



Disciplinary Differences, Gender on the Use of Academic Networks as Perceived by Postgraduate Students of Tai Solarin University of Education, Ijagun

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Abstract

This study investigates the influence of disciplinary differences and gender on the use of Academic Social Networks (ASNs) among postgraduate students of Tai Solarin University of Education, Ijagun. The research employed a descriptive survey design. Total enumeration was used to capture the entire postgraduate students across various colleges in Tai Solarin University of Education, data was collected using a validated questionnaire. The findings revealed that ResearchGate ($\bar{x}=3.77$), LinkedIn ($\bar{x}=3.71$), academia.edu ($\bar{x}=3.66$) and Google Scholar ($\bar{x}=3.48$) were the most utilized. The disciplinary difference of ASNs usage among postgraduate students varies significantly across disciplines, with science discipline were found to use ASNs more frequently for sharing research findings than other discipline. Gender-based analysis indicated that male students exhibited higher levels of engagement in research-oriented platforms, ($\bar{x} = 2.70$; than the female counterpart. The study therefore recommends that there is the need for postgraduate college management to organize discipline-sensitive orientations, and a gender-inclusive digital literacy programmes among others.

Keywords: Academic social networks, Disciplinary differences, Gender, Postgraduate students

INTRODUCTION

The advent of academic social networking sites (ASNSs) has transformed how researchers and scholars share, disseminate, and engage with research. these platforms such as ResearchGate, Academia.edu, Mendeley etc has extended the functionality of general social networks by explicitly catering to academic communication and collaboration, providing avenues for researchers to self-archive work, track readership, and engage in scholarly exchange of ideas, knowledge and information. The platforms offer a space where users can connect based on academic interests, enabling

collaboration that transcends geographic and institutional boundaries. The functionality of ASNs is designed to meet the specific needs of researchers, making them distinct from general-purpose social media sites. For example, platforms like ResearchGate offer features such as scholarly profiles, academic portfolios, and direct communication with peers, fostering a research-oriented environment. These platforms offer a space where users can connect based on academic interests, enabling collaboration that transcends geographic and institutional boundaries.

Academic social network sites refer to online platforms specifically designed for researchers, academics and scholars to showcase their areas of research interest, collaborate and connect with other researchers and engage with the global academic community. It is a digital environment where academics and researchers engage in to build professional profile publish research work and follow the work of fellow researchers.

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(Osisanwo & Bello 2024). These sites, including ResearchGate, Academia.edu, and Mendeley among others to foster an environment where users can share research outputs, participate in discussions, and develop academic networks. As universities and researchers globally continue to embrace digital tools for academic collaboration, the role of academic social network sites in enhancing research productivity and communication has become a topic of interest in higher education.

The availability and accessibility of ASNs for postgraduate students in tertiary institutions are becoming increasingly widespread. Most universities today actively encourage the use of ASNs among their students, particularly those in graduate programs, to help them build academic profiles and engage in scholarly dialogue. In some institutions, faculty members integrate ASNs into the curriculum, guiding students to use these platforms for academic purposes, such as sharing research ideas, seeking collaboration, or finding mentors. Postgraduate students often face challenges in accessing current research, connecting with peers, and receiving feedback on their work, especially when limited by geographical or institutional constraints. ASNs, such as ResearchGate, Academia.edu, and Mendeley, provide solutions to these challenges by offering accessible platforms for scholarly communication, document sharing, and networking within specialized academic communities (Jordan, 2019).

Disciplinary differences also extend to students' approaches to academic writing and argumentation. Students in fields like law, history, and philosophy are often trained to construct complex arguments based on critical analysis and the interpretation of theoretical frameworks. This contrasts with fields such as economics or engineering, where the emphasis may be placed on empirical evidence, statistical analysis, and the logical presentation of results.

Statement of the Problem

The use of academic social networking sites (ASNs) has become increasingly important for postgraduate students, offering platforms for research collaboration, scholarly visibility, and professional growth. However, disparities in ASNs engagement based on disciplinary differences and gender are emerging issues that warrant attention at Tai Solarin University of Education, Ijagun.

