

DETERMINANTS OF SOCIAL MEDIA USE FOR SCHOLARLY COMMUNICATION AMONG LIBRARY AND INFORMATION SCIENCE (LIS) PROFESSIONALS IN NORTHEAST UNIVERSITIES, NIGERIA

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ABSTRACT

The aim of this study was to ascertain the factors that influence library and information science professionals' use of social media for scholarly communication. The study adopted a quantitative technique with a questionnaire as an instrument for data collection. The study's object of analysis was the academic staff from the selected state and federal university library schools in Northeastern Nigeria. One hundred and forty-one respondents were selected using a convenience sampling method to form the sample of the study. Descriptive analysis of frequency counts and percentage scores was used for demographic information and the frequency of scholarly communication. A structural equation modelling with SmartPLS4 was used to fulfil the research objective in a measurement model. While the four hypotheses were tested in a part coefficient through the structural model. The results indicate that library and information professionals use social media regularly for scholarly communication. It further revealed that Perceived Ease of Use, Visibility and Academic Reputation and Professional Networking Opportunities significantly influenced the use of social media for scholarly purposes with statistically significant p-values ($p = 0.000$, $p = 0.002$ and $p = 0.015$). These results are further reinforced by the coefficient of determination ($R^2 = 0.720$), which indicates that 72% of the variance in SCOM is collectively explained by the independent variables. Perceived usefulness, however, did not influence scholarly communication significantly. It recommended for organisations and LIS

associations support for the usage of social media and the strengthening of online exposure techniques for the professionals through training, among other things.

Keywords: Social Media use, Scholarly Communication, Library and Information Science (LIS), Professionals

INTRODUCTION

Since the advent of social media in the early 2000s, its popularity has proliferated, especially within the industry, trade, tourism, politics, social interactions, activism, identity formation, and young cultures. Social media's rise has been linked to a number of modest but widespread changes, especially in how these networks are incorporated into everyday routines (Bengtsson & Johansson, 2022). Social media has become ingrained in both public and private life; it has enhanced prior unattainable levels of connectedness and cultural expression channels while also reducing significant in-person or offline interactions and have reshaped social ties as well as the general trends in societal transformation (Ihsaniyati et al., 2023).

Social media has become a vital tool for academic communication, it has transformed the way Library and Information Science (LIS) professionals engage with research, share knowledge, and collaborate (Prokopovych & Veremchuk, 2024). Websites like Twitter, LinkedIn, ResearchGate, and Academia.edu enable professional networking, research dissemination, and global collaboration (Radford et al., 2020). It has offered LIS professionals novel chances to interact and work across geographical boundaries (Headley Johnson & Jones, 2023; Devitt, 2016), thereby enhancing a shift that is especially important in LIS, where professionals must adapt to evolving technologies and information dissemination techniques. Historically, communication within the LIS field depended on academic papers, conferences, and face-to-face networking. Nevertheless, the emergence of digital platforms has augmented or supplanted these conventional approaches with online technologies that facilitate swifter and more adaptable interactions (Hapsari et al., 2023). Its numerous advantages include research dissemination, peer collaboration, knowledge exchange, and improved career exposure (Salami et al., 2020). And it provides immediate feedback, interaction, and professional development opportunities, enabling real-time discussions on emerging trends in the discipline (Ye & Li, 2024). Despite these benefits, the determinants affecting the uptake and use of social media by LIS professionals remain inadequately examined in scholarly studies. LIS professionals are driven to social media

due to its accessibility, its capacity to facilitate professional networking, and its potential to enhance career prospects (Bakare, 2017; Izuagbe et al., 2019). Furthermore, internet usage has played a crucial role in linking academic research with of knowledge (Fazil et al., 2024). Given that LIS professionals frequently employ social media for academic communication, it is essential to understand these factors to enhance the effectiveness and efficiency of knowledge dissemination processes.

