

Perception and attitude of lecturers towards self-promotion of research papers on social media in Nigerian universities

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Abstract

This study investigated the perception and attitudes of lecturers towards the self-promotion of research papers on social media in Nigerian universities. Descriptive survey research design was adopted. The population comprised 1,024 academic staff of Nnamdi Azikiwe University (NAU), Awka, Anambra State, Nigeria, who were members of the Solidarity (Social TV) Academic Staff Union of Universities (ASUU) NAU WhatsApp group. A non-probability sampling technique, specifically voluntary response sampling, was employed. Data were collected using a structured online questionnaire administered via Google Forms and distributed through the ASUU NAU WhatsApp platform. Data were analyzed using descriptive statistics, including frequency counts and percentages. The findings reveal that the majority of lecturers promote their research outputs on platforms such as ResearchGate, Kudos, LinkedIn, the Social Science Research Network, and Facebook. Most respondents perceived research dissemination as primarily the responsibility of the author, while a smaller proportion attributed this responsibility to publishers. Very few respondents viewed research dissemination as a shared responsibility between the publisher and the university. Additionally, lecturers identified reaching a wider audience, increasing citation impact, gaining recognition, and enhancing visibility as very important factors influencing their decision to self-promote research papers on social media. The study recommends that universities implement coordinated social media campaigns to support the promotion of scholarly outputs. Such initiatives would enhance research visibility, increase downloads and citations, and ultimately improve institutional visibility and ranking at both national and global levels.

Keywords: Social media, self-promoting papers, visibility, citations, lecturers, universities, Nigeria

Introduction

Social media provides academics with one of the most direct routes for sharing their research findings. To disseminate research, scholars once relied on university media services or journal press releases. Still, today, academics can turn to social media tools like LinkedIn, Twitter, ResearchGate, and many more to share their research findings with a broader audience that stretches well beyond their friends, family, or even academic community (Klar et al., 2020). Scholars who can disseminate their research rather than relying on it being pulled in have the potential to garner widespread attention for their work

(Klar, Krupnikov, Ryan, Searles, & Shmargad, 2020).

Social networking sites (SNSs) are defined as online tools that allow users to create profiles and make connections with others (Jordan & Weller, 2018). Networked participatory scholarship focuses on the relationship between social, networked tools and academic practice by investigating "scholars' participation in online social networks to share, reflect upon, critique, improve, validate, and develop their scholarship" (Veletsianos & Kimmons, 2013, p.766). Social media has become a crucial channel for information and engagement. Companies use social media to advertise and

sell their products and services, but it has not been widely used to market knowledge and research. Scientists often use social media platforms to produce and debate ideas, share real-time information, spread their research, and find collaborators (Paradis et al. 2020). The way information is collected, disseminated, and consumed has been significantly changed because social media is encompassing and easily accessible.

Article accesses and downloads are both positively correlated with citations (Brody & Harnad, 2005; Liu et al., 2013). Some studies have examined the correlation between social media exposure and subsequent article downloads and citations for specific social media like Twitter (Shuai et al. 2012; Thelwall et al. 2013; Haustein et al. 2014), Facebook (Ringelhan et al. 2015). These studies reported different degrees of positive association between exposure to social media and article downloads and citations. As Jordan & Weller (2018) noted, academics who engage more frequently with a higher number of social media tools tend also to have a wider range of motivations for using them and experiencing a greater number of favourable outcomes. Some observational studies that looked at the effect of social media exposure (mainly Twitter) on subsequent article citations found significant correlations (Shuai et al. 2012; Haustein et al. 2014; Thelwall et al. 2013). A randomized study by Davis et al. (2008) found that open-access papers were downloaded more often, but not cited more in the first year after publication.

Ebrahim et al. (2013) argue that publishing a high-quality paper in scientific journals will be halfway to receiving citations in the future. The rest of the work is advertising and disseminating the publications by using the proper “Research Tools” and visibility platforms, such as using social media (Fitzgerald & Radmanesh, 2015), publishing on ResearchGate, and

submitting articles to institutional repositories (Baro, Tralagba & Ebiagbe, 2018). A paper's impact is increased when it is freely available online, thus make copies of your articles available online to maximise the visibility of your study (Lawrence, 2001). Gargouri et al. (2010) have made a strong and declarative link between self-archiving and increased citation performance.