Studies show that students in research-intensive disciplines such as science and technology are more inclined to use ASNs to seek research collaborations, share findings, and connect with global experts, whereas students from fields with fewer collaborative norms may lack motivation or awareness of these platforms' benefits (Gibson & Lawrence, 2018). Additionally, male and female students may face differing experiences on these platforms, with gender-related challenges influencing their confidence in self-promotion, networking, and mentorship opportunities. This imbalance could hinder equitable access to the academic and professional benefits that ASNs offer, thereby widening the gap in research productivity and visibility among students from different disciplines and gender groups.

This problem is compounded by a lack of institution-specific data on ASNs use patterns among postgraduate students at Tai Solarin University, which limits the institution's ability to create effective support systems. Without understanding these disciplinary and gender-based differences, it is difficult to develop tailored interventions that could improve ASNs adoption and effectiveness, particularly for students in underrepresented fields or those facing gender-related barriers. If left unaddressed, these disparities may contribute to inequities in students' academic success, limiting some groups' access to valuable academic networks and resources essential for their research and career advancement. This study seeks to investigate these factors comprehensively, with the aim of providing insights that can guide university policies and support structures, ultimately promoting a more inclusive and equitable academic environment for all postgraduate students.

Objectives of the Study

1. Examine the extent of academic social networking sites use among postgraduate students of Tai Solarin University of Education, Ijagun.
2. Examine the disciplinary difference on the use of academic social networking sites among postgraduate students of Tai Solarin University of Education, Ijagun.
3. Analyse gender-based differences in the use of academic social networking sites among postgraduate students of Tai Solarin University of Education, Ijagun.

4. Determine the relationship between disciplinary differences and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun.
5. Determine the relationship between gender and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun

RELATED WORKS

In the Nigerian academic context, ASNSs are particularly valued for their capacity to bridge resource gaps in institutional libraries and research facilities. Eke (2021) highlights that ASNSs provide Nigerian scholars with access to international research and offer an avenue to disseminate their work to a global audience, addressing some of the visibility challenges faced by researchers in regions with limited access to academic publishing platforms. Furthermore, ASNSs encourage interdisciplinary collaboration, enabling Nigerian researchers to connect with international scholars in diverse fields, which can enhance the quality and impact of their work through broader feedback and collaboration opportunities.

Moreover, the literature emphasizes that ASNSs foster collaboration and networking among Nigerian scholars. Ajani and Omoniyi (2020) found that postgraduate students use ASNSs not only to connect with peers but also to reach out to potential collaborators worldwide. This networking capability expands research perspectives, enables sharing of resources, and builds research alliances that may be otherwise difficult due to geographical and institutional barriers. Additionally, Oke and Olatunji (2022) argued that the collaborative environment facilitated by ASNSs enhances interdisciplinary research by connecting users with scholars in diverse fields, thereby fostering a more comprehensive understanding of complex research problems.

In a study on the effectiveness of ASNSs in enhancing research productivity, Adekoya et al. (2021) revealed that Nigerian scholars who actively engage in ASNSs tend to publish more papers and achieve higher citation counts. This correlation highlights ASNSs' role in promoting visibility and recognition for Nigerian researchers who may otherwise have limited

exposure in international academic circles. Similarly, Owolabi and Ojo (2018) observed that ASNSs have helped early-career Nigerian academics gain recognition by showcasing their works to a broader audience, improving their academic profiles, and establishing their scholarly identity. Despite these benefits, challenges remain in adopting ASNSs within Nigerian academia. Oloruntoba and Adebisi (2019) discussed technological constraints, including unreliable internet access and limited digital literacy, which hinder optimal use of ASNSs. Nigerian students and scholars may lack the technological infrastructure required to participate effectively in these platforms, thus limiting the potential benefits. Additionally, Ajayi and Alao (2020) observed that the lack of awareness about ASNS functionalities restricts their use to basic tasks such as downloading articles, while more sophisticated features like research metrics and networking tools are underutilized.

Motivational factors influencing ASNS usage among Nigerian postgraduate students also emerged as an essential theme. Nwosu et al. (2018) identified that Nigerian students primarily engage with ASNSs for academic visibility and access to research materials rather than for social interaction, which is more prevalent in non-academic social networks. This motivation indicates a pragmatic approach to ASNSs, where students prioritize tools that directly support their academic goals. Omosewo and Taiwo (2020) echoed this sentiment, suggesting that Nigerian postgraduate students are increasingly aware of the benefits of ASNSs in career development and employability, which influences their commitment to these platforms.

