

The influence of social exclusion on college students' knowledge sharing behavior

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Abstract: objective: to explore the influence mechanism of social exclusion on college students' knowledge sharing behavior, methods: using the social exclusion questionnaire, PANAS emotion scale, mental resilience scale and knowledge sharing behavior scale, 367 questionnaires were issued to college students, and 281 valid questionnaires were collected. Results : (1) social exclusion significantly negatively affects college students' knowledge sharing; (2) social exclusion influences knowledge sharing through negative emotions; (3) the mediating effect of negative emotions on social exclusion and knowledge sharing is regulated by psychological resilience. Significance: the research results are of great significance to the intervention of influencing factors hindering college students' knowledge sharing and the in-depth understanding of the mechanism of individual and environmental factors affecting knowledge sharing.

1. Introduction

In response to the call of the state, more and more college students are joining the wave of entrepreneurship. According to the statistics of chinanews.com, more than 400,000 college students chose to start businesses in 2018, and the rate of college students' entrepreneurship in China is more than twice that in developed countries, gradually becoming the backbone force leading innovation and promoting social and economic development. However, college students often face problems such as lack of social experience and management ability. As the main force of innovation and entrepreneurship, college students can cultivate each other's skills through knowledge sharing, which is conducive to college students' understanding of market behavior, learning to formulate reasonable ownership structure, and writing innovative and rigorous business plans, which can significantly improve the success rate of college students' entrepreneurship [1]. Knowledge sharing promotes the transformation of everyone's knowledge into social resources [2]. When two people exchange knowledge, each person has more than one kind of knowledge. The behavior of knowledge sharing can exert the effect of $1+1>2$. Due to the characteristics of college students, knowledge sharing behaviors are common, but due to some obstacles, their knowledge sharing behaviors are not efficient [3]. For example, college students' knowledge sharing behavior, as a kind of prosocial behavior beneficial to others, may be reduced due to the emergence of social exclusion, so as to achieve better results of knowledge sharing. Therefore, it is of great significance to identify the drivers and obstacles of college students' knowledge sharing behavior for their innovation and entrepreneurship. In view of this, this paper focuses on the study of knowledge sharing behavior of college students, from the individual level, to explore how social exclusion affects the internal mechanism of knowledge transfer behavior of college students, so as to effectively intervene to ensure the success rate of college students' entrepreneurship.

Some studies regard the sharing of knowledge as the sharing of information and emphasize that technology is the core [4], while this study regards the sharing of knowledge as a copy of behavior and emphasizes that people are the core. Because only when individuals have the motivation and

behavior to actively share knowledge, enterprises, universities or individuals can use technical means to share knowledge more conveniently and manage knowledge resources more efficiently [5]. Early research mostly belongs to the normative analysis and discussion, and from an empirical perspective, this study based on the individual level, namely the process of knowledge transfer from person to person, on the basis of the theory of social psychology, behavioral science, adopts the situational experiment and questionnaire to explore social exclusion on college students' knowledge sharing behavior of internal mechanism, expand the social exclusion in theory and related research of college students' knowledge sharing in practice through research, in order to actively carry out the campus activities to reduce social exclusion and weaken the negative effects to a normal life, so as to promote college students' knowledge sharing behavior, create a good academic atmosphere, improve the efficiency of work and study life, Promote the progress of oneself and others, reduce the harm of resource waste caused by knowledge closure.

2. Organization of the Text

2.1 The influence of social exclusion on college students' knowledge sharing behavior

Social exclusion refers to the feeling of being ignored, ignored or excluded by others or other social groups [6]. Because individuals are social and need a sense of belonging, and social exclusion is universal and has a practical impact on people's physical and mental health, social science researchers gradually pay extensive attention to the effect of social exclusion on individuals. It is common for college students to perceive social exclusion, and the excluded individuals may treat others in a similar and slightly malicious way. Social exclusion damages the individual's self-regulation ability, emotional response, self-esteem level, self-worth, etc., and then the individual's prosocial behavior will be reduced [7]. Prosocial behavior and antisocial behavior opposite refers to those who are helpful to society and others, make its benefit, positive, cheerful behavior, the purpose is to benefit others, forms the main share, help, cooperation, contribution, and voluntary behavior, and pro-social behavior contains a kind of important way [8] the sharing behavior. Govan believes that individuals who are socially excluded are more likely to reduce the occurrence of prosocial behaviors [9], such as knowledge sharing behavior. Therefore, this paper proposes the following hypothesis:

H1: Social exclusion negatively affects college students' knowledge sharing behavior.

