



Social Networking Sites and Research Productivity of Library and Information Science Postgraduate Students in Modibbo Adama University, Yola, Adamawa State, Nigeria

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ABSTRACT

Background: This study examined social networking sites and research productivity among library and information science (LIS) postgraduate students in Modibbo Adama University, Yola, Adamawa State.

Objectives: The objectives were to identify the sites mostly used for research productivity, determine the extent of their utilisation, examine the extent of research productivity, examine the sites' impact on research productivity, and identify the challenges respondents faced. **Methods:** A descriptive survey design was adopted, and data were collected with a closed-ended questionnaire from a population of thirty-six LIS postgraduate students in the 2025/2026 session, using total enumeration; thirty-five questionnaires were returned and analysed. Data were analysed using mean and standard deviation, and two hypotheses were tested at the 0.05 level using Pearson product-moment correlation. **Results:** The sites mostly used were Semantic Scholar, Academia.edu, ResearchGate, Google Scholar, LinkedIn, YouTube, and Wikis. Utilisation, research productivity, and the sites' impact on research productivity were all found to be high. The main challenges reported were bandwidth problems, privacy concerns, lack of ICT skills, technophobia, and inadequate internet facilities. Both hypotheses were rejected: the impact of social networking sites ($r = 0.535$, $p = 0.001$) and their utilisation ($r = 0.882$, $p = 0.000$) were each significantly related to research productivity. **Conclusion:** The study recommends that university management and library staff sustain training and publicity on academic social networking sites, and that the institution strengthen the ICT infrastructure underpinning their effective use.

Keywords: Modibbo Adama University; postgraduate students; research productivity; social networking sites

1. Introduction

Social networking sites significantly affect students' research productivity by aiding access to information, communication, collaboration, and the sharing of knowledge within university settings. Social networking sites are online platforms that allow individuals to create profiles, communicate, share information, collaborate, and build academic or professional work. They provide researchers with a novel means of disseminating their papers, as well as a creative means of conducting research and fostering informal academic communication (Salami et al., 2020). Many social networking sites have gained popularity in recent years, including Facebook, WhatsApp, LinkedIn, YouTube, Twitter, and academic networks such as Google

Scholar, ResearchGate, Academia.edu, Zotero, and Mendeley (Salami et al., 2020). The widespread adoption of the internet has fundamentally changed how people interact, consume information, and conduct their daily lives.

Social networking sites (SNS) allow postgraduate students to submit their papers and abstracts, link to published work, and track how often their articles have been downloaded (Simisaye & Fatukasi, 2024). Research publication posting and peer following are made easier by these platforms. However, certain academic social networking sites provide specialised services that differentiate them from others, and postgraduate students can use these sites to enhance their research productivity during their programmes and beyond.

Research productivity is the amount and quality of publications an academic has produced over a given period, and both physical and intangible products of research can result from it (Iwu-James et al., 2021). It is a good indicator of an academic's success. According to Sodipe et al. (2025), the number of academic presentations at conferences and other peer-reviewed events, together with the number of publications in peer-reviewed journals, are important indicators of productivity and standing within the academic field, and the research productivity of a postgraduate student shows their progress in their research work and beyond.

The influence of social networking sites on students' research productivity cannot be overstated. These sites help students to pursue their study and research within and beyond their institution's premises, irrespective of time and space. It is on this basis that the study uses a survey design to investigate the use of different social networking sites by LIS postgraduate students of Modibbo Adama University and the benefits they derive from them.

1.1 Statement of the Problem

Rapid changes in the information needs of users, together with advances in information and communication technologies, have increased the contribution social networking sites can make to the research productivity of tertiary students. The researchers observed that the student population in Nigerian universities depends heavily on electronic information resources to meet their academic and research needs, and the study investigates whether the same holds for students of Modibbo Adama University. There are concerns about whether students are making good use of social networking sites for learning and research purposes. Shabur and Siddiki (2024) found that students actively use social networking sites because of the low cost of access, the ease of interaction and information sharing, and the relative ease of using these sites. In an era in which no academic librarian can be promoted or recognised without publishing, the contribution of social networking sites to LIS postgraduate students can hardly be overstated. Publications can take the form of peer-reviewed journal articles, book chapters, books, or conference, seminar, and workshop papers. It has also been observed that students use social networks for other purposes that may have a negative impact on their academic work and research productivity. This study therefore assesses the extent to which LIS postgraduate students of Modibbo Adama University utilise social networking sites in their research productivity and the contribution these sites make to their research activities.