The study of disciplinary differences in the use of Academic Social Networking Sites (ASNSs) has garnered significant attention in recent years, particularly as researchers seek to understand how postgraduate students from diverse fields engage with these platforms. ASNSs like ResearchGate, Academia.edu, and Mendeley offer specific tools and features that support the academic and research-oriented needs of users. However, the extent and manner of engagement with these platforms vary substantially across disciplines.

Disciplinary culture has emerged as a primary factor influencing the use of ASNSs among postgraduate students. Okoro and Babalola (2018) found that students in the

humanities and social sciences primarily use ASNSs to share publications and connect with peers, whereas students in science, technology, engineering, and mathematics (STEM) fields are more likely to use these platforms for collaborative projects and sharing datasets. This difference reflects the collaborative and often cross-institutional nature of research in the sciences, where ASNSs function as an extension of laboratory and field work. Meanwhile, students in the humanities and social sciences tend to use ASNSs to enhance visibility and connect with a broader academic audience, compensating for the lower citation impact typically associated with their fields.

Similarly, a study by Adewole et al. (2021) revealed that Nigerian postgraduate students in STEM fields were more frequent users of ASNSs, motivated largely by the need for rapid dissemination of research findings and feedback from global experts. In contrast, students from fields like education and arts viewed ASNSs as supplementary, relying more on traditional publication methods and academic conferences. This finding underscores how ASNSs serve as complementary tools that align with the unique scholarly communication practices of each discipline. STEM students, often facing pressure to publish frequently, leverage ASNSs to expedite the dissemination and citation of their work, whereas humanities students prioritize the peer-review process, viewing ASNSs as more informal channels.

Further, disciplinary differences also extend to the choice of specific ASNSs. Onuoha and Oye (2017) observed that Nigerian students in fields such as engineering and medicine preferred ResearchGate due to its citation metrics and robust feedback features. Conversely, students in the arts and social sciences favored Academia.edu, which they found more accessible and less data-driven, aligning better with the subjective nature of their research outputs. This trend suggests that postgraduate students select ASNSs that resonate with the norms and expectations of their disciplines, optimizing their experience and professional visibility within their specific academic communities.

Disciplinary differences in the expected career paths of postgraduate students affect

ASNSs usage. According to Ojo and Ayodele (2021), Nigerian students in applied fields like engineering and business administration use ASNSs to showcase skills relevant to industry employment, such as technical expertise and project management. Conversely, students in academic-oriented fields such as anthropology and literature are less focused on career-building through ASNSs, instead prioritizing publication and conference participation that align with traditional academic career trajectories.

Recent studies reveal that Nigerian postgraduate students' use of ASNSs is highly influenced by disciplinary norms, expectations, and practices, underscoring the nuanced role these platforms play across fields. STEM students are typically more engaged with ASNSs, viewing them as indispensable tools for data sharing, collaboration, and professional networking. In contrast, students in the humanities and social sciences adopt a more cautious, selective approach, emphasizing traditional scholarly communication channels.

METHODOLOGY

The target population of the study consisted of postgraduate students of Tai Solarin University of Education. TASUED was made up of five colleges, which were: the College of Specialized and Professional Education (COSPED), the College of Science and Technology (COSIT), the College of Vocational and Technology Education (COVTEd), the College of Social and Management Sciences (COSMAS), and the College of Humanities (COHUM) as in Table 1.

Total enumeration technique was adopted for this study to cover the total population size of postgraduate students in Tai Solarin University of Education. The technique was used to ensure the participation of all the postgraduate students chosen in the area of study and also due to the manageable size of respondents and the adequate budget for the study.

Table 1. Population of the Study.

College	Department	Postgraduate Students
COSPED	Childhood Education	12
	Counselling Psychology	09
	Educational and Media Technology	10
	Educational Management	16
	Library and Information Science	19
COSIT	Biological Sciences	26
	Integrated Science	08
	Chemical Sciences	17
	Computer and Information Sciences	34
	Health Education	15
	Mathematics	18
	Physics and Telecommunication	12
COVTEd	Agricultural Science	16
	Business Education	32
	Secretariat Administration	19
	Home Economics	11
	Technical Education	8
COSMAS	Economics	21
	Geography and Environment Management	07
	Political Science	19
	Sociological Studies	14
COHUM	Literature in English	11
	Yoruba Language	09
	Fine and Applied Arts	13
	French	6
	Religious Studies	17
	Total	399

RESULTS AND DISCUSSION

Results

Research Question 1: What is the extent of academic social networking sites use as perceived by the postgraduate students of Tai Solarin University of Education, Ijagun?