Concept of Scholarly Communication

Scholarly communication encompasses several actions related to the creation, dissemination, and conservation of academic material. It is not confined to a singular definition but includes various facets that reflect the intricacy of academic publishing and knowledge dissemination. The varied nature emphasises the necessity of employing a holistic approach to examining and enhancing scholarly communication. The process of generating, evaluating, disseminating, and preserving research includes formal avenues such as peer-reviewed publications and informal platforms like internet message boards (Wolfram, 2019). Activities include "publication, dissemination, treatment, analysis, and information retrieval" (Codina et al., 2023; Vargas, 2023). Scholarly communication originated in the 17th century with the establishment of scholarly publications intended to share the results of studies. During that period, the dissemination of knowledge was predominantly confined to print media, thereby limiting access to scholarly work. Initial communication strategies were frequently distinct, disseminating mostly among a limited cohort of academics, scholars, and researchers. The development was influenced by several social, economic, and technological factors that have transitioned from conventional, secure structures to more open and accessible ones. This transformation has been characterised by significant advancements, including the emergence of digital platforms and open access programmes that have radically changed the dissemination and accessibility of research.

The late 20th century witnessed a significant transformation due to the advent of the internet and digital technology, which significantly increased the dissemination of findings. Digital channels have become crucial for disseminating academic work and have eliminated former access hurdles. This innovation facilitated the immediate dissemination of research worldwide (Yessirkepov et al., 2021), revolutionising scholarly interaction and collaboration (Heredia & Viggiani, 2025). The advent of open access strategies enhanced public accessibility to academic research. These activities democratised knowledge and made academic publications accessible to

a wider audience than previously (Du et al., 2023). Recently, social media and connectivity have assumed a pivotal role in scholarly communication to foster collaboration and interaction among scientists. And facilitate real-time exchange of ideas and the advancement of transdisciplinary initiatives (Zimba & Gasparyan, 2021). Social media facilitates the prompt distribution of research findings to a broader audience. Moreover, scholarly communication has evolved to be greater in scope and diversified, as academia rapidly aligns with societal expectations (Santos-d'Amorim, 2021). This transition has fostered the creation of a more inclusive and responsive academic community, characterised by the broader and more open dissemination of information.

Use of Social Media for Scholarly Communication

This transition in scholarly communication provides an opportunity for scientists to effectively use electronic resources to increase their scientific relevance and commitment. (Du et al., 2023). The use of social media in academic processes has expanded awareness and facilitated collaboration, thereby improving the general quality of scholarship (Noori, 2024). The emergence of these platforms has revolutionised academic publishing, necessitated the need for scholars to adapt to these developments to maintain relevance and efficacy in their disciplines (Cylkowski, 2020). Research indicates that social media has transformed academic communication and has allowed scholars to rapidly distribute results and engage a broader audience. Platforms such as Twitter, LinkedIn, and ResearchGate provide instantaneous communication, fostering academic discourse and collaboration. Social media enhances the exposure of research results, augments citation impact, and facilitates professional networking. The use of social media in educational processes enhances scholarly dialogue and fortifies research networks (Bakare, 2017; Izuagbe et al., 2019; Heredia & Viggiani, 2025). Deeken et al. (2020) investigated the use of social media platforms, such as Twitter, Facebook, and YouTube, by pathologists to facilitate academic endeavours and the dissemination of research. The study highlights distinct contributions of various channels to pathological study, emphasizing the impact of social media on research visibility, scholarly discourse, and global networking. Research publicity on social media is a strategic goal for researchers and institutions, boosting citation rates, fostering academic collaborations, and influencing societal effects (Majhi et al., 2023).

THEORETICAL FRAMEWORK

The Uses and Gratifications Theory (UGT) (Katz, Blumler & Gurevitch, 1973, 517) and the Technology Acceptance Model (TAM) serve as the foundation for this study. The Uses and Gratifications Theory explains how and why individuals actively use media to satisfy specific needs, such as tension reduction, addressing social issues, or seeking personal gratification. Rather than focusing on the negative effects of media, this theory emphasises audience motivations, suggesting that users make conscious choices based on their needs and desired satisfaction. The theory provides a strong theoretical framework for studies on the use of social media for academic communication among library and information science (LIS) professionals. It asserts that media users actively engage with certain platforms according to their personal requirements and anticipated gratifications, including information acquisition, social connection, identity building, professional growth, and satisfaction. UGT exposes LIS professionals' motivations for using specific social media platforms (e.g., LinkedIn, Twitter, ResearchGate, Facebook, and WhatsApp) for academic endeavours. Several studies on social media usage (Orchard, 2019; Hajdarmataj & Paksoy, 2023) have corroborated the notion. The Technology Acceptance Model (TAM) is an appropriate framework for examining the determinants of social media utilisation for scholarly communication among library and information science (LIS) professionals. It defines perceived usefulness as the belief that social media enhances scholarly prominence and academic networking, while perceived ease of use explains how user-friendly the platforms are. When the perceptions are supportive, they result in actual use for research dissemination and connections. TAM clearly illustrates the cognitive and behavioural determinants of social media use in academic settings.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Perceived Usefulness