Recent approaches for rating research quality rely on the number of citations per article. Citation shows how many times an article has been cited by other articles (Ebrahim et al. 2013; Fooladi et al. 2013). Citations to research publications are a quality indicator, important for both the author and the affiliated university (Jones & Evans, 2013). One of the most significant techniques to increase citations is to disseminate the study results to the biggest potential audience. If people are unaware of the research, they will not cite it. The more researchers and students in other fields hear about the research, the more citations the researcher will receive (Marashi et al. 2013). Citations to an article might strongly depend on the visibility, rather than the merit of the article (Ebrahim et al. 2013). Studies have reported that the attitude of academics towards promoting papers on online platforms has led to low citations as a result of a lack of visibility (Donelan, 2016). Therefore, the present study aims to investigate the perception and attitude of lecturers in Nigerian universities towards self-promotion of research papers on social media. To achieve this, the following research questions were formulated.

Research questions

The following questions are addressed in the study:

1. How many academic lecturers have ever promoted their published papers on social media?

2. Which social media platforms do the lecturers use to promote their research papers?
3. What is the perception of lecturers towards whose responsibility it is to promote research papers in the university?
4. What are the factors that lecturers consider most important when planning to self-promote their papers on social media?
5. How do lecturers feel about other scientists self-promoting their papers on social media?
6. What is the likelihood that lecturers will self-promote their next research paper on social media?

Literature review

The web has had a profound effect on the ways people interact, with online social networks arguably playing an important role in changing or augmenting how we connect with others. The use of social media (SM) continues to increase among the wider public (Jordan & Weller, 2018) and academics alike (Bik & Goldstein, 2013). Scientific journals have started using SM to disseminate their content (Tonia 2014). According to Ebrahim et al. (2013), researchers should examine various methods for increasing the number of citations after publishing papers. When their work is published, they are interested in citations, which are directly related to the paper's quality and visibility. Ebrahim et al. added that the researchers cannot increase the quality of their published papers; therefore, they can apply some ways, such as using social networking sites, to increase the visibility of their published papers.

An increasing number of studies have explored the impact of social media on views and citations of academic articles. Tweets containing a link to an article, or "tweetations," have been shown to predict highly cited articles within the first 3 days

after publication (Eysenbach, 2011). Tancock (2021) reported that after publishing your paper, reaching that final level of getting your article noticed by a broad audience requires painting the picture. Tancock (2021) stated that making your work as 'accessible' as possible is a fantastic way to stand out and guarantee it reaches the biggest audience, and in an age where everyone's time is valuable, it's vital to remember that adage: "a picture is worth a thousand words".

Assessing the value of scientific research output, an important component of academic promotion and tenure, is increasingly based on metrics such as the Impact Factor, H-index, and, more recently, Google Scholar, that attempt to numerically encapsulate an author's productivity and scholarly impact based on article citations accumulated over time (Fitzgerald & Radmanesh, 2015). The study by Klar et al. (2020) found considerable evidence that, overall, article citations are positively correlated with tweets about the article, and they also found little evidence to suggest that author gender affects the transmission of research in this new media.

The research life cycle does not end with just paper submission and publication. The paper journey continues by disseminating and sharing the paper to increase readership and make it more visible to a broader range of audiences (Bonn & Ebrahim, 2022). Bonn and Ebrahim (2022) also stated that social media sites such as Twitter, Facebook, LinkedIn, and ResearchGate should be used efficiently to promote academic work. Research findings can be disseminated through academic blogs, news magazines, or even online profiles such as Google Scholar and ResearcherID. Tripathy et al (2017) identified Facebook, LinkedIn, Blogs, Kudos, Google Scholar, ORCID, ResearchGate, Academia, and Twitter as some of the necessary tools to improve visibility of research findings.

Randomly selected articles that are disseminated via social media (Twitter, Facebook, LinkedIn) are viewed and downloaded more frequently than unselected papers (Allen, Stanton, & Di Pietro, 2013).

Abba and Anene (2022) recently investigated the application of online platforms by professional librarians for research visibility in Nigerian universities. The study revealed that the majority of the academic librarians have created a profile on Google Scholar and also joined the ResearchGate network. While the platforms with the fewest profiles are Scopus and ORCID. The majority of academic librarians agree that creating a profile on online platforms and promoting papers there raises the profile of the author's institution, brings recognition to the author, influences the author's institution's ranking, increases readership of the paper (s), makes articles reach a greater audience, and attracts possible research funding.