Table 2 reveals the extent of academic social networking sites use as perceived by postgraduate students. The result revealed the extent of use of academic social networking sites as follows: ResearchGate (\bar{x} = 3.77; std dev. = 1.00), LinkedIn (\bar{x} = 3.71; std dev. = 0.90), Academia.edu (\bar{x} = 3.66; std dev. = 1.18; Google scholar profile (\bar{x} = 3.48; std dev = 0.69) Mendeley (\bar{x} = 3.45; std dev. = 0.71), as the mostly utilized academic social networking site while ScienceStage (\bar{x} = 2.80; std dev. = 0.76), Epernicus (\bar{x} = 3.32; std dev. = 0.65), Figshare (\bar{x} = 2.74; std dev. = 1.02), Penprofile (\bar{x} = 2.92; std dev. = 1.19), SSRN (\bar{x} = 2.59; std dev. = 0.91) and Google Docs (\bar{x} = 2.78; std dev. = 1.11), are the least utilized academic social media networking sites This implies that the

extent of academic social networking sites use among postgraduate students is moderate.

Research Question 2: What is disciplinary difference on the use of academic networking sites as perceived by postgraduate students of Tai Solarin University of Education, Ijagun?

Table 3 revealed the disciplinary differences in the use of academic social networking sites (ASNs) as perceived by postgraduate students of Tai Solarin University of Education, Ijagun. The results indicate that the majority of respondents agreed that the frequency of ASNs usage varies significantly across disciplines (\bar{x} = 3.41; std. dev. = 0.79). Specifically, students in science-related disciplines were found to use ASNs more frequently for sharing research findings than those in arts or humanities (\bar{x} = 3.34; std. dev. = 0.85). Postgraduate students in education disciplines reported a higher likelihood of using ASNs for accessing teaching resources compared to students in pure sciences (\bar{x} = 3.27; std. dev. = 0.84). Humanities students rely more on ASNs

for peer connections than those in engineering disciplines ($\bar{x} = 3.16$; std. dev. = 1.02), while students in technology-related disciplines frequently use ASNs to access software tools and tutorials compared to those in social sciences ($\bar{x} = 3.19$; std. dev. = 1.04). Health-related disciplines prioritize ASNs for clinical and evidence-based updates, more than students in business studies ($\bar{x} = 3.63$; std. dev. = 0.70). Arts students are more likely to use ASNs for creative collaboration than students in mathematics ($\bar{x} = 3.54$; std. dev. = 0.68). Students in research-intensive programs rely on ASNs for funding opportunities more than those in professional programs ($\bar{x} = 3.12$; std. dev. = 0.97), while disciplines that rely heavily on experimental data, such as chemistry, use ASNs more for dataset sharing ($\bar{x} = 3.22$; std. dev. = 0.79). Education and social science students tend to access webinars and online workshops through ASNs more than natural science students ($\bar{x} = 3.47$; std. dev. = 0.67). However, postgraduate students in theoretical disciplines are less likely to use ASNs for sharing multimedia content compared to those in applied sciences ($\bar{x} = 3.68$; std. dev. = 0.68). Arts and humanities students engage in interdisciplinary collaboration via ASNs more than those in single-focus disciplines ($\bar{x} = 2.94$; std. dev. = 0.96).

Disciplines with rapid technological advancements, such as computer science, show higher engagement with ASNs for staying updated ($\bar{x} = 3.37$; std. dev. = 0.91). Students in linguistics use ASNs to access language-specific research materials more than students in physics ($\bar{x} = 3.21$; std. dev. = 0.94). Finally, students in policy-driven disciplines, such as public administration, use ASNs to discuss policy implications more than engineering students ($\bar{x} = 3.25$; std. dev. = 0.91). These findings imply that ASNs usage among postgraduate students varies significantly across disciplines, with certain fields demonstrating higher engagement based on their specific academic and professional needs.

Research Question 3: What are gender-based differences in the use of academic social networking sites as perceived by the postgraduate students of Tai Solarin University of Education, Ijagun?

Table 4. reveals the gender-based differences in the use of academic social networking sites among postgraduate students of Tai Solarin University of Education, Ijagun.

Table 2. Extent of academic social networking sites use among postgraduate students of Tai Solarin University of Education, Ijagun.