1.2 Objectives

The objectives are to:

- identify the types of social networking sites mostly used for research productivity by LIS postgraduate students, Modibbo Adama University, Yola;
- determine the extent of utilisation of social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola;

- examine the extent of research productivity of LIS postgraduate students in relation to social networking sites in Modibbo Adama University;
- examine the impact of social networking sites on research productivity by LIS postgraduate students, Modibbo Adama University, Yola; and
- identify the challenges of using social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola.

1.3 Research Questions

The study answered the following questions:

RQ1. What are the types of social networking sites mostly used for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

RQ2. What is the extent of utilisation of social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

RQ3. What is the extent of research productivity of LIS postgraduate students in relation to social networking sites in Modibbo Adama University?

RQ4. What is the impact of social networking sites on research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

RQ5. What are the challenges of using social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

1.4 Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H0₁: There is no significant relationship between the impact of social networking sites and the research productivity of LIS postgraduate students in Modibbo Adama University.

H0₂: There is no significant relationship between the utilisation of social networking sites and the research productivity of LIS postgraduate students in Modibbo Adama University, Yola.

2. Literature Review

Social networking sites allow students and librarians to pursue promotion and recognition through the publications they produce in books, book chapters, peer-reviewed journals, conferences, and workshops.

Tiongson (2024) investigated the impact of social networking site (SNS) usage on students' academic performance, exploring the frequency, purpose, and access to SNS, as well as academic performance, across four subjects (English, Science, Mathematics, and Filipino) over three grading periods. A descriptive-correlational design was used, with data collected through questionnaires from purposively sampled Grade 7 to Grade 10 students; the statistical tools included mean, standard deviation, and Pearson correlation. Results showed occasional SNS use for specific purposes: Facebook was used frequently, YouTube occasionally, and Twitter, MySpace, and Instagram rarely. Students' academic performance was generally satisfactory. A moderate relationship was found between Facebook usage and academic performance across all subjects, a low relationship with YouTube, and negligible relationships with Twitter, MySpace, and Instagram. Schools were encouraged to run time-management and productivity workshops to help students balance academic and leisure activities. While that study offers insight into SNS use, it concerned Grade 7 to Grade 10 students; the present study focuses on SNS and research productivity among postgraduate

students at Modibbo Adama University.

Simisaye and Fatukasi (2024) investigated the use of academic social networking sites and research productivity among female academic staff in public universities in South-West Nigeria. A correlational survey design was adopted with a population of 1,785 female academic staff, from which 536 were selected by stratified random sampling; 413 of the 536 questionnaires distributed were returned. Data were analysed using frequency counts, percentages, mean, and standard deviation, while Pearson product-moment correlation was used to test three hypotheses. The level of use of academic social networking sites for research productivity was moderate (mean = 3.61), while research productivity itself was low (mean = 3.15). The major purposes of use were searching for thesis and conference-paper topics or ideas (89.8%) and linking to published research (83.3%). A negative relationship was found between use of academic social networks and research productivity ($r = -0.212$, $p = 0.000$), and the study recommended that female academic staff be trained to improve research productivity. While that study offers insight into SNS use among academic staff in Nigeria, the present study focuses on SNS and research productivity among LIS postgraduate students at Modibbo Adama University.

Adedokun-Shittu and Tolorunleke (2022) examined awareness of academic social networking sites among postgraduate students in South-West Nigeria, using a descriptive survey design. The population comprised all 76,372 postgraduate students in South-West Nigeria, from which 1,506 respondents were drawn using the Research Advisor's model (2006). Data were collected with a researcher-developed, validated and reliability-tested questionnaire and analysed with frequency counts, percentages, and t-tests at the 0.05 level of significance. The findings showed that 55.8% of postgraduate students had access to internet connectivity, computers, mobile devices, and email with which to register on academic social networking sites, and that most students used these sites for research, with a grand mean of 3.01 against a benchmark of 2.50. The study recommended that postgraduate students engage more with academic social networking sites to improve their research productivity. While that study offers insight into awareness of SNS among postgraduates in Nigeria, the present study focuses on SNS and research productivity among LIS postgraduate students at Modibbo Adama University.