The degree to which experts in LIS perceived social media as advantageous significantly affected its uptake. Research demonstrates that sites such as Twitter (X) and ResearchGate improve research visibility, collaboration, and swift dissemination (Betz et al., 2024). When researchers considered these technologies to have an impact on research, they became more inclined to participate (Klar et al., 2020). Empirical data indicates that perceived usefulness is

associated with continued academic use of social media, especially within the educational system (Nawaz & Samdani, 2021; Yoke et al., 2022). Based on the empirical evidence, this study posits that: H1. Perceived usefulness of social media significantly influences scholarly communication among Library and Information Science (LIS) professionals in Nigeria.

Perceived Ease of Use

The user friendliness of social media significantly impacts its use for academic communication, as highlighted in several studies (Amadu et al., 2018; Softic, 2012; Hapsari et al., 2023). LIS practitioners are recognised for utilising user-friendly and easily navigable social media channels for information sharing and retrieval (Orubebe et al., 2024). The Technology Acceptance Model (Davis, 1989) posits that ease of use, improved effectiveness, and multimedia exchange capabilities render sites such as Twitter and ResearchGate appealing for academic applications (Ajibade & Zaidi, 2023). Consequently, a perceived ease of use facilitates acceptance and enhances the standards of scholarly communication. This study posits that: H2: Perceived Ease of Use of social media has a significant influence on scholarly communication among Library and Information Science (LIS) Professionals in Nigeria

Visibility and Academic Reputation

Visibility and credibility in academia are critical determinants of the utilisation of social media by Library and Information Science (LIS) experts for scholarly communication. Networks such as "ResearchGate, Academia.edu, and LinkedIn enable LIS professionals" to advertise their articles (Zimba & Gasparyan, 2021), disseminate their findings, and establish a prominent intellectual profile. According to Van Noorden (2014), academics that engage with social media typically achieve greater awareness and augment the research's impact (Majhi et al., 2023). This heightened visibility improves scholarly image, which is essential for career progression and professional acknowledgement. This study therefore propose that H3: visibility and academic reputation of social has a significant influence on scholarly communication among Library and Information Science (LIS) Professionals in Nigeria.

Professional Networking Opportunities

Social media enhances intellectual communication and the establishment of professional networks, facilitates information exchange, fosters collaboration, and promotes continuous progress. Personal Learning Networks (PLNs) facilitate connections among LIS professionals and permit the exchange of ideas and collaborative scholarly pursuits (Howlett, 2010). Likewise, academic social networking sites such as ResearchGate and Academia.edu facilitate the preservation of intellectual connections and ensure users remain abreast of contemporary research trends (Chetry & Dey, 2019). It also enables the distribution of research, event notifications, and library updates (Nduka et al., 2021; Chetry & Dey, 2019). H4: Professional Networking Opportunities significantly influence social media use for scholarly communication among Library and Information Science (LIS) Professionals in Nigeria

RESEARCH METHOD

This study employed the quantitative survey methodology, with an organised survey as the tool for data collection. The aim was to examine the frequency of scholarly communication through social media, and the factors which influence scholarly communication among library and information science professionals in selected library schools in Northeast, Nigeria. The questionnaire was constructed based on the insight from the study's factors during literature review. The items were adapted from previous studies in the context. To ascertain its validity, the instrument underwent pre-testing through a pilot study to confirm both validity and reliability. A total of 141 participants were selected through a convenience sampling method from selected federal and state university library schools in northeastern Nigeria. A face-to face survey was adopted in each of the participating library schools in the study area. The descriptive analyses of respondents' demographic information was conducted with IBMSPSS while a structural equation modelling (SEM) with Smart PLS4 was use for exploratory and confirmatory factor analysis. SmartPLS is one of the ideal multivariate analysis software, it is used for test complex models with multiple components and indicators, as demonstrated in the current study.