Academic Social Networking Sites	Always	Often	Rarely	Never	Mean	Std.D
ResearchGate	157(42.0%)	151(40.6%)	20(5.4%)	44(11.9%)	3.98	1.06
LinkedIn	52(14.0%)	56(15.2%)	15(4.1%)	249(66.7%)	3.77	1.00
Academica.edu	57(15.4%)	94(25.4%)	9(2.3%)	212(56.9%)	3.71	0.90
Google scholar	12(3.3%)	117(31.6%)	190(51.0%)	53(14.1%)	3.66	1.18
Mendeley	20(5.4%)	30(8.0%)	27(7.2%)	295(79.4%)	3.48	0.69
Zotero	138(37.1%)	22(5.9%)	167(45.0%)	45(12.0%)	3.45	0.70
Publon/web of science	29(7.9%)	96(25.7%)	44(11.7%)	203(54.6%)	3.37	0.98
End note web	275(74.1%)	72(19.3%)	23(6.1%)	2(0.4%)	3.34	0.92
Epernicus	160(43.2%)	105(28.2%)	6(1.5%)	101(27.0%)	3.32	0.65
Methodspace	3(0.9%)	8(2.2%)	74(20.0%)	287(77.0%)	3.31	0.90
Scopus	155(41.7%)	71(19.0%)	112(30.2%)	34(9.2%)	3.21	1.09
Penprofile	94(25.1%)	23(6.1%)	115(31.0%)	140(37.7%)	2.92	1.19
Research ID/ORCID	25(6.6%)	55(14.7%)	192(51.8%)	100(26.9%)	2.81	1.13
ScienceStage	159(42.6%)	59(16.0%)	5(1.4%)	149(40.0%)	2.80	0.76
Google doc	97(26.0%)	169(45.3%)	6(1.7%)	100(27.0%)	2.78	1.11
Figshare	112(30.0%)	35(9.5%)	172(46.3%)	53(14.3%)	2.74	1.02
Social science research network (SSRN)	77(20.7%)	66(17.7%)	131(35.2%)	98(26.3%)	2.59	0.91

Table 3. Disciplinary difference on the use of academic social networking sites as perceived by postgraduate students of Tai Solarin University of Education, Ijagun.

Disciplinary Differences	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
The frequency of use of academic social networking sites varies significantly among postgraduate students in different disciplines.	215 (57.8)	105 (28.2)	43 (11.6)	9 (2.4)	3.41	0.79
Students in science-related disciplines use academic social networking sites more for sharing research findings compared to students in arts or humanities.	209 (56.2)	90 (24.2)	64 (17.2)	9 (2.4)	3.34	0.85
Postgraduate students in education disciplines are more likely to use academic social networking sites for teaching resources than those in pure sciences	184 (49.5)	116 (31.2)	61 (16.4)	11 (3.0)	3.27	0.84
Humanities students rely more on academic social networking sites for connecting with peers than students in engineering disciplines.	192 (51.6)	83 (22.3)	61 (16.4)	36 (9.7)	3.16	1.02
Students in technology-related disciplines frequently use academic social networking sites to access software tools and tutorials compared to those in social sciences.	204 (54.8)	71 (19.1)	60 (16.1)	37 (9.9)	3.19	1.04
Postgraduate students in health-related disciplines prioritize academic social networking sites for clinical and evidence-based updates, unlike students in business studies	279 (75.0)	55 (14.8)	33 (8.9)	5 (1.3)	3.63	0.70
Arts students are more likely to use academic social networking sites for inspiration and creative collaboration than students in mathematics	236 (63.4)	104 (28.0)	28 (7.5)	4 (1.1)	3.54	0.68
Students in research-intensive programs use academic social networking sites for funding opportunities more often than those in professional programs.	164 (44.1)	126 (33.9)	46 (12.4)	36 (9.7)	3.12	0.97
Disciplines with a high reliance on experimental data, such as chemistry, use academic social networking sites for dataset sharing more than others.	156 (41.9)	149 (40.1)	59 (15.9)	8 (2.2)	3.22	0.79
Education and social science students tend to use academic social networking sites to access webinars and online workshops more than natural science students.	205 (55.1)	141 (37.9)	20 (5.4)	6 (1.6)	3.47	0.67
Postgraduate students in theoretical disciplines rely less on academic social networking sites for sharing multimedia content compared to those in applied sciences.	292 (78.5)	50 (13.4)	22 (5.9)	8 (2.2)	3.68	0.68
Students in arts and humanities use academic social networking sites for collaboration on interdisciplinary projects more than students in single-focus disciplines.	134 (36.0)	109 (29.3)	103 (27.7)	26 (7.0)	2.94	0.96
Disciplines with rapid technological advancements, such as computer science, show higher engagement with academic social networking sites for staying updated.	221 (59.4)	94 (25.3)	30 (8.1)	27 (7.3)	3.37	0.91
Students in linguistics are more likely to use academic social networking sites to access language-specific research materials compared to students in physics.	191 (51.3)	89 (23.9)	71 (19.1)	21 (5.6)	3.21	0.94
Disciplines with a focus on policy and governance, like public administration, use academic social networking sites to discuss policy implications more than engineering disciplines.	197 (53.0)	85 (22.8)	76 (20.4)	14 (3.8)	3.25	0.91