Relying on social media, researchers can reach practitioners, journalists, and the public at large (Cotea & Darling, 2018; Marin-Gonzalez et al., 2017). Twitter seems to offer tremendous benefits (Fitzgerald & Radmanesh, 2015), especially given increasing interest in making academic work broadly accessible across disciplinary boundaries, as well as to the public (Wilson, et al, 2010), user patterns suggest that many scholars across the globe have started using Twitter to promote their work, there is evidence to suggest that shared articles do have higher download and view rates (Holmberg, et al 2014). In general, there is some correlation between Twitter and the "uptake" of new research (Eysenbach, 2011), suggesting that social media use can indeed help to promote research beyond the audience it would have enjoyed in the absence of this new technology. Studies like Rainie and Wellman's (2012) highlight the differences between digital scholarship,

networked participatory scholarship, and traditional scholarship, and aim to reveal more insights into how academics use social media and their attitudes towards it. This study demonstrates the level of adoption in terms of both the goals for which academics use social media and the specific platforms they use.

Publishing a high-quality paper in scientific journals does not guarantee a high citation, but it is just the beginning of the paper's journey. The distribution of research findings remains crucial for the remainder of the paper trip. Increasing the availability of articles through social networking sites broadens dissemination, increases use, and enhances professional visibility, which leads to increased citations and usage (Taylor & Francis Group, 2012). Özkent (2022) and Tonia et al. (2016) claimed that the citation counts of papers that were tweeted and those that weren't showed no statistically significant differences. On social media networks, some articles may stand out more than others. Hence, some researchers have argued that there is a difference between social impact and real impact (Haustein, Costas, & Lariviere, 2015). However, Thelwall et al. (2013) discovered that altmetrics were linked to citation counts. Another study found a positive correlation between social media posts and academic citations (Zhang & Earp, 2020). Özkent (2022) and Haustein, Costas, & Lariviere (2015) argued that social media metrics could not actually be regarded as alternatives to traditional citations; hence, they proposed these metrics as promoters of traditional citations. Hassan et al. (2020b) proposed the usage of "Twitter Coupling" to address these difficulties. Although this could be a solution, many studies agree that using social media will boost the influence of academic articles, ignoring these problems (Darling et al, 2013).

Lupton's (2014) study presented a thematic analysis of text responses from an online survey of academics. Making connections and developing networks, openness and sharing, self-promotion, research collaboration, and support were identified as benefits of promoting papers (Lupton, 2014). Lupton's approach paints a more complete, balanced picture of online academic networking (Jordan, & Weller, 2018). Research visibility is important because it permits scholars to gain more citations or altimetric mentions, obtain better evaluations and funds, build a professional research presence, and engage in open scholarship (Gomez-Sanchez & Isabel-Gomez, 2018). Circulated articles through social media are more visible than circulated articles (Hassan et al. 2020a). Various scientific studies have examined this relationship, and most have found a positive correlation between article citations and Twitter exposure (Peoples et al. 2016).

Previous research has examined the significance of researchers' web presence, such as the existence of a webpage, LinkedIn, Google Scholar citation, and Twitter accounts, in establishing visibility (Bar-Ilan et al. 2012). With social media, new platforms come into play, which provide alternatives to gain a holistic view on the visibility and impact of authors (Bar-Ilan et al. 2012). Such alternative approaches are summarized under the concept "altimetric", where altimetric is seen as the creation and study of new metrics based on the Social Web for analysing and informing scholarship (Priem et al, 2010). The primary impact of the published article has been measured by its citations (Warren, Raison, & Dasgupta, 2017). However, article citations have recently become questionable due to negative factors, such as the slow process of identifying truly impactful articles. The long wait time required by the emergence of the articles' importance has led to the need for an

alternative metric scale (Özkent, 2022; Bornmann, 2014). Many web-based platforms play a significant role in obtaining an altimetric score (Kousha & Thelwall, 2019). Many scientists believe that these alternative metric scores show the real impact of published articles (Hassan et al, 2017; Repiso, Castillo-Esparcia, & Torres-Salinas, 2019). Using social media and other online resources to spread academic knowledge is the foundation of all altimetrics (Hassan et al. 2020b).

Due to the low visibility of Nigerian researchers, Nigerian universities are ranked poorly by webometrics and other internationally recognised rating authorities (Osunade & Ogundele, 2012; Kpolovie & Obilor, 2013; Ati, 2017). For example, Ati (2017) ascribes low ranking to a lack of online visibility and the inability of academics and researchers to make significant contributions to the field of knowledge. In most cases, the institutional framework for effective activity is deficient, and most research information does not go beyond the four walls of the university (Ati, 2017). The study by Tonia et al (2016) on the effect of social media exposure of articles on downloads and citations reported that dissemination of research findings was the largest single category, as stated by one of the study respondents - "I have started using Facebook and Twitter to communicate our research findings to people, and other researchers, respectively." Millions of research papers are published yearly by different journals and indexed in databases such as Web of Science (WoS) and SCOPUS. However, according to Van Noorden, Maher, and Nuzzo (2014), more than 43 percent of documents that are indexed by WoS have never been cited.

