$Y = \alpha + \beta 1X1 + \beta 2X2 + €$$

$$PKM = \alpha + \beta 1\ (ITSE) + \beta 2\ (KI) + \beta 3\ (OI) + \beta 4\ (RI) + \beta 5\ (CPKM) + €$$

According to the table below, the adjusted R square shows the proportion of the dependent variable's variance that can be attributed to the independent variable. PKM (Personal

[1] https://www.research-advisors.com/tools/SampleSize.htm

Knowledge Management) accounts for 51.9% of the variation.

Table 1: ***Statistics for PKM (Personal Knowledge Management)***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.725	.526	.519	.539	.526	84.239	3	4	.001

a. Predictors: ITSE (Information Technology Self Efficacy), KI (Keeping Information), OI (Organizing Information), RI (Re-finding Information), CPKM (Challenges in Personal Knowledge Management)

b. Dependent Variable: PKM (Personal Knowledge Management)

According to the regression analysis results in the above table, the study's entire model provides an explanation for the variance value is 52.6% and the standard error of the estimate is 53.9%. The F-statistic score is 4.239. ITSE (Information Technology Self Efficacy), KI (Keeping Information), OI (Organizing Information), RI (Re-finding Information), and CPKM (Challenges in Personal Knowledge Management) are good predictor variables for the dependent variable PKM (Personal Knowledge Management), and the model as a whole is excellent. Since research students' challenges in PKM have a considerable impact on their information technology self-efficacy, the independent variable has an overall impact on the dependent variable, as indicated by the P value of 0.001, which is less than 0.05.

Table 2: ***ANOVA for PKM (Personal Knowledge Management)***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.323	5	24.465	4.239	.001[b]

Residual	110.359	380	.290
Total	232.682	385	

a. Dependent Variable: Dependent Variable: PKM (Personal Knowledge Management)
b. Predictors: (Constant): ITSE (Information Technology Self Efficacy), KI (Keeping Information), OI (Organizing Information), RI (Re-finding Information), CPKM (Challenges in Personal Knowledge Management).

- Accept the hypothesis because the ISTE variable is significant, with a significant t-value of -5.244 and a p-value of 0.001.
- Accept the hypothesis since the KI variable is displaying a significant t-value of 9.904 and a p-value of 0.001.
- Accept the hypothesis since the OI variable is displaying insignificant results with a t-value of -5.861 and a p-value of 0.001.
- Accept the hypothesis since the RI variable is displaying insignificant results with a t-value of -1.878 and a p-value of 0.001.
- The hypothesis should be accepted because the CPKM variable exhibits a significant t-value of 6.594 and a p-value of 0.001.

The impact of independent variables on the dependent variable is described below:

- ITSE variable has 1.4014 value of standardized coefficient of β which Indicate that every 1-unit change (increase) in independent variable of ITSE takes 140.99% change (increase) in dependent variable of PKM (Personal Knowledge Management).
- KI variable has -1.014 value of standardized coefficient of β which indicates that every 1-unit change (increase) in independent variable of keeping information takes 101.4% change (increase) in dependent variable of PKM (Personal Knowledge Management).

- OI variable has -.123 value of standardized coefficient of β which indicates that every 1-unit change (increase) in independent variable of organization information takes 12.3% change (increase) in dependent variable of PKM (Personal Knowledge Management).
- RI variable has 0.496 value of standardized coefficient of β which indicates that every 1-unit change (increase) in independent variable of re-finding information takes 49.6% change (increase) in dependent variable of PKM (Personal Knowledge Management).
- CPKM variable has -.303 value of standardized coefficient of β which indicates that every 1-unit change (increase) in independent variable of challenges in personal knowledge management takes 30.3% change (increase) in dependent variable of PKM (Personal Knowledge Management).