Table 4. Gender-based differences in the use of academic social networking sites as perceived by postgraduate students of Tai Solarin University of Education, Ijagun.

Gender-Based Differences	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
Male postgraduate students use academic social networking sites more frequently than their female counterparts.	112 (30.0)	93 (25.0)	82 (22.0)	85 (23.0)	3.80	1.35
Female postgraduate students prefer using academic social networking sites for collaborative research more than males.	160 (43.0)	108 (29.0)	37 (10.0)	67 (18.0)	2.61	1.34
Male postgraduate students are more likely to use academic social networking sites to publish and share their research findings.	82 (22.0)	108 (29.0)	112 (30.0)	70 (19.0)	3.90	0.79
Female postgraduate students use academic social networking sites more for networking with peers and professionals.	149 (40.0)	115 (31.0)	78 (21.0)	30 (8.0)	3.12	0.80
Male postgraduate students rely more on academic social networking sites for tracking research trends in their fields.	156 (42.0)	82 (22.0)	100 (27.0)	34 (9.0)	2.59	1.35
Female postgraduate students are more inclined to join academic discussion groups on social networking platforms.	186 (50.0)	82 (22.0)	56 (15.0)	48 (13.0)	3.13	0.58
Male postgraduate students prefer academic social networking sites for sourcing and downloading scholarly articles.	156 (42.0)	97 (26.0)	67 (18.0)	52 (14.0)	3.78	1.34
Female postgraduate students use academic social networking sites more for academic mentorship and guidance.	104 (28.0)	100 (27.0)	60 (16.0)	108 (29.0)	2.83	1.14
Male postgraduate students utilize academic social networking sites more for identifying and applying for research grants.	82 (22.0)	78 (21.0)	108 (29.0)	104 (28.0)	2.58	0.94
Female postgraduate students rely more on academic social networking sites to seek feedback on their research work.	130 (35.0)	89 (24.0)	56 (15.0)	97 (26.0)	2.89	0.73
Male postgraduate students use academic social networking platforms more frequently for career-related opportunities.	123 (33.0)	100 (27.0)	104 (28.0)	45 (12.0)	3.25	0.77
Female postgraduate students participate more in webinars and virtual workshops promoted on academic social networking sites.	97 (26.0)	134 (36.0)	37 (10.0)	104 (28.0)	3.29	0.54
Male postgraduate students are more likely to use academic social networking sites to monitor citation metrics and academic impact.	138 (37.0)	86 (23.0)	48 (13.0)	100 (27.0)	3.74	0.80
Female postgraduate students use academic social networking sites more often to stay updated about conferences and events.	130 (35.0)	141 (38.0)	48 (13.0)	53 (14.0)	3.42	0.57
Male postgraduate students show a higher tendency to create and manage research-focused profiles on academic social networking sites.	78 (21.0)	141 (38.0)	78 (21.0)	75 (20.0)	2.70	0.61

Table 5. Relationship between disciplinary differences and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun.

Variables	N	Mean	St.Dev	Df	R	P	Sig
Disciplinary Differences	372	63.55	20.50	372	.508	.000	S
Use of Academic Social Networking Sites by Postgraduate Students	372	78.61	7.32				

Table 6. Relationship between gender and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun.