Publication is the beginning of research impact and visibility; thus, dissemination of research publications has to be proactive (Bonn & Ebrahim, 2022).

Scientific journals have been moving towards open access, and more than 50% of new research is now made available free online (Munroe, 2013). Articles published in Open Access journals tend to be more widely read and cited than the articles published in traditional subscription-based journals (Cacean & Harzing, 2014).

Methods

The study used a descriptive survey research design. The target population included 1,024 academic staff from Nnamdi Azikiwe University (NAU), Awka, Anambra State, Nigeria, who were members of the Solidarity (Social TV) ASUU NAU WhatsApp group. The study used a non-probability sampling technique, specifically voluntary response sampling. All eligible group members were invited to participate, and respondents chose to complete the survey. Data were collected with a structured online questionnaire created and delivered through Google Form. The questionnaire link was shared in the

Solidarity (Social TV) ASUU NAU WhatsApp group and was available for four months. During this time, periodic reminders were sent to improve the response rate. To protect data integrity, the questionnaire was set up to allow only one submission per respondent. Data collection took place between February and May 2025. A total of 204 academic staff from 39 departments at Nnamdi Azikiwe University, Awka responded to the Google form posted on the WhatsApp group platform. The data were analyzed using frequency counts and percentages. Findings are shown in tables and charts.

Results

The study's results are presented according to the guiding research questions. The respondents' departments and gender are summarized first to provide context for the findings.

Table 1: Respondents' departments

s/n	Departments	No. of respondents
1	Library and Information Science	12
2	Technology & Vocational Education	5
3	Educational Foundation	4
4	Science Education	14
5	History & International Studies	10
6	Electrical Engineering	8
7	English Language & Literature	12
8	Medical Laboratory Science	6
9	Accounting	2
10	Architecture	1
11	Modern European Language	1
12	Parasitology and Entomology	2
13	Religion and Human Relations	7
14	Medical Rehabilitation	3
15	Environmental Health Sciences	5
16	Early Childhood and Primary Education	4
17	Linguistics	2
18	Business Administration	7
19	Economics	5
20	Applied Biochemistry	1
21	Pure & Industrial Chemistry	4
22	Guidance & Counselling	6

Obiora Kingsley Udem: Perception and attitude of lecturers towards self-promotion of research papers on social media in Nigerian universities

23	Banking & Finance	10
24	Sociology/Anthropology	5
25	Statistics	3
26	Chinese Studies	2
27	Educational Management & Policy	4
28	Psychology	8
29	Human Kinetics and Sports Science	6
30	Chemical Engineering	6
31	Nursing Science	5
32	Chemistry	3
33	Environmental Management	4
34	Anatomy	3
35	Health Promotion and Public Health Education	7
36	Computer Education	5
37	Fine & Applied Arts	3
38	Mechanical Engineering	4
39	Marketing Department	5
	Total	204

Table 1 presents the departments of the respondents who participated in the study. In total, 204 lecturers from 39 different

departments in Nnamdi Azikiwe University, Awka, participated in the online survey.

Table 2: Gender of respondents

Gender	No of respondents	Percentage
Male	129	63.2%
Female	75	36.8%
Total	204	100

Table 2 shows the gender distribution of the respondents who participated in the study.

Research question one: How many academic lecturers have ever promoted their published papers on social media?