Table 3: ***Coefficient table for ITSE, KI, OI, RI, CPKM***

Model		**Un standardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.460	.278		-5.244	.001
	ITSE	1.248	.126	1.409	9.904	.001
	KI	-.764	.130	-1.014	-5.861	.001
	OI	-.179	.095	-.123	-1.878	.001
	RI	.419	.064	.496	6.594	.001
	CPKM	-.267	.073	-.303	-3.630	.001

a. Dependent Variable: PKM (Personal Knowledge Management)

b. Predictors: (Constant): ITSE (Information Technology Self Efficacy), KI (Keeping Information), OI (Organizing

Information), RI (Re-finding Information), CPKM (Challenges in Personal Knowledge Management)

Conclusion and Discussion

The study was designed to investigate the impact of IT self-efficacy and personal knowledge management of generation "Z" students in the current era of overloaded information. The study found that IT self-efficacy significantly affects research students, and the findings are consistent with another studies (Shazad 2022; Alyoussef 2023; Akram 2018). Another result of the current study showed that research students at public institutions in Lahore use IT self-efficacy more favorably. These findings are also consistent with the research that Dutta (2020) completed. According to Razmerita et al., (2009), personal knowledge management was significantly impacted by web self-efficacy. According to Chien (2015), the efficacy of PKM for learning and job efficiency was positively impacted by learners' computer self-efficacy. According to Jafari et al. (2013), PKM for continuous innovation and computer efficacy have a strong and favorable association. Bharadw (2016) observed that knowledge management techniques were associated with technological proficiency. Dong et al. (2012) found that effective knowledge management was linked to digital efficacy.

IT self-efficacy and PKM were found to be significantly positively correlated in the extracted data. Efficient PKM practices for both professional and personal development were positively correlated with innovative forms of IT self-efficacy, such as web, computer, virtual media, digital, e-learning, and social media self-efficacy. Finding, browsing, searching, storing, and using necessary information with today's technology such as search engines, databases, digital libraries, citation management software, cloud storage devices, advanced search, cellphones, and external

storage devices require IT skills.

IT self-efficacy is very helpful in the current situation for effectively and efficiently managing one's own knowledge and information resources. Information technology is very beneficial in all areas of life, but it is especially beneficial for knowledge and information. Self-efficacy in IT improves productivity in necessary jobs. Big data analytics and artificial intelligence were helpful in creating efficient PKM systems. IT self-efficacy generates innovation in education and the workplace. The results are comparable to those of previous research investigations, such as those by Shao et al. (2015) and Masadeh et al., (2017).

Guoyan, Khaskheli, Raza, Khan, and Hakim (2023) examined the COVID-19 teachers' commitment to continuing their online teaching, as determined by their Self Efficacy and the quality of the system. The study revealed that information quality and teachers' attentiveness do not appear to be significant factors in the Malaysian context. Medici et al., (2023) found a negative connection between Technological self-efficacy and plans for occupational mobility. The relationship between TSE and mobility intention was higher in jobs with low to medium automation potential, which is contrary to the expectations. Tams and Dulipovici (2024) highlight the negative effect of age on user innovation can be alleviated by three factors: job regulator, IT is backing and user delight. Information overload has negative impact on an individual's performance, confidence, and decision-making (Karr-Wisniewski & Lu, 2010; Pennington & Tuttle, 2007; Eppler & Mengis, 2004; Ho & Tang 2001; Sparrow, 1999; O'Reilly, 1980).

The development of educational interventions and materials aimed at enhancing students' information literacy and optimizing their use of digital resources has been

highlighted by the thorough studies. The factors influencing generation "Z" students' IT Self-efficacy may impact education and workforce development in a variety of ways. By understanding the roles played by performance accomplishments, social persuasion, vicarious experience and physiological and emotional states, educators and mentors can design more effective interventions to assist students develop competence and confidence in using IT self-efficacy. The current research will improve students' ability to use technology for communication, learning, and problem-solving.

Note: This article has been derived from the Ph. D thesis title information technology self-efficacy and personal knowledge management in the current era of over loaded information: a study of generation “Z” students of first author. The thesis is under process.

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