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Influence of gender on attitude towards the use of social media for continuing professional development among academic librarians in Nigeria

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Abstract

Purpose – The purpose of this paper is to investigate the influence of gender on attitude towards the use of social media for continuing professional development among academic librarians in Ogun State, Nigeria.

Design/methodology/approach – Descriptive survey design was used for the study. Research instrument used was questionnaire where 79 copies were administered to academic librarians, using total enumeration sampling technique. Five universities in Ogun State, Nigeria were selected for the study. The data collected were analysed using descriptive and inferential statistics such as percentage, frequency, mean, Pearson product moment correlation coefficient and t-test for data analysis. Statistical Package for Social Sciences (SPSS, version 19) was used to run the analysis.

Findings – The study revealed that WhatsApp (75.0 per cent) is the most frequently used social media for continuing professional development among academic librarians. Attitude towards the use of social media for continuing professional development among academic librarians is positive. There is no statistically significant gender difference in attitude towards the use of social media for continuing professional development (t = 0.097, df = 54 and $p > 0.05$). There is significant moderate positive relationship between attitude towards social media use and frequency of use of social media (r = 0.439; $p < 0.05$).

Originality/value – The study was necessary to identify gender difference in attitude towards the use of social media for continuing professional development by academic librarians in Ogun State, Nigeria.

Keywords Nigeria, Continuing professional development, Attitude, Academic librarians, Gender difference, Social media use

Paper type Research paper

Introduction

Information and communication technologies (ICTs) have ushered in a new era of continuing professional development among library and information professionals. As custodians of information resources, librarians need to constantly develop their knowledge and skills for optimum service delivery. Besides, Kumaresan (2011) noted that there is intense competition in this world and acquiring new knowledge and skills is the only way to compete and survive. Thus, he argued that professional development for librarians is highly imperative and is very much driven by the impact of ICTs in libraries. In response to the changing information landscape, librarians need continuing professional development. Klein and Ware (2003) argued that the attainment of a Master's Degree in Library Science is only the beginning of a librarian's education and not the end of learning and education. They stressed that professionals should engage in annual programmes of professional

development and, in some cases, revalidation or recertification. Weingand (1999, p. 201) states that:

> The shelf life of a degree is approximately three years and declining. Maintaining competence and learning new skills must be at the top of every professional's "To Do" list. It is an ethical responsibility, to be sure, but also one that is pragmatic and critical for career success [. . .]. Continuing professional education is no longer an option, it is a requirement of professional practice.

Continuing profession development is synonymous with continuing professional education. It is defined as "education that takes place once professional qualification is achieved, with the intent of maintaining competence and/or learning new skills" (Weingand, 1999 p. 201). Deployment of new digital technologies to knowledge management and eservice delivery demands novel skills and competencies. In response to the rapid pace of technological change in today's information environment, Anasi *et al*. (2014) urged academic librarians to engage in continuing professional development and skill acquisition to function effectively in the ICT era. In the same vein, Ahmad and Yaseen (2009) posit that continuous staff training on emerging technologies is necessary for the acquisition of professional skills, knowledge and competencies required in the electronic environment. Durance and McLean (1988), Choi and Rasmussen (2006) and Chiware (2007) are also of the opinion that librarians need to acquire new skills and competencies that could change the shape and scope of library services.

Social media are one of the newest ICT platforms for continuing professional development. Kaplan and Haenlein (2010, p. 61) defined social media as "a group of internet-based applications that build on the ideological and technological foundations of web 2.0, and that allow the creation and exchange of user-generated content". It offers learners control over content, learning sequence, pace of learning, time and often media, allowing them to tailor their experiences to meet their personal learning objectives.

A number of studies have investigated the use of social media for collaborative creation and dissemination of knowledge for academic purposes (Ponte and Simon, 2011; Na'ndez and Borrego, 2013; Fasae and Adegbilero-Iwari, 2016). Studies conducted by Ayiah and Kumah (2011), Baro *et al*. (2014), Olajide and Oyenira (2014) and Tella and Oyedokun (2014) also investigated the use of social media in libraries for effective service delivery. Result of studies conducted in developed and developing countries indicated that library and information professionals are turning to social media for personal learning and professional development (Cooke, 2011; Onuoha, 2013). However, there seems to be a limited research done to understand the gender dimension in relationship to academic librarians' attitudes towards usage of social media for professional development in the Nigerian context. This paper examines academic librarians' attitude towards the use of social media for continuing professional development. More fundamentally, this paper is an empirical study aimed at ascertaining gender dimension in attitude towards the use of social media for continuing professional development among academic librarians in Ogun State, Nigeria.