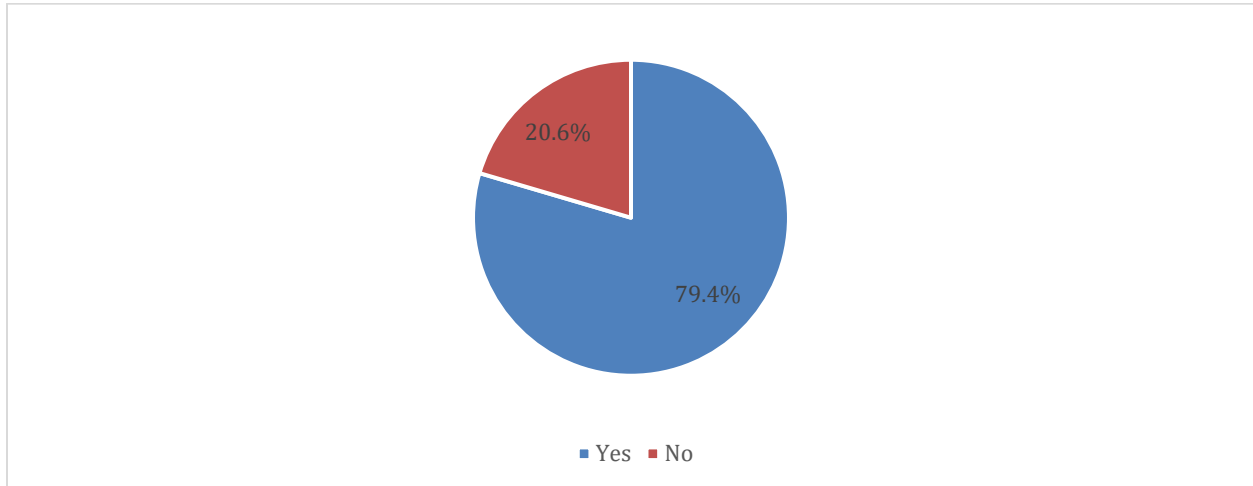


Figure 1: Lecturers Who have ever promoted their published papers on social-media

Figure 1 shows the number of lecturers who have ever promoted their published papers on social media. The majority (162, 79.4%) indicated that they have promoted their papers on social media, while 42 (20.6%) respondents indicated that they have not

promoted their papers on any social media platform.

Research question two: Which social media platforms do the lecturers use to promote their research papers?

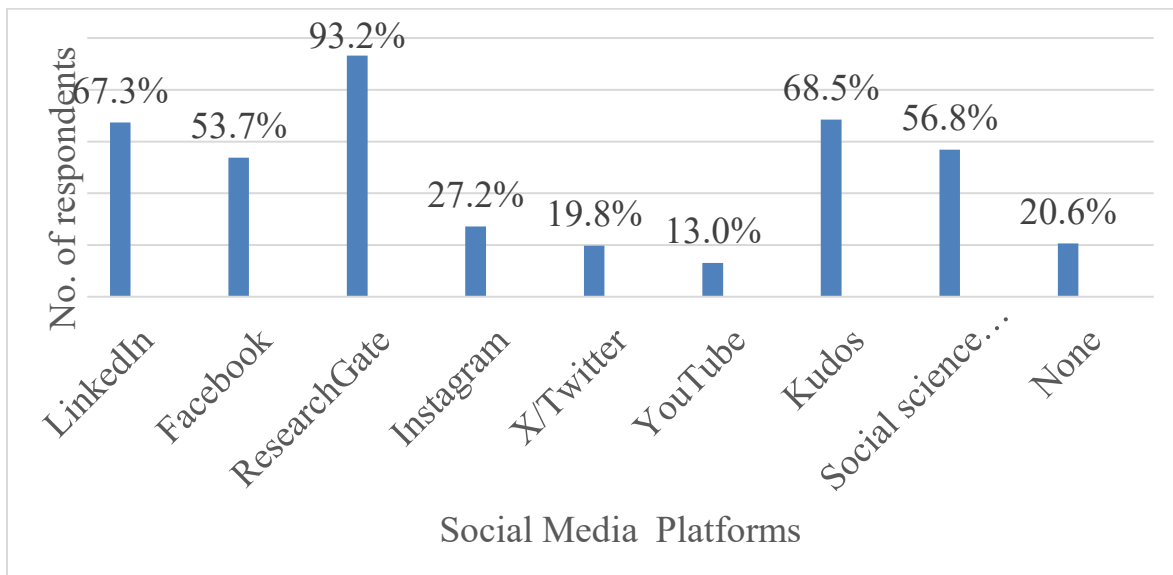


Figure 2: Social media platforms used by lecturers to promote their research papers

Figure 2 reveals the social media platforms used by lecturers to promote their research papers. Respondents were allowed to select multiple options. Almost all (151; 93.2%) of the respondents indicated that they had promoted their research papers on ResearchGate. A majority (111; 68.5%)

reported promoting their papers on Kudos, while 109 (67.3%) indicated promotion on LinkedIn. More than half of the respondents also reported promoting their papers on Facebook (87; 53.7%). Other platforms used include Instagram (44; 27.2%), X/Twitter (32; 19.8%), and YouTube (21; 13.0%).

However, 42 (20.6%) respondents indicated that they had not promoted their research papers on any social media platform.

Research question three: What is the perception of lecturers towards whose responsibility it is to promote research papers in the university?