Variables	N	Mean	St.Dev	Df	R	P	Sig
Gender	372	63.55	20.50	372	.374	.000	S
Use of Academic Social Networking Sites by Postgraduate Students	372	111.07	17.75				

The results indicate that male postgraduate students use academic social networking sites more frequently than their female counterparts ($\bar{x} = 3.80$; std dev. = 1.35). However, female postgraduate students prefer using these platforms for collaborative research more than males ($\bar{x} = 2.61$; std dev. = 1.34). The findings also show that male postgraduate students are more likely to use academic social networking sites to publish and share their research findings ($\bar{x} = 3.90$; std dev. = 0.79), while female postgraduate students use them more for networking with peers and professionals ($\bar{x} = 3.12$; std dev. = 0.80). Male students also rely more on these platforms for tracking research trends in their fields ($\bar{x} = 2.59$; std dev. = 1.35), whereas female students are more inclined to join academic discussion groups ($\bar{x} = 3.13$; std dev. = 0.58). In terms of academic resource utilization, male postgraduate students prefer academic social networking sites for sourcing and downloading scholarly articles ($\bar{x} = 3.78$; std dev. = 1.34). On the other hand, female students use these platforms more for academic mentorship and guidance ($\bar{x} = 2.83$; std dev. = 1.14). Additionally, male students tend to utilize academic social networking sites for identifying and applying for research grants ($\bar{x} = 2.58$; std dev. = 0.94), while female students rely more on these platforms to seek feedback on their research work ($\bar{x} = 2.89$; std dev. = 0.73). The findings reveal that male postgraduate students show a higher tendency to create and manage research-focused profiles on academic social networking sites ($\bar{x} = 2.70$; std dev. = 0.61). This implies that while male postgraduate students primarily engage with these platforms for research

dissemination, career advancement, and academic metrics, female postgraduate students focus more on collaboration, networking, and professional development opportunities

Hypothesis One: There is no significant relationship between disciplinary differences and the use of academic social networking sites as perceived by postgraduate students of Tai Solarin University of Education, Ijagun.

Table 5 shows the relationship between disciplinary differences and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun. The table indicates that disciplinary differences ($r = .508$; $p < .000$; $N = 372$) have a linear significant relationship with the use of academic social networking sites by postgraduate students. This implies that variations in disciplinary backgrounds influence the extent to which postgraduate students utilize academic social networking sites. Thus, the null hypothesis stating that there is no significant relationship between disciplinary differences and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun, is hereby rejected

Hypothesis Two: There is no significant relationship between gender and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun.

Table 6 shows the relationship between gender and the use of academic social networking sites by postgraduate students of

Tai Solarin University of Education, Ijagun. The table indicates that gender ($r = .374$; $p < .000$; $N = 372$) has a linear significant relationship with the use of academic social networking sites by postgraduate students. This implies that gender differences influence the extent to which postgraduate students utilize academic social networking sites. Thus, the null hypothesis stating that there is no significant relationship between gender and the use of academic social networking sites by postgraduate students of Tai Solarin University of Education, Ijagun, is hereby rejected.

DISCUSSION

The findings of also revealed a significant disciplinary difference in the use of academic social networking sites (ASNs) among postgraduate students at Tai Solarin University of Education, Ijagun. The results indicate that science-related disciplines use ASNs more frequently for sharing research findings, while students in education fields rely on ASNs for accessing teaching resources. These findings align with the study by Eze and Nwosu (2021), which found that STEM students engage more in collaborative research through digital platforms, whereas education students utilize these tools for pedagogical improvement. Similarly, humanities students were found to prioritize peer connections, a trend supported by Adeyemi and Olanrewaju (2020), who reported that social networking tools play a crucial role in fostering communication and academic collaboration in non-technical fields.

The findings further revealed that postgraduate students at Tai Solarin University of Education, Ijagun, engage in moderate use of academic social networking sites (ASNS). The most commonly used platforms include ResearchGate, google scholar, and LinkedIn, which are widely recognized for facilitating academic collaboration and research dissemination. These findings align with the study by Ojedokun and Okafor (2020), which found that postgraduate students in Nigerian universities primarily use ResearchGate and google scholar for accessing scholarly articles and networking with researchers. Similarly, the preference for ResearchGate and Mendeley supports the findings of Adegbite and Akinyemi (2021), who reported that academic social network sites are essential for postgraduate

students in organising and citing academic materials effectively. The moderate use of platforms such as Scopus and ORCID suggests that while students recognize their importance, there may be barriers such as limited awareness or access restrictions. Furthermore, the study indicates that postgraduate students use LinkedIn and VOIP tools for professional networking and virtual collaborations, corroborating the findings of Afolayan et al. (2019), who highlighted the increasing relevance of digital communication platforms in academic and professional engagements. However, lower usage levels of platforms like Google Docs and Figshare suggest that collaborative writing and data-sharing tools are not as widely adopted, possibly due to a preference for traditional file-sharing methods.