Data Analysis and Discussion of Finding

Demographic Analysis

Table 1: Qualifications and Ranks of the Respondents

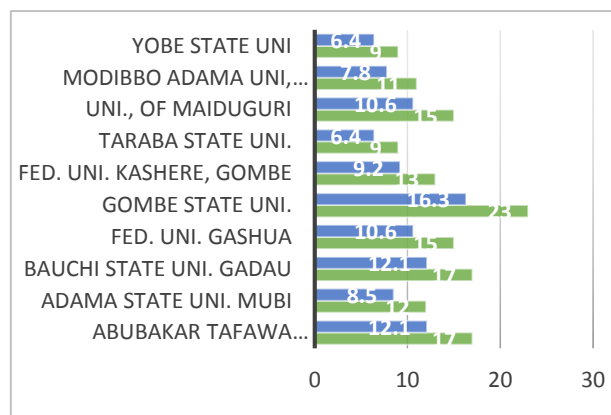
The demographic profile of the respondents is shown in Table 1, and with regard to their level of education, 72 (51.1%) of the respondents had a Master of Library and Information Science (MLIS/NLS). There is also a significant number of highly experienced and research-orientated workers, as 51 (36.2%) have earned a PhD in LIS. Social media serves as a valuable tool for broadening this group's academic horizons, likely due to their increased exposure to global scholarly networks and channels. On the other hand, only 18 of the respondents, or 12.8%, have a bachelor's degree (BLIS/BLS). In terms of academic rank, the data shows that most respondents have mid-level academic posts. In particular, 27 respondents (19.1%) are senior lecturers, 28 respondents (19.9%) are lecturer II, and 41 respondents (20.1%) are lecturer I. These ranks account for almost 68.1% of the entire sample, indicating that the majority of the academics polled are in the active stages of their academic careers, where research productivity and scholarly communication are critical. Moreover, 19 (13.5%) respondents are Readers or Associate Professors, with 12 (8.5%) responding as full Professors. Assistant Lecturers accounted for a lesser proportion of responders (14, or 9.9%). In general, the respondents' qualifications and ranks indicate a highly qualified and research-active population of LIS professionals, whose educational backgrounds may impact their use of social media for scholarly

communication.

Demographic Information		Frequency	Percent
Qualification	BLIS.BLS	18	12.8
	MLIS.NLS	72	51.1
	PHD LIS	51	36.2
Rank	Assistant Lecturer	14	9.9
	Lecturer II	28	19.9
	Lecturer I	41	29.1
	Senior Lecturer	27	19.1
	Reader/Asso Prof	19	13.5
	Professor	12	8.5
	Total	141	100

The bar chart (Table 2) shows respondents' academic affiliations. The findings show a variation among institutions, with significant differences in the amount of responses from each university. Gombe State University received the most responses, with 23 (16.3%). Bauchi State University, Gadau, and Abubakar Tafawa Balewa University each reported 17 (12.1%). The University of

Maiduguri and the Federal University of Gashua recorded 15 (10.6%) responses, respectively. Federal University, Kashere, had 13 students (9.2%), whereas Adamawa State University, Mubi, had 12 students (8.5%). Yobe State University and Taraba State University each gave 9 (6.4%) of the responders, while Modibbo Adama University in Yola had 11 (7.8%). Data indicate that both federal and state universities in north-east, Nigeria are active in scholarly communication with Bauchi state and Gombe state university contributing more respondents.



Frequency of Scholarly Communication through Social Media among Library and Information Science (LIS) Professionals

Table 3: Frequency of Scholarly Communication among Information Professionals

	Scholarly Communication through Social Media	Never	Rarely	Sometimes	Often	Very Often
SCOM1	I share links to my published articles or research findings on social media	00	12 (8.5%)	17 (12.1%)	70 (49.6%)	42 (29.8%)
SCOM2	I participate in academic discussions or debates through social media platforms	00	9 (6.4%)	24 (17.0%)	71 (50.4%)	37 (26.2%)
SCOM3	I use social media to follow updates from other scholars in my field	00	16 (11.3%)	17 (12.1%)	83 (58.9%)	25 (17.7%)
SCOM4	I promote upcoming academic events (e.g., conferences, webinars) via social media	00	12 (8.5%)	25 (17.7%)	72 (51.1%)	32 (22.7%)
SCOM5	I ask or answer scholarly questions through social media groups or forums	1 (0.7%)	12 (8.5%)	20 (14.2%)	64 (45.4%)	44 (31.2%)
SCOM6	I connect with new academic collaborators through social media platforms	3 (2.1%)	13 (9.2%)	24 (17.0%)	66 (46.8%)	35 (24.8%)