Table 3: Lecturers’ perceptions of whose responsibility it is to promote research papers in the university

S/n	Responsibility of research dissemination statements	No. of respondents	Rank order
1	Research dissemination is the job of the author	178 (87.3%)	1 st
2	Research dissemination is the job of the publisher	123 (60.3%)	2 nd
3	Research dissemination is the job of the publisher and author	102 (50.0%)	3 rd
4	Research dissemination is the job of my university	99 (48.5%)	4 th
5	Research dissemination is the job of the publisher, author, and the university.	70 (34.3%)	5 th
6	Research dissemination is the job of the publisher and the university	54(26.5%)	6 th

Table 3 shows lecturers’ perceptions of whose responsibility it is to promote research papers. Respondents were allowed to select more than one option, and the responses were ranked accordingly. The majority (178; 87.3%) perceived research dissemination as the responsibility of the author. This was followed by 123 (60.3%) respondents who perceived it as the responsibility of the publisher, while half of the respondents (102; 50.0%) perceived it as a shared responsibility between the author and the publisher. Almost half (99; 48.5%) perceived research

dissemination as the responsibility of the university. In addition, 70 (34.3%) respondents perceived it as the joint responsibility of the publisher, author, and university, while 54 (26.5%) perceived it as the responsibility of both the publisher and the university.

Research question four: What are the factors that lecturers consider most important when planning to self-promote their papers on social media?

Table 4: Factors lecturers consider most important when planning to self-promote papers on social media

S/n	Factors to consider when planning to self-promote a paper	Very Important	Important	Not important	Not at all important
1	Collaborate with other researchers	89 (43.6%)	104 (51.0%)	3 (1.5%)	8(3.9%)
2	Articles will reach a greater audience	141 (69.1%)	52 (25.5%)	9(4.4%)	2(1.0%)
3	It will increase citations	170 (83.3%)	34 (16.7%)	- (0.00%)	- (0.00%)
4	It will facilitate the sharing of materials with other researchers	43 (21.1%)	119 (58.3%)	13 (6.4%)	29 (14.2%)
5	It brings recognition to the author	134 (65.7%)	30 (14.7%)	22 (10.8%)	18 (8.8%)
6.	Increase visibility of the author	159 (77.9%)	22 (10.9%)	16 (7.8%)	7 (3.4%)

Table 4 shows the factors lecturers consider most important when planning to self-promote their papers on social media. The results reveal that respondents considered reaching a wider audience (141; 69.1%), increasing citations (170; 83.3%), gaining recognition for the author (134; 65.7%), and increasing the author's visibility (159; 77.9%) as very important factors when planning to self-promote papers on social media. In addition, they considered

collaborating with other researchers (104; 51.0%) and facilitating the sharing of research materials with other researchers (119; 58.3%) as important factors when planning to self-promote papers on social media.

Research question five: How do lecturers feel about other scientists self-promoting their papers on social media?

Table 5: Lecturers' feelings about other scientists' self-promotion of their papers on social media

S/n	Feeling about other scientists' self-promoting	No. of respondents	Rank order
1.	I think it will increase the author's visibility	201 (98.5%)	1 st
2.	I think it will increase the author's citations	178 (87.3%)	2 nd
3.	I feel they are doing the right thing.	160 (78.4%)	3 rd
4.	I wish I felt as comfortable self-promoting my works	133 (65.2%)	4 th
5.	I think it is acceptable only if they are promoting the work of junior collaborators.	120 (58.8%)	5 th
6.	I feel it is too self-focused	67 (32.8%)	6 th
7.	I think they are wasting their time	6 (2.9%)	7 th
8.	I think it is frowned upon by others	18 (8.8%)	8 th

Table 5 shows lecturers' feelings about other scientists' self-promotion of their papers on social media. The responses were ranked accordingly. Almost all (98.5%) of the respondents felt that self-promotion increases the author's visibility, followed by those who felt that it increases the author's citations (87.3%) and those who felt that authors are doing the right thing (78.4%). More than half (65.2%) of the respondents also felt that they

wished they were as comfortable promoting their own work, while 120 (58.8%) respondents felt that self-promotion is acceptable only when promoting the work of junior collaborators.

Research question six: What is the likelihood that lecturers will self-promote their next research paper on social media?