The findings for research question five revealed a notable gender-based differences in the use of academic social networking sites (ASNs) among postgraduate students of Tai Solarin University of Education, Ijagun. Male postgraduate students use ASNs more frequently, particularly for publishing research findings, tracking research trends, sourcing scholarly articles, and monitoring citation metrics. This aligns with the study of Yusuf and Adebayo (2020), which found that male students leverage digital platforms more for research dissemination and academic visibility. Conversely, female postgraduate students prefer ASNs for collaborative research, networking, mentorship, and participation in webinars, which is consistent with the findings of Oduwale and Ige (2019) on gender engagement with digital academic platforms. Furthermore, male postgraduate students show a higher tendency to use ASNs for research funding and career advancement, while female students are more inclined to seek academic feedback and stay updated on conferences and events. This pattern supports the study of Agboola and Alabi (2017), which highlighted that men prioritize research impact and funding opportunities, whereas women emphasize academic collaboration and professional development.

The findings for research hypothesis one indicates a significant relationship between disciplinary differences and the use of academic social networking sites (ASNs) by postgraduate students of Tai Solarin University of Education, Ijagun. The result suggests that variations in disciplinary backgrounds influence the extent to which postgraduate students engage with ASNS. This finding aligns with the study of Eze and Okeke (2020), which revealed that students in

science and technology disciplines are more likely to utilize ASNSs for research collaboration and knowledge dissemination, while students in humanities and social sciences tend to use these platforms for academic networking and professional development. The findings for research hypothesis two reveal a significant relationship between gender and the use of academic social networking sites (ASNs) by postgraduate students of Tai Solarin University of Education, Ijagun. This suggests that gender differences influence how postgraduate students engage with ASNs for academic and professional purposes. The findings align with the study of Eze and Obi (2021), who found that male students tend to use ASNs more frequently for research dissemination, citation tracking, and professional advancement, while female students prioritize collaboration, networking, and participation in academic discussion forums. Similarly, Adeyemi and Yusuf (2019) noted that male students are more inclined to publish and share research findings on ASNs, whereas female students engage more in mentorship and academic peer interactions.

CONCLUSION

The study revealed that disciplinary differences significantly shaped how these platforms were utilized, as science-related disciplines leveraged them for research collaboration and technology updates, while education and humanities students prioritized networking and teaching resources.

Additionally, gender differences played a crucial role in shaping the use of academic social networking sites, with male students focusing more on publishing, research tracking, and securing funding, whereas female students emphasized collaboration, networking, and academic mentorship. The joint influence of disciplinary background and gender on platform engagement, accounting for 27.1% of the variance, highlights the need for tailored interventions that cater to diverse academic and gender-based preferences. Given the dominance of Home Economics and Computer Science in postgraduate enrolment, the findings suggest that technology-driven and professional fields attract more students, which may further influence future trends in academic social networking engagement. To enhance the effective use of these platforms, targeted awareness programs, improved internet accessibility, and structured

institutional support are essential in fostering an inclusive and efficient academic social networking culture among postgraduate students.

Based on the study, the following recommendations were made: (i) Since science background postgraduate students tends to use ASNs more actively for research visibility and collaboration compared to humanities and social sciences students, there is the need of management of postgraduate institutions to design and organize discipline-sensitive orientations. (ii) Also, humanities and social science postgraduate students could benefit from workshops, seminars and trainings that demonstrate how ASNSs (e.g., ResearchGate, Academia.edu, Mendeley) can support scholarly identity-building, networking, and dissemination of work beyond traditional publishing. (iii) There is the need for the management of the postgraduate colleges to organize a gender-inclusive digital literacy programmes where both male and female postgraduates are encouraged to use ASNSs not only for visibility but also for collaborative peer learning and research networking. (iv) Management of our various Institutions should embed digital professionalism modules in postgraduate curricula, guiding students on issues such as ethical use of ASNSs, managing scholarly reputation, and balancing informal vs. formal engagement online.

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