Adeniyi et al. (2024) assessed awareness and use of academic social networking tools among Nigerian academics through a cross-sectional survey of 100 randomly sampled academics, using a two-section structured questionnaire covering demographic profile, familiarity and use, and perceptions of usefulness and barriers. Most respondents were aware of ResearchGate (97%), Academia.edu (96%), Facebook (94%), and Twitter (94%); the most visited were Facebook (36%) and Twitter (28%). The tools were used mainly for sharing research content (32%) and for increasing the visibility of the respondent's research profile (24%). Most respondents (76%) perceived the tools as highly beneficial, though busy schedules (12%) and poor internet connections (12%) mostly limited their use. Fewer than half of the academics showed moderate-to-high awareness and use, and junior and younger academics showed significantly higher awareness and utilisation; use was significantly associated with academic rank but not with age, sex, or educational level. While that study offers insight into awareness of SNS among Nigerian academics generally, the present study focuses on SNS and research productivity among LIS postgraduate students at Modibbo Adama University.

Niraula and Bohora (2023) examined college students' experiences with social networking sites and the strategies they use to strengthen sociability and learning, drawing on platforms such as Facebook, TikTok, Messenger, YouTube, and WhatsApp.

3. Methodology

The study is quantitative in nature, adopting a descriptive survey design. The instrument for data collection was a closed-ended questionnaire titled the Research Productivity Questionnaire (RPQ), adopted and modified, and consisting of five sections. The instrument was validated by two experts in the Department of Library and Information Science, Modibbo Adama University, Yola. The Cronbach alpha value was 0.949, indicating internal consistency of the instrument. The population of the study was the thirty-six LIS postgraduate students enrolled in the 2025/2026 session (registry record, 2026). Total enumeration (census) sampling was used because the population was considered small enough to manage in full, which also removed any bias that might arise from sampling and allowed the findings to be generalised to the population studied. Data were analysed using mean and standard deviation, except for research question 1, which is presented as a checklist in Table 1; the hypotheses were tested at the 0.05 level of significance using Pearson product-moment correlation. A benchmark mean of 2.50 was used for decision-making, reflecting the midpoint of the four-point scale. Of the thirty-six questionnaires distributed, thirty-five were returned and valid for analysis, while one was not returned.

4. Presentation of Results

Research question 1: What are the types of social networking sites mostly used for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

The response on the types of social networking sites mostly used by LIS postgraduate students of Modibbo Adama University is presented in Table 1.

Table 1: Types of social networking sites mostly used for research productivity

S/N	Item	Used	Not used
1	Semantic Scholar	√	
2	Academia.edu	√	
3	ResearchGate	√	
4	Google Scholar	√	
5	YouTube	√	
6	LinkedIn	√	
7	Social bookmarking (e.g. Delicious, Diigo)		x
8	RSS feeds		x
9	Blog		x
10	Wikis	√	
11	PenProfile		x

Source: Field survey, 2026. Key: √ = used, x = not used.

Table 1 shows that the social networking sites most used for research productivity were Semantic Scholar, Academia.edu, ResearchGate, Google Scholar, LinkedIn, YouTube, and Wikis, while PenProfile, Blog, RSS feeds, and social bookmarking were not used by the postgraduate students.

Research question 2: What is the extent of utilisation of social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

The response on the extent of utilisation of social networking sites by LIS postgraduate students of Modibbo Adama University is presented in Table 2.

Table 2: Mean and standard deviation on the extent of utilisation of social networking sites for research productivity

S/N	Item	VHE	HE	ME	LE	Mean	SD	Decision
1	I use Semantic Scholar for research activities	10 (28.6%)	10 (28.6%)	10 (28.6%)	5 (14.3%)	2.71	1.045	High
2	I use Academia.edu for research activities	14 (40.0%)	10 (28.6%)	11 (31.4%)	0	3.09	0.853	High
3	I use ResearchGate for research activities	20 (57.1%)	10 (28.6%)	0	5 (14.3%)	3.29	1.045	High
4	I use Google Scholar for research activities	21 (60.0%)	14 (40.0%)	0	0	3.60	0.497	Very high
5	I use YouTube for research activities	21 (60.0%)	10 (28.6%)	4 (11.4%)	0	3.49	0.702	High
6	I use LinkedIn for research activities	10 (28.6%)	19 (54.3%)	6 (17.1%)	0	3.11	0.676	High
7	I use Wikis for research activities	8 (22.9%)	10 (28.6%)	6 (17.1%)	11 (31.4%)	2.43	1.170	Low

Source: Field survey, 2026. Key: VHE = very high extent, HE = high extent, ME = moderate extent, LE = low extent.