2.2 Negative emotions play an intermediary role between social exclusion and college students' knowledge sharing behavior

Social exclusion not only reduces positive emotions, but also induces individual negative emotions. Individuals who are socially excluded, feel destroyed in interpersonal relationships and security, lack of sense of belonging and positive social relationships, will lead to fear, anxiety, anger and other negative emotions, and produce adverse reactions of disgust such as depression, loneliness, frustration and helplessness [10,11,12]. Specifically, a lack of responsiveness to emotions can be triggered by social rejection, which leads to a temporary loss of ability to respond to certain emotions. Individuals who are excluded by society may have low sensitivity to pain and increased tolerance, which will greatly damage personal health [13]. Social exclusion will directly lead to negative emotional experience, especially anxiety. There is a certain degree of causal relationship between social exclusion and anxiety [14]. Social exclusion damaged the individual existing relationships, can let a person feel the bitterness of the society, cause negative emotions, reduce a person's enthusiasm, make individual lack of sense of belonging, self-esteem is lower at the same time, thus those and physiological pain associated with brain areas will also be activated, and the social exclusion will for a long period of time appear this or that individual's emotional problems, such as anxiety, loneliness, and depression, etc. [15]. It can be seen that social exclusion will trigger adverse reactions of individuals, thus generating negative emotions.

Emotion is the organizer of psychological activities, which can drive people's cognition and behavior. Its function makes negative emotions act on sharing behaviors. For example, negative emotions affect college students' knowledge sharing behaviors. Individual interpersonal relationship

is closely related to emotional regulation ability and positive and negative emotions. In social life and cultural environment, people's interaction and communication are inevitably affected by emotions, which is one of the key influencing factors in interpersonal interaction [16]. Individual mood will effect on prosocial behavior [17], prosocial behavior and social exclusion both largely affected by the emotional part of the intermediary, 5-HT genetic variation in the system of anxiety related to anxiety characteristics individual [18], such as a kind of negative emotions of anxiety and pro-social behavior often has a negative correlation relationship between [19]. Negative emotions caused by social exclusion may bring psychological damage to people, so the incidence of individual pro-social behaviors will be reduced [20]. Specifically, social exclusion can numb people's emotions, stimulate people's defense system, weaken common emotions, and thus weaken prosocial behaviors [21]. According to the results of other researchers, social exclusion [22] lead to negative emotions, negative emotions reduces the incidence of pro-social behavior, namely in the relation between prosocial behavior and social exclusion, the mood has a partial mediation effect and role of [23], by the social exclusion of college students don't want to share individual knowledge, innovation points and ideas, that cause more negative emotions can make college students more don't want to share behavior is helpful to other individuals. In view of this, the following hypothesis is proposed in this study: H2: negative emotions play an intermediary role in college students' knowledge sharing behaviors and social exclusion.

2.3 The moderating effect of psychological resilience between social exclusion and college students' knowledge sharing behavior

Mental resilience, also known as inner resilience or inner resilience, refers to an innate ability of individuals, including the ability to solve problems, control emotions and positive cognition [24]. The conditional model of psychological resilience indicates that individuals may mobilize various protective factors to fight against difficulties in order to maintain their equilibrium in the face of adversity or stress [25]. It is pointed out in the outcome definition that mental resilience is the ability for individuals to display positive performance or reduce negative behaviors when faced with negative situations [26]. Resilience refers to the ability of individuals to display less negative emotions or more sharing behaviors when they suffer a greater degree of damaging distress [27].