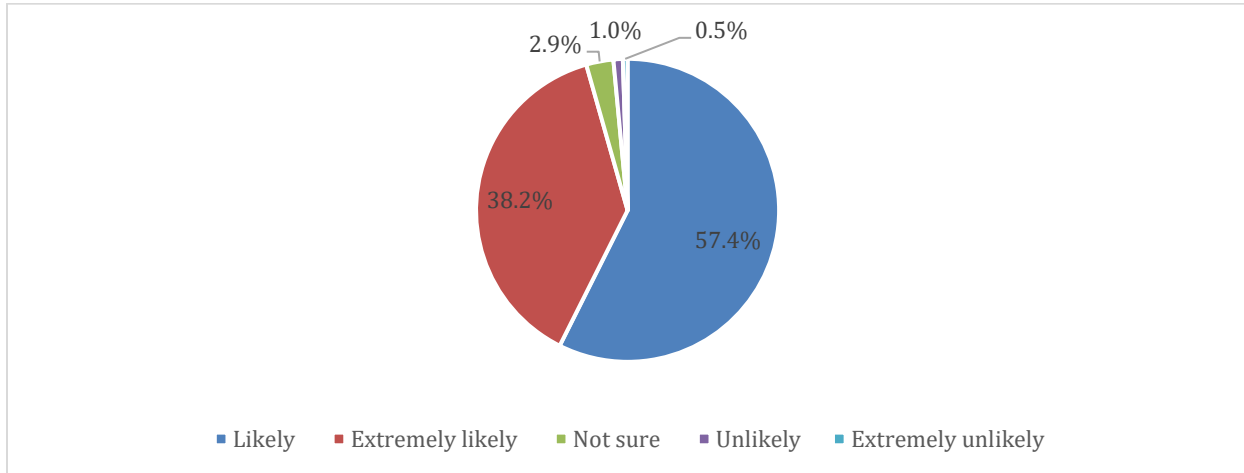


Figure 3: Lecturers' likelihood of self-promoting their next research paper on social media

Figure 3 shows lecturers' responses regarding the likelihood that they will self-promote their next research paper on social media. More than half of the respondents (117; 57.4%) indicated that they were likely to self-promote their next paper, followed by 78 respondents (38.2%) who indicated that they were extremely likely to do so. Six respondents (2.9%) were unsure, while only 2 (1.0%) indicated that they were unlikely, and 1 respondent (0.5%) indicated that they

were extremely unlikely to promote their next paper on social media. Lecturers were further asked about their willingness to be contacted by phone to gain more insight into using visibility platforms.

As shown in Figure 4, the majority of respondents (129; 63.3%) agreed to be contacted, while 17 (8.3%) refused. About 58 respondents (28.4%) indicated that they were unsure.

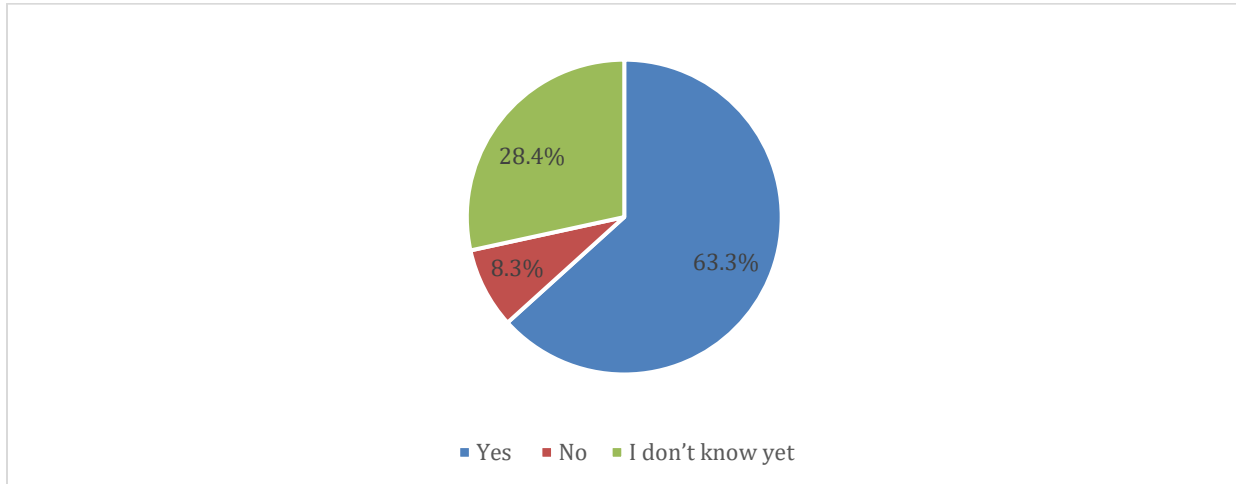


Figure 4: Lecturers' willingness to be contacted by phone for more insight into using visibility platforms

Discussion

When the lecturers were asked if they had ever promoted their published paper on any social media platform. The majority indicated they have promoted their paper on social media. This shows many of the academic staff know about and have promoted their paper on one social media platform or another. This, no doubt, will help to boost the visibility of the author and the paper.