Table 2 shows that utilisation of social networking sites for research purposes ranged at a moderate-to-high level, with a cluster mean of 2.78 and standard deviation of 0.93. The relatively low standard deviation indicates that respondents' opinions were not widely divergent. Google Scholar recorded the highest mean (3.60, SD = 0.497), indicating that respondents made the most consistent and heaviest use of it, most likely reflecting its wide availability of academic resources. YouTube followed with a mean of 3.49 (SD = 0.702), indicating frequent use for research and learning. ResearchGate recorded a mean of 3.29 (SD = 1.045), indicating that a substantial share of respondents used the platform for academic communication and exchange, though with somewhat more varied responses.

LinkedIn (mean = 3.11, SD = 0.676) and Academia.edu (mean = 3.09, SD = 0.853) also showed significant use for research activities, with relatively consistent responses. Semantic Scholar had a lower mean of 2.71 (SD = 1.045), indicating moderate use with some variation, and Wikis had the lowest mean of 2.43 (SD = 1.170), indicating weak use. The cluster mean of 2.78 which is above the benchmark of 2.50 indicates high utilisation of social networking sites for research productivity among postgraduate students.

Research question 3: What is the extent of research productivity of LIS postgraduate students in relation to social networking sites in Modibbo Adama University?

The response on the extent of research productivity of LIS postgraduate students of Modibbo Adama University is presented in Table 3.

Table 3: Mean and standard deviation on the extent of research productivity

S/N	Item	VHE	HE	ME	LE	Mean	SD	Decision
1	Articles in learned journals	25 (71.4%)	10 (28.6%)	0	0	3.71	0.458	Very high
2	Textbooks	10 (28.6%)	15 (42.9%)	10 (28.6%)	0	3.00	0.767	High
3	Chapters in books	14 (40.0%)	9 (25.7%)	12 (34.3%)	0	3.06	0.873	High
4	Workshop papers	12 (34.3%)	4 (11.4%)	19 (54.3%)	0	2.80	0.933	High
5	Scientific peer-reviewed bulletins	14 (40.0%)	17 (48.6%)	4 (11.4%)	0	3.29	0.667	High
6	Technical reports	4 (11.4%)	6 (17.1%)	16 (45.7%)	9 (25.7%)	2.14	0.944	Low
7	Monographs	4 (11.4%)	17 (48.6%)	10 (28.6%)	4 (11.4%)	2.60	0.847	High
8	Patents and certified inventions	NA	NA	NA	NA	NA	NA	NA

S/N	Item	VHE	HE	ME	LE	Mean	SD	Decision
9	Edited works	4 (11.4%)	12 (34.3%)	15 (42.9%)	4 (11.4%)	2.46	0.852	Low
10	Working papers	10 (28.6%)	6 (17.1%)	0	19 (54.3%)	2.20	1.368	Low
11	Occasional papers	4 (11.4%)	8 (22.9%)	8 (22.9%)	15 (42.9%)	2.03	1.071	Low
12	Seminar papers	4 (11.4%)	25 (71.4%)	6 (17.1%)	0	2.94	0.539	High
13	Conference papers	15 (42.9%)	14 (40.0%)	6 (17.1%)	0	3.26	0.741	High

Source: Field survey, 2026. Key: NA = not applicable; VHE = very high extent, HE = high extent, ME = moderate extent, LE = low extent.

Table 3 shows that articles in learned journals recorded the highest mean (3.71, SD = 0.458), the small standard deviation indicating a high level of agreement among respondents that journal articles were their most frequent output. Conference papers followed with a mean of 3.26 (SD = 0.741), and scientific peer-reviewed bulletins recorded a mean of 3.29 (SD = 0.667).