Individuals with high mental resilience may lead to higher positive emotions, more positive cognition of what has happened, and better return to equilibrium from unfortunate events [28]. The extension and construction of positive emotions theory points out that positive emotions can expand the cognitive boundaries and the scope of attention of individuals, enhance individual competitiveness, give play to the resource advantages of individuals and society, effectively solve the adverse reactions caused by negative emotions, and alleviate anxiety, depression and other phenomena of stress disorders [29]. The improvement of mental resilience level is conducive to reducing negative emotions and increasing students' knowledge sharing behavior to some extent. In view of this, the following hypothesis is proposed in this study:

H3: The mediating effect of negative emotions on social exclusion and knowledge sharing behavior is regulated by psychological resilience.

In conclusion, according to the research hypothesis in this paper, the hypothesis model is shown in figure 1 below.

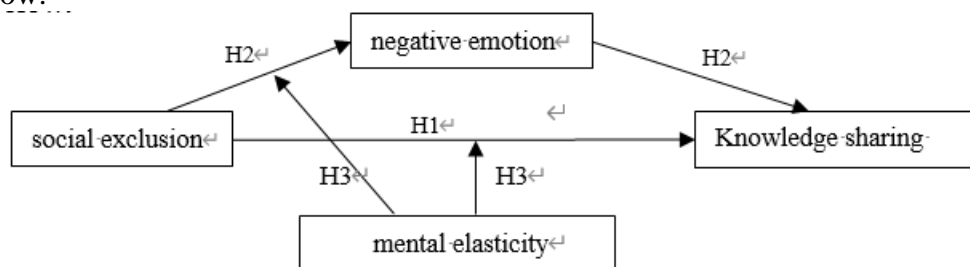


Figure 1 hypothesis model of the influence mechanism of social exclusion on college students' knowledge sharing behavior

3. Literature References

367 undergraduate, master and doctoral students from three universities in tianjin were selected for the questionnaire survey, and 281 questionnaires were obtained after omissions, omissions and inattentive questionnaires were eliminated, with an effective recovery rate of 77%. Among them, the number of male students is 154, accounting for 55%, and the number of female students is 127, accounting for 45%.

Unified scale and questionnaire were used to conduct the test, in which unified hints were written to guide the subjects, and individual information was only used for academic anonymous investigation and research, so the subjects were expected to answer seriously and truthfully. SPSS 21.0 was used to collect and analyze data.

In order to avoid the problem of common method deviation, questionnaires and scales are used to collect data, which is also a form of self-report. In the process of collecting data, we have adopted confidentiality measures, such as anonymous questionnaire and reverse scoring. At the same time, the common method deviation is tested, which is based on a test method of Harman, namely single-factor test. The research results show that there are 13 factors with characteristic roots greater than 1, and the cumulative interpretation rate of the first factor is 27.86%, which is less than the critical value of 40%. That is to say, there is no significant common method bias in this study, and the data is basically reliable [30].

The sources of questionnaire and variable measurement are shown in table 1.

Table 1. Reliability and validity of measurement variables and their sources

measured variable	Cronbach's alpha coefficient	AVE	average load	references
social exclusion	0.88	0.815	0.62	Wu huijun, zhang shuming, zeng yuqian et al. (2013) [31]
mental elasticity	0.87	0.694	0.65	Lei Wu, Yan Tan, Yan Liu (2017) [32]
negative emotion	0.83	0.817	0.62	Ji zhongmin, Yang tingzhong, huang li (2003) [33]
knowledge sharing	0.76	0.593	0.64	Wang juanru, Yang jin (2014) [34]

Pearson correlation analysis was conducted on the total average scores of social exclusion, negative emotions, mental resilience and knowledge sharing behaviors. The results showed that there was a significant negative correlation between knowledge sharing behaviors of college students and social exclusion ($r=-0.52$, $p < 0.01$) and negative emotions ($r=-0.45$, $p < 0.01$). Knowledge sharing behavior of college students is positively correlated with mental resilience ($r=0.37$, $P<0.01$). Social exclusion was negatively correlated with mental resilience ($r=-0.34$, $p < 0.01$). Social exclusion has a significant positive correlation with negative emotions ($r=0.42$, $p<0.01$). Negative emotions and mental resilience ($r=-0.56$, $p < 0.01$) have a significant negative correlation. (see table 2)