When asked further to identify the social media platforms they have ever promoted their papers on. Almost all the respondents indicated that they have promoted their research paper on social media platforms such as ResearchGate, Kudos, LinkedIn, the social science research network, and Facebook. These findings are in line with the existing literature, especially the publications of Bonn and Ebrahim (2022) and Tripathy et al (2017), who have found that lecturers used social media sites like ResearchGate, LinkedIn, and Facebook to promote their papers to attract citations. Due to the effect of citation impact on the world university ranking system, most of researchers are looking for some helpful techniques to increase their citation record. Social media represent a potential opportunity to do so, and may be particularly

important in an era in which the link between an article's citation rate and its publishing journal is in decline (Klar et al., 2020).

The results show that the majority are of the perception that research dissemination is the job of the author, followed by those who are of the perception that research dissemination is the job of the publisher, and half of the respondents are of the perception that research dissemination is the job of both the publisher and the author. Very few lecturers are of the view that research dissemination is the job of the publisher and the university. The findings show that many are of the view that it is the responsibility of the author to promote his/her paper. This finding agrees with the findings of Bonn and Ebrahim (2022) that researchers who authored the research papers are undoubtedly the best people to promote their own research. Bonn and Ebrahim (2022) added that with the increasing number of publications every year, it is important for researchers to know how to promote their research to maximum effect.

The study revealed that the lecturers considered that articles would reach a greater audience, increase citations, bring recognition to the author, and increase visibility of the author as very important when planning to self-promote papers on

social media. These findings disagree with earlier findings by Tonia et al (2016), who investigated whether exposing scientific papers to social media affects article downloads and citations and found that there was no difference in the number of downloads and citations between the social media exposure and control group when we stratified for open access status. The number of downloads and the number of citations were significantly correlated in both groups. This study, therefore, concluded that social media exposure of papers did not have a significant effect on traditional impact metrics, such as downloads and citations.

Results in Table 5 show that almost all the lecturers are of the feeling that it will increase the author's visibility, followed by those who felt it will increase the author's citations, and those who feel they are doing the right thing. The findings that promoting papers on social media will increase authors' visibility and citations are in line with the literature, as authors like Hassan et al. (2020b); Kousha and Thelwall (2019); Shu, Lou, and Haustein (2018); and Klar et al. (2020). For example, Klar et al. (2020) found that, across all scholars, pushing research on Twitter is correlated with greater citation counts. Therefore, Klar et al. (2020) concluded that Twitter offers scholars the opportunities to "push" their research, rather than depending on other people to "pull" it from academic publications. Shu, Lou, & Haustein (2018) reported that the use of social media platforms contributes significantly to the spread of shared information in a wider environment. Thus, the sharing of academic output on social media accounts can reach more people faster by eliminating the waiting period in the traditional citation system.

Results in Figure 3 show that more than half of the lecturers indicated that they will likely self-promote their next paper on social media, followed by those who

indicated that they will extremely likely self-promote their next paper on social media. The results show that the lecturers are willing to self-promote their next paper on social media, probably to reach a wider audience and possibly attract citations.

The results in Figure 4 show that the majority of the lecturers agreed to be contacted to gain more insight into using visibility platforms. This is an indication that soon, nearly all lecturers in Nigerian universities will become familiar with and use social media platforms to promote their papers. This will lead to an increase in downloads and possible citations.

Conclusion

The study revealed that the majority of the academic staff have promoted their paper on one social media or the other. The lecturers have promoted their research papers on social media platforms such as ResearchGate, Kudos, LinkedIn, the social science research network, and Facebook. The majority of the lecturers are of the view that it is the responsibility of the author to promote his/her paper, and the lecturers consider that articles will reach a greater audience, increase citations, bring recognition to the author, and increase visibility of the author as very important when planning to self-promote papers on social media. For the sake of those who indicated not sure if they would promote their next paper on social media, and those who indicated that they don't know yet whether to be contacted on phone for more information concerning promoting documents on social media, the university need to embark on aggressive campaign on using different social media platforms to promote their papers to get more downloads and possible citations. This will also bring visibility to the author and the university, thereby enhancing the university's ranking on a national and global level.

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