Textbooks and chapters in books recorded mean scores of 3.00 and 3.06 respectively, and seminar papers a mean of 2.94 (SD = 0.539), indicating moderate but fairly consistent output. Workshop papers recorded a mean of 2.80 (SD = 0.933), reflecting average productivity. Monographs and edited works recorded means of 2.60 and 2.46 respectively, indicating low-to-moderate engagement with these forms, and occasional papers, working papers, and technical reports recorded the lowest means (2.03, 2.20, and 2.14 respectively), with comparatively large standard deviations suggesting differences in respondents' experience with these outputs. The cluster mean of 2.75 which is above the benchmark of 2.50 indicates high research productivity among the postgraduate students surveyed.

Research question 4: What is the impact of social networking sites on research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

The response on the impact of social networking sites on research productivity of LIS postgraduate students of Modibbo Adama University is presented in Table 4.

Table 4: Mean and standard deviation on the impact of social networking sites on research productivity

S/N	Item	VHI	HI	MI	LI	Mean	SD	Decision
1	ResearchGate helps me answer questions about my research	20 (57.1%)	10 (28.6%)	5 (14.3%)	0	3.43	0.739	High impact
2	Social bookmarking helps me bookmark research materials	18 (51.4%)	12 (34.3%)	5 (14.3%)	0	3.37	0.731	High impact
3	I use LinkedIn to keep in touch with other researchers and share my research	24 (68.6%)	7 (20.0%)	4 (11.4%)	0	3.57	0.698	High impact
4	I use Google Scholar to find books and articles I consulted in my research	27 (77.1%)	8 (22.9%)	0	0	3.77	0.426	Very high impact
5	I use Semantic Scholar to get scholarly literature for my research	10 (28.6%)	14 (40.0%)	7 (20.0%)	4 (11.4%)	2.86	0.974	High impact
6	I use Academia.edu to share my research with people worldwide for free	16 (45.7%)	19 (54.3%)	0	0	3.46	0.505	High impact

S/N	Item	VHI	HI	MI	LI	Mean	SD	Decision
7	I use YouTube to get information for my research writing	17 (48.6%)	8 (22.9%)	10 (28.6%)	0	3.20	0.868	High impact
8	I use Wikis to find resources that enhance my research productivity	8 (22.9%)	15 (42.9%)	12 (34.3%)	0	2.89	0.758	High impact

Source: Field survey, 2026. Key: VHI = very high impact, HI = high impact, MI = moderate impact, LI = low impact.

Table 4 shows that the highest mean score (3.77, SD = 0.426) was recorded for Google Scholar, with respondents strongly agreeing that it helped them find books and articles for their research. LinkedIn also recorded a high mean of 3.57 (SD = 0.698), respondents indicating it was useful both for maintaining professional connections and for sharing research output.

Academia.edu recorded a mean of 3.46 (SD = 0.505), indicating that respondents found it valuable for disseminating research globally, and ResearchGate a mean of 3.43 (SD = 0.739), indicating a positive influence on answering research-related questions. Social bookmarking tools recorded a mean of 3.37 (SD = 0.731), indicating recognised usefulness for organising and retrieving research materials, and YouTube a mean of 3.20 (SD = 0.868), indicating moderate agreement that it helped with research writing and information gathering. Semantic Scholar and Wikis showed moderate impact, with means of 2.86 and 2.89 respectively. The cluster mean of 3.19 which is above the benchmark of 2.50 indicates that social networking sites have a very high impact on the research productivity of postgraduate students.

Research question 5: What are the challenges of using social networking sites for research productivity by LIS postgraduate students, Modibbo Adama University, Yola?

The response on the challenges of using social networking sites for research productivity by LIS postgraduate students of Modibbo Adama University is presented in Table 5.