Summary	1 (0.47)	12 (8.73%)	21 (15.02%)	71 (50.37%)	36 (25.4%)
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The analysis of the frequency of scholarly communication through social media among LIS professionals in library schools in Northeast Nigeria reveals a significant level of engagement IN various aspects of scholarly communication. The majority of respondents reported frequent use of social media to share links to their published research, with 79.4% indicating that they do so often or very often. Similarly, participation in academic discussions and debates is notably high, as 76.6% of the professionals engage in such activities frequently. Moreover, 76.6% also affirmed that they often or very often follow updates from other scholars in the field. The promotion of academic events through social platforms is equally prominent, with 73.8% frequently engaging in such dissemination. Furthermore, interactions through scholarly forums asking and answering questions are actively pursued, as evidenced by 76.6% of respondents who reported doing so often or very often. Finally, 71.6% of the professionals utilize social media to connect with new academic collaborators. Cumulatively, the data demonstrate that LIS professionals in the region use social media as a critical medium for scholarly communication. This finding aligns with contemporary literature that emphasizes the transformative role of social media in enhancing scholarly visibility, collaboration, and discourse in the global academic landscape.

Measurement Model

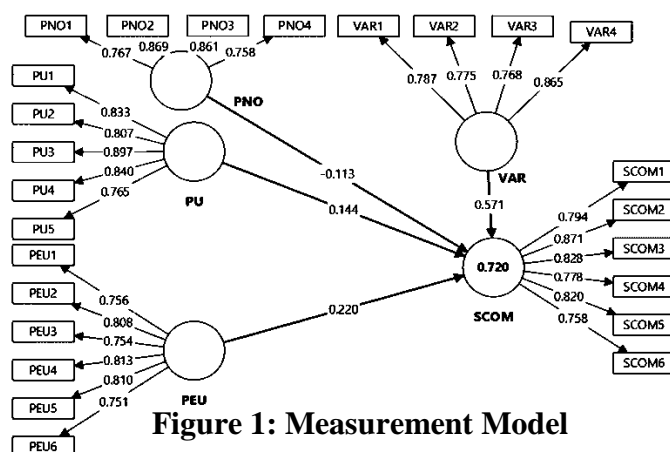


Figure 1: Measurement Model

The measurement model (Fig. 1) assessed the determinants of social media use for scholarly communication among Library and Information Science (LIS) professionals demonstrates strong psychometric properties and explanatory power. All latent constructs; Perceived Usefulness (PU), Perceived Ease of Use (PEU), Professional Networking Opportunities (PNO), and

Visibility and Academic Reputation (VAR) exhibited strong factor loadings (≥ 0.75), indicating high construct validity and internal consistency of the measurement model (Hair et al. (2009, p. 619). Visibility and Academic Reputation emerged as the most significant predictor of scholarly

communication (SCOM) with a substantial positive path coefficient ($\beta = 0.571$), stressing the critical role of enhanced visibility and academic standing in motivating social media engagement for scholarly purposes. PEU ($\beta = 0.220$) and PU ($\beta = 0.144$) also exerted positive influences, highlighting the relevance of user-centric and functional attributes of social media platforms in facilitating scholarly interaction. However, PNO exhibited a weak negative relationship ($\beta = -0.113$), suggesting that networking opportunities alone may not substantially drive scholarly communication behavior within this professional context. The model's high coefficient of determination ($R^2 = 0.720$) affirms that 72% of the variance in scholarly communication can be accounted for by the identified predictors, thereby validating the theoretical and empirical strength of the proposed framework.