Table 2. Correlation of study variables

	social exclusion	negative emotion	mental resilience	knowledge sharing
negative emotion	0.42**			
mental resilience	-0.34**	-0.56**		
knowledge sharing	-0.52**	-0.45**	0.37**	
M±SD	3.43±0.77	3.39±0.96	3.10±0.92	3.25±0.84

Note: * means $p<0.05$, ** means $p<0.01$, *** means $p<0.001$, the same as below

In this study, model 8 of Hayes's macro program process was used, and the SPSS macro program developed by it could test the mediating effect [34], that is, the role of negative emotions as mediating

between social exclusion and college students' sharing behavior. The results showed that social exclusion could significantly predict negative emotions, $a=0.46$, $SE=0.11$, $p < 0.001$. Social exclusion and negative emotions are substituted into the regression model, and college students' knowledge sharing behavior can be significantly affected by social exclusion, $c'=-0.23$, $SE=0.08$, $p < 0.001$, and negative emotions can significantly predict college students' knowledge sharing behavior, $b=-0.23$, $SE=0.06$, $p < 0.001$. The results show that negative emotions play a significant mediating role in social exclusion and knowledge sharing behaviors of college students, $ab=-0.11$, $Boot SE=0.04$, $[0.04,0.20]$ being 95% confidence interval. The proportion of mediating effect in the total effect is $ab/(ab+c')=32\%$.

Model 1 estimates the overall effect of social exclusion on college students' knowledge sharing behavior; Model 2 predicts the effect of social exclusion on negative emotions. Model 3 estimates the moderating effect of mental resilience between negative emotions and college students' knowledge sharing behavior. Standardize the resolution of predictive variables in each model. There are moderating mediating effects: (1) in the first model, college students' knowledge sharing behavior is significantly affected by social exclusion; (2) in the second model, negative emotions are significantly affected by social exclusion; (3) in the third model, college students' knowledge sharing behavior is significantly affected by negative emotions, and the effects of psychological resilience and negative emotional interaction items are significant [35]. As shown in table 3, social exclusion can have a significant negative impact on college students' knowledge sharing behavior ($\beta = -0.59$, $p < 0.001$). Social exclusion can have a significant positive effect on negative emotions ($\beta = 0.48$, $p < 0.001$). Negative emotions have a significant negative impact on college students' knowledge sharing behavior ($\beta = -0.58$, $p < 0.001$), and the interaction term of mental resilience and negative emotions is significant ($\beta = -0.09$, $p < 0.05$).

Table 3. Moderating mediating effect test of social exclusion on college students' knowledge sharing behavior

	Model 1 Knowledge sharing behavior of college students (Y) SE β t	Model 2 negative emotion (Me) SE β t	Model 3 Knowledge sharing behavior of college students (Y) SE β t
social exclusion	0.08 -0.59*** 9.20	0.11 48*** 28	0.06 0.23*** 3.53
mental resilience			0.09 -0.42*** -4.33
negative emotion			0.13 -0.58*** 7.73
mental resilience×negative emotion			0.03 -0.09** -2.81
R ²	0.58	0.15	0.81
F	70.97	18.36	113.33