Table 5: Mean and standard deviation on challenges of using social networking sites for research productivity

S/N	Challenges	SA	A	D	SD	Mean	Std. D	Decision
1	Problem of awareness	4 (11.4%)	12 (34.3%)	15 (42.9%)	4 (11.4%)	2.46	0.919	Moderate
2	Epileptic power supply	10 (28.6%)	6 (17.1%)	19 (54.3%)	0	2.74	0.980	Moderate
3	Lack of funds	4 (11.4%)	8 (22.9%)	8 (22.9%)	15 (42.9%)	2.03	1.124	Low
4	Lack of cooperation	4 (11.4%)	25 (71.4%)	6 (17.1%)	0	2.94	0.539	Moderate
5	Inadequate internet facilities	15 (42.9%)	14 (40.0%)	6 (17.1%)	0	3.26	0.741	High
6	Lack of ICT skills	20 (57.1%)	10 (28.6%)	5 (14.3%)	0	3.43	0.739	High
7	Technophobia	18 (51.4%)	12 (34.3%)	5 (14.3%)	0	3.37	0.731	High
8	Privacy of research is undermined	24 (68.6%)	7 (20.0%)	4 (11.4%)	0	3.57	0.698	High
9	Bandwidth problem	27 (77.1%)	8 (22.9%)	0	0	3.77	0.426	High
10	Security issues	4 (11.4%)	4 (11.4%)	12 (34.3%)	15 (42.9%)	1.91	1.011	Low

Source: Field survey, 2026. Key: SA = strongly agree, A = agree, D = disagree, SD = strongly disagree.

Table 5 shows that bandwidth problems recorded the highest mean (3.77, SD = 0.426), followed by inadequate ICT skills (3.43, SD = 0.739) and technophobia (3.37, SD = 0.731),

indicating that infrastructural and skills-related barriers were the most strongly endorsed challenges. Privacy concerns recorded a mean of 3.57 (SD = 0.698), and inadequate internet facilities a mean of 3.26 (SD = 0.741), both reflecting substantial agreement that these factors limited effective use of the platforms.

Lack of cooperation and epileptic power supply recorded moderate means of 2.94 (SD = 0.539) and 2.74 (SD = 0.980) respectively, and problem of awareness a moderate mean of 2.46 (SD = 0.919). Lack of funds recorded the lowest mean of the nine items that could be recomputed, 2.03 (SD = 1.124), indicating that it was comparatively less endorsed as a barrier. The security issues and cyberbullying had a mean and standard deviation of 1.91 and 1.011, respectively. The overall cluster mean of 2.85, which is above the benchmark of 2.50, indicates that postgraduate students faced different challenges in using social networking sites for research productivity.

H0₁: There is no significant relationship between the impact of social networking sites and the research productivity of LIS postgraduate students in Modibbo Adama University.

Table 6: Correlation between the impact of social networking sites and research productivity

		Impact	Research productivity
Impact	Pearson correlation	1	0.535**
	Sig. (2-tailed)		0.001
	N	35	35
Research productivity	Pearson correlation	0.535**	1
	Sig. (2-tailed)	0.001	
	N	35	35

Source: Field survey, 2026. **Correlation is significant at the 0.01 level (2-tailed).

The result for the first hypothesis shows a significant relationship between the impact of social networking sites and research productivity of LIS postgraduate students in Modibbo Adama University. The relationship is moderately positive ($r = 0.535$), indicating that the benefits students derive from social networking sites are associated with higher research productivity; with $p = 0.001$, below the 0.05 significance level, the relationship is statistically significant. The null hypothesis is therefore rejected.

H0₂: There is no significant relationship between the utilisation of social networking sites and the research productivity of LIS postgraduate students in Modibbo Adama University, Yola.

Table 7: Correlation between the utilisation of social networking sites and research productivity

		Utilisation	Research productivity
Utilisation	Pearson correlation	1	0.882**
	Sig. (2-tailed)		0.000
	N	35	35
Research productivity	Pearson correlation	0.882**	1
	Sig. (2-tailed)	0.000	
	N	35	35

Source: Field survey, 2026. **Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient of $r = 0.882$ shows a very strong positive relationship between students' level of utilisation of social networking sites and their research productivity. With $p = 0.000$, below the 0.05 significance level, the relationship is statistically significant, and the null hypothesis is therefore rejected.

5. Summary of Findings

The findings of the study are summarised as follows:

- The social networking sites mostly used for research productivity were Semantic Scholar, Academia.edu, ResearchGate, Google Scholar, LinkedIn, YouTube, and Wikis.
- Utilisation of social networking sites for research productivity was high among respondents.
- Research productivity was high among respondents.
- Social networking sites had a very high impact on research productivity among respondents.
- The challenges faced included bandwidth problems, privacy concerns, lack of ICT skills, technophobia, and inadequate internet facilities.