Construct and Discriminant Validity

Table 4: Construct and Discriminant Validity

Factors	Cronbach's alpha	C (rho_a)	R (AVE)	PEU	PNO	PU	SCOM	VAR
PEU	0.873	0.876	0.613	0.783				
				-				
PNO	0.832	0.852	0.665	0.04	0.815			
				4				
					-			
PU	0.889	0.92	0.688	0.489	0.10	0.83		
					9			
					-			
SCOM	0.894	0.901	0.655	0.588	0.17	0.745	0.809	
					8			
VAR	0.815	0.83	0.639	0.513	-0.07	0.814	0.713	0.8

Table 4 provides the measurement model's reliability and validity, it indicates that all constructs exhibit high internal consistency, with Cronbach's alpha values ranging from 0.815 to 0.894 and composite reliability (rho_A) values between 0.83 and 0.92. These are above the acceptable

threshold of 0.70 (Hair et al. (2009, p. 619). Additionally, the average variance extracted (AVE) values, which range from 0.613 to 0.688, exceed the recommended 0.50 benchmark (Fornell & Larcker, 1981), and this signifies a strong convergent validity, as each construct accounts for a substantial proportion of the variance in its observed indicators. The inter-construct correlation matrix further strengthens the validity of the model. Scholarly Communication (SCOM), the dependent variable, demonstrates strong positive correlations with Perceived Usefulness (PU) ($r = 0.745$), Visibility and Academic Reputation (VAR) ($r = 0.713$), and Perceived Ease of Use (PEU) ($r = 0.588$). The findings highlight that coherence among the factors which significantly influence LIS professionals' use of social media for scholarly communication, while Professional Networking Opportunities appear to have minimal or negative impact. The model's strong reliability and valid construct relationships confirm its strength and provide a solid basis for further analysis.

Structural Model

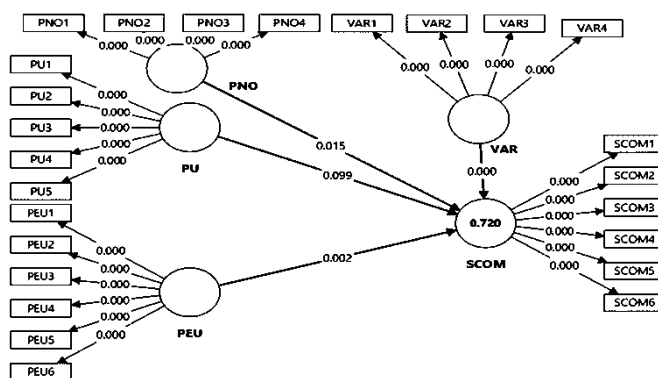


Figure 2: Structural Model

The structural model (Figure 2) highlights the hypothesis testing on the influence of key determinants of social media for scholarly communication (SCOM) among Library and Information Science (LIS) professionals. The findings reveal that Perceived Ease of Use (PEU), Visibility and Academic Reputation (VAR) and Professional Networking Opportunities (PNO) significantly influenced

the use of social media for scholarly purposes with statistically significant p-values ($p = 0.000$ for VAR and PEU; $p = 0.002$ for PU, $p = 0.015$ for PNO). These results are further reinforced by the coefficient of determination ($R^2 = 0.720$), which indicates that 72% of the variance in SCOM is collectively explained by the independent variables. Also, VAR emerged as the strongest predictor, indicating that the desire to enhance academic visibility and reputation is a critical motivator for social media engagement among LIS professionals. PEU also contributes significantly ($p = 0.002$), suggesting that the usability and accessibility of social media platforms play an essential role in facilitating scholarly interactions. While PNO shows a weaker statistically significant influence ($p = 0.015$), it still contributes to the model, indicating that

perceived functional benefits remain relevant. Conversely, perceived usefulness (PU) has no significant influence ($p = 0.099$), implying that perceived usefulness alone do not substantially drive social media usage for scholarly communication in this context.

Hypotheses

Table 5: Hypotheses and Results

	T statistics (O/STDEV)	P values	Decision
PEU -> SCOM	3.077	0.002	Accepted
PNO -> SCOM	2.422	0.015	Accepted
PU -> SCOM	1.648	0.099	Not Accepted
VAR -> SCOM	5.975	0.000	Accepted

Table 5 shows the structural relationships between the independent variables and scholarly communication (SCOM), along with the corresponding statistical values and decisions. It indicates that **Perceived Ease of Use (PEU)**, **professional networking opportunities (PNO)**, and **visibility and academic reputation (VAR)** have statistically significant influence on **scholarly communication (SCOM)** and are therefore accepted, while **Perceived Usefulness (PU)** does not meet the threshold for significance and is not accepted.