According to the results in table 3, the process of college students' social exclusion influencing college students' knowledge sharing behavior through negative emotions is regulated by psychological resilience. Analysis of the two groups of subjects found that in the low resilience level, the mediating effect of negative emotions was 0.55, $SE=0.19$, and 95% confidence interval was 0.28,0.92. However, the mediating effect of negative emotions on the degree of high resilience was 0.19, $SE=0.21$, 95% confidence interval was [0.01,0.44]. Low score an array of other intermediary effect is bigger than high grouping intermediary effect, high marks an array of other intermediary effect is remarkable, however, in other words, when the degree of mental flexibility is low, the intermediary role of social exclusion more by negative emotions work to college students' knowledge sharing behavior, less by negative emotions, and psychological interaction for the college students' knowledge sharing behavior of elastic work; When the level of mental resilience is high, social exclusion is less likely to play a role in college students' knowledge sharing behavior through the mediating effect of negative emotions, and more likely to play a role in college students' knowledge

sharing behavior through the interaction of negative emotions and mental resilience. When the level of mental resilience is high, the negative influence of negative emotions on college students' knowledge sharing behavior is weakened.

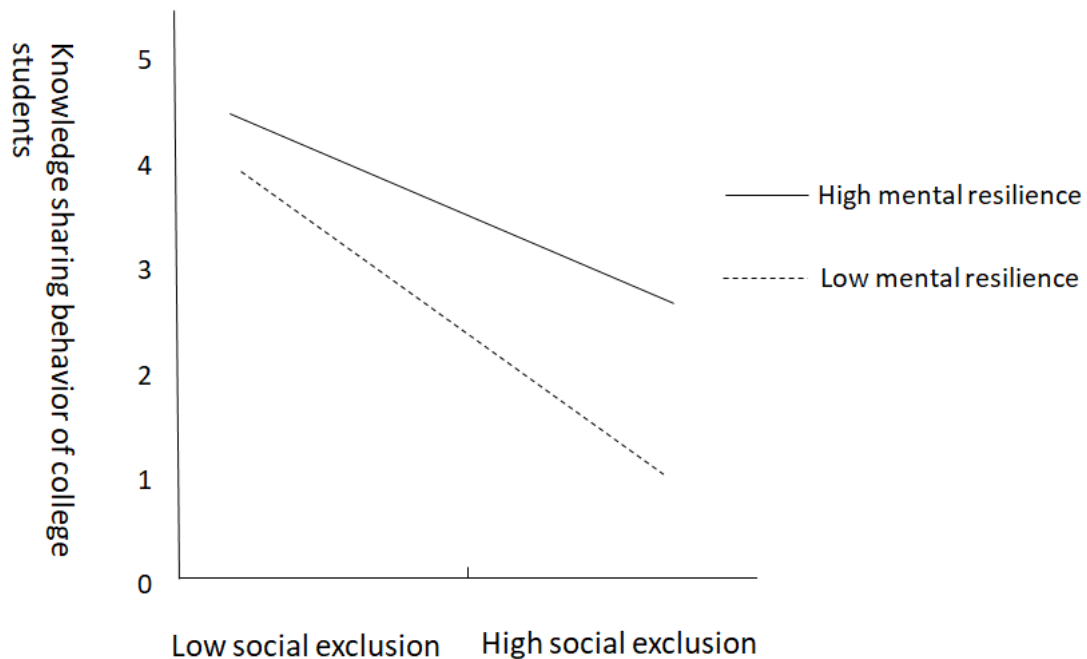


Figure 2. adjustment of mental resilience to social exclusion and college students' knowledge sharing behavior

4. Conclusion

The results of this study show that social exclusion has a significant predictive effect on college students' knowledge sharing behavior, and social exclusion will weaken the sharing behavior, which supports the conclusion that social exclusion is one of the important factors leading to the decrease of prosocial behavior. Between college students' knowledge sharing behavior and social exclusion, negative emotions play a part of mediating function, which indicates that social exclusion can not only directly affect college students' knowledge sharing behavior, but also use negative emotions as a part of mediating, so that college students' knowledge sharing behavior is indirectly affected by it. As found in this study, it can guide the psychological attitude and intention of college students, so as to guide their knowledge sharing behavior and obtain new enlightenment. Equivalent to the objective environment can not change, individual subjective experience can vary from person to person and effectively improve. Psychological resilience regulates social exclusion and influences college students' knowledge sharing behaviors through negative emotions. In other words, college students with high psychological resilience may be more prone to knowledge sharing behaviors than those with low psychological resilience.

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