6. Discussion of Findings

The findings show that Semantic Scholar, Academia.edu, ResearchGate, Google Scholar, and YouTube were the social networking sites mainly used by LIS postgraduate students for research productivity. This result is similar to that of Adeniyi et al. (2024), who found that a large proportion of academic respondents in Nigeria were familiar with ResearchGate and Academia.edu and used them to share research content and increase the visibility of their work.

The study also found a high extent of utilisation of social networking sites for research productivity among respondents, in line with Adedokun-Shittu and Tolorunleke (2022), who observed that postgraduate students in South-West Nigeria made extensive use of academic social networking sites for research, and corroborating Niraula and Bohora's (2023) finding of extensive social-networking-site use among college students for learning and academic interaction. This suggests that social media has grown into a vehicle for learning engagement and research productivity among students.

The findings also revealed a high level of research productivity among respondents, implying that LIS postgraduate students at Modibbo Adama University are actively engaged in academic tasks, including producing articles, giving seminar presentations, and completing assignments and other research outputs. This result contrasts with Simisaye and Fatukasi (2024), who found a low level of research productivity among female academic staff in public universities in South-West Nigeria; the difference may be attributable to differences in population, academic requirements, or study setting.

A further finding was a significant influence of social networking sites on respondents' research productivity. This confirms the result of Tiongson (2024), who found a positive relationship between social-networking-site use and students' academic performance, and illustrates how important these platforms are to the academic and research development of postgraduate students.

The study also found that respondents experienced a number of challenges in using social networking sites for research productivity, including bandwidth problems, privacy concerns, inadequate ICT skills, technophobia, and lack of adequate internet facilities. These problems indicate that the effectiveness of social networking sites for research purposes is still limited

by infrastructure and technology. This finding corroborates Adeniyi et al. (2024), who noted that poor internet connectivity is a key challenge to the use of academic social networking tools by Nigerian academics, and is consistent with Niraula and Bohora (2023), who noted concerns such as unfair online threats and other negative experiences with social networking sites. The implication is that, although the benefits of social networking sites are well established, there remains a need to improve ICT infrastructure, ensure stable electricity supply, and train students in digital literacy so that they can use these sites more productively in pursuit of their research goals.

7. Limitations and Direction for Future Research

This study drew on a small, single-institution population of thirty-six LIS postgraduate students, of whom thirty-five responded; the findings therefore describe this cohort and should not be generalised to postgraduate students in other disciplines, institutions, or regions without further testing. The cross-sectional design captures social-networking-site use and research productivity at a single point in time and cannot establish the direction of the relationships reported, including the two significant correlations in Tables 6 and 7. All data were self-reported on a four-point scale, which is susceptible to social-desirability bias and to variation in how respondents interpret scale anchors such as "very high extent" and "high extent". Future research should extend this work to a larger, multi-institutional sample of LIS and non-LIS postgraduate students, employ a longitudinal design capable of testing causal direction, and report the psychometric properties of the instrument used. Qualitative work exploring how students actually use specific platforms in their research workflow would also usefully complement the descriptive statistics reported here.

8. Conclusion and Recommendations

The study confirms that social networking sites play an important role in improving the research output of LIS postgraduate students at Modibbo Adama University by giving them access to scholarly information, academic collaboration, and research support services. Postgraduate students are actively using a range of academic social networking sites to support their research activities, which has enhanced their research productivity. Although these platforms offer clear benefits, several infrastructural, technological, and skills-related problems continue to limit their effective use in research. Improving research infrastructure, including ICT equipment, internet access, electrical power, and students' ICT competence, would help to improve research productivity further.

Based on these findings, the study makes the following recommendations. First, postgraduate students should be encouraged to use other social networking sites in addition to Semantic Scholar, Academia.edu, ResearchGate, Google Scholar, and YouTube. Second, university management and library staff should continue to support and encourage students to use academic social networking sites by offering ongoing publicity and training. Third, the institution should encourage postgraduates to pursue further research through research grants, academic mentorship, and better access to research information resources. Fourth, the university should incorporate academic social networking tools into its research support services, thereby encouraging their use for research collaboration, knowledge sharing, and the dissemination of research output. Fifth, the university and other relevant stakeholders should improve ICT infrastructure, ensure a stable electricity and internet supply, and establish digital-literacy training programmes for postgraduate students.

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