DISCUSSION OF FINDINGS

This study examined the determinants of social media use for scholarly communication (SCOM) among Library and Information Science (LIS) professionals with a focus on Perceived Usefulness (PU), Perceived Ease of Use (PEU), Visibility and Academic Reputation (VAR), and Professional Networking Opportunities (PNO). The analysis revealed that **Perceived Ease of Use (PEU)** has a statistically significant and positive influence on social media use for scholarly communication ($t = 3.077$, $p = 0.002$). This suggests that when LIS professionals perceive social media platforms as easy to navigate and interact with, they are more likely to adopt them for scholarly purposes. This result is consistent with the Technology Acceptance Model (TAM),

which identifies ease of use as a critical factor in users' technology adoption behaviour. This finding is supported by Amadu et al. (2018) and Hapsari et al. (2023) which have affirmed PEU as a significant factor in acceptance and use of technology. Similarly, **Professional Networking Opportunities (PNO)** were found to significantly influence scholarly communication through social media ($t = 2.422$, $p = 0.015$). This indicates that LIS professionals who perceive social media as a valuable tool for expanding professional networks are more inclined to utilise these platforms for scholarly purposes. Given that social media enables immediate and global interactions, it serves as a powerful medium for LIS professionals to engage with colleagues, researchers, and scholarly communities. This finding corroborates previous studies, such as Howlett (2010) and Nduka et al. (2021), which identified **Professional Networking Opportunities (PNO)** as one of the determinants for professionals' engagement on social media for scholarly communication.

On the other hand, the usage of social media for academic communication was not statistically influenced by perceived usefulness (PU) ($t = 1.648$, $p = 0.099$). Although TAM highlights how usefulness affects technology adoption, this research implies that for LIS professionals, usefulness might not be enough to motivate social media use. Even if social media is thought to be generally helpful, it's probable that other aspects like networking, visibility, and simplicity of use have a more direct and positive influence on actual use.

Visibility and Academic Reputation (VAR) was the most significant indicator of social media use for scholarly communication, with a highly significant influence ($t = 5.975$, $p = 0.000$). This demonstrates how important exposure, professional recognition, and academic prominence are to LIS practitioners' use of social media. Professionals can demonstrate their knowledge, share their findings with a larger audience, and establish scholarly reputations outside of the conventional publication channels by using platforms such as ResearchGate, LinkedIn, and Twitter (Zimba & Gasparian, 2021). The outcome is consistent with Majhi et al. (2023), who identified visibility, academic reputation, and other advantages as contributing factors to scholars' usage of social media for scholarly communication.

The study suggests that functional benefits like ease of use, increased visibility, and networking influence LIS professionals' adoption of social media for scholarly communication. This suggests that prioritising digital training programs and investing in online visibility can enhance scholarly involvement.

CONCLUSION

This study examined the frequency and factors that influence library and information science (LIS) professionals' use of social media for academic communication. It concludes that LIS professionals regularly engage in scholarly communication through social media. Further, it indicates that PEU, PNO, and VAR all significantly influenced the use of social media for scholarly communication whereas PU did not exhibit a statistically significant influence. These findings imply that social media's ease of use, professional networking opportunities, and capacity to improve visibility and academic reputation have a greater impact on LIS professionals. Given that social media is already ingrained in daily professional activities, the non-significant role of PU may suggest that, despite its importance, utility is not the main factor influencing real use.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Organisations and LIS associations have to support the usage of social media platforms that are simple to use and intuitive. Enhancing the capabilities of platforms for scholarly communication should be a key component of training programmes.
2. To enable LIS experts to connect, work together, and exchange research, stakeholders should establish and promote online groups, webinars, and digital forums.
3. LIS professionals and libraries should strengthen online exposure techniques through training on how to use social media to improve their academic credibility and exposure.
4. Organisations must guarantee that LIS professionals have dependable access to digital tools and consistent internet connectivity.
5. Other potential factors that can affect the scholarly use of social media, such as institutional support, digital literacy, and perceived platform trust, should be explored in future studies.

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