Research questions
The study asked the following research questions:

RQ1. How often do academic librarians use social media for continuing professional development?

RQ2. Do academic librarians have positive attitude towards the use of the social media for continuing professional development?

Hypotheses

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

H1. The difference in attitude of male and female librarians towards the use of the social media is not significant.

H2. There is no significant difference in the frequency of use of the social media between male and female librarians.

H3. There is no significant difference in attitude towards the use of social media for continuing professional development among academic librarians in private universities and those public universities.

H4. There is no significant difference in the use of social media for continuing professional development among academic librarians in private universities and those in public universities.

H5. Academic librarians' attitude towards the use of social media and frequency of use of social media for continuing professional development are not significantly related.

Research method

The descriptive survey design was adopted for this study, and a questionnaire was used as the instrument for data collection. In Ogun State, Nigeria, there were 11 universities – one federal university, two state universities and eight private universities. Five universities were selected as sample using the purposive sampling technique. The institutions selected were Federal University of Agriculture, Abeokuta (a Federal University), Olabisi Onabanjo University, Ago-Iwoye and Tai-Solarin University of Education, Ijagun (state-owned Universities), Covenant University, Ota and Babcock University, Ilishan-Remo (private universities). The study population constitutes of all the 79 professional librarians working in the five selected universities in Ogun State. These are Federal University of Agriculture, Abeokuta (15), Olabisi Onabanjo University, Ago-Iwoye (10), Tai-Solarin University of Education, Ijagun (9), Covenant University (20) and Babcock University (25). The study adopted a total enumeration technique in the choice of its population. This was because of the small number of the population of academic librarians in these libraries. The questionnaire was validated by academic librarians from Babcock University, Ilishan-Remo and was subjected to an internal consistency test using Cronbach's alpha (α) test. The reliability test used ten academic librarians in University of Lagos. The total number of questionnaire distributed was 79, while 56 were retrieved resulting to 70 per cent. The researcher made use of descriptive and inferential statistics such as percentage, frequency, mean, Pearson product moment correlation coefficient and *t*-test for data analysis. Statistical Package for Social Sciences (SPSS, version 19) was used to run the analysis.

Attitude towards the use of social media was measured using eleven items ($\alpha = 0.754$) that examined academic librarians attitude towards the use of social media for continuing professional development. Respondents were asked to rate their attitude on a four-point Likert scale (ranging from 1 = strongly disagree; 2 = disagree; 3 = agree to 4 = strongly agree. To facilitate the analysis of the responses, values were assigned to the responses, in a four-point scale. A cut-off point of 2.50 was used to determine which of the items was regarded as accepted or in agreement with the statement. Items on the questionnaire with a score less than 2.50 was regarded as not being accepted or not in agreement with the statement in the questionnaire, whereas any item with a mean greater than 2.50 was regarded as being accepted or in agreement with the statement in the questionnaire.

The frequency of use of social media scale ($\alpha = 0.863$) was measured using a fourteen items that examined academic librarians frequency of use of social media for continuing professional development on a six-point Likert scale ranging from 6 = Many times a day; 5 = Once a day 4 = Twice a week; 3 = Once a Month; 2 = Rarely to 1 = Never. The cut-off point was obtained by adding the values in the scale ($1 + 2 + 3 + 4 + 5 + 6 = 21$) and dividing by 6 to obtain a mean of 3.50. Any item ranked 3.50 and above was regarded as being highly used, whereas any one below 3.50 was regarded as being not highly used.

Review of related literature

Globally, one of the most vital effects of high internet penetration and advancement in mobile technologies is the increased social media usage among the internet users (Akar and Mardikyan, 2014). Social media are Web 2.0 technologies that allow users to generate and share content instantly. Social media makes use of mobile and Web-based technologies to create highly interactive platforms through which communities, including lone individuals can jointly create, share and discuss, as well as modify, user-generated content.

With the advancement in mobile technology, librarians in developed and developing economies are leveraging on social media capabilities for continuing professional development. Cooke (2011) opined that the interactivity and community building are the qualities that make social media tools especially applicable to library and information professional continuing development. Active participation in social media enhances personal advancement and professional development because social media:

> [. . .] provide a low-cost platform on which to build your personal brand, communicating who you are both within and outside your company. Second, they allow you to engage rapidly and simultaneously with peers, employees, customers, and the broader public, especially younger generations, in the same transparent and direct way they expect from everyone in their lives. Third, they give you an opportunity to learn from instant information and unvarnished feedback (Dutta, 2010).

Social media platforms offer great opportunities for professionals to learn new skills, communicate and collaborate. Social media are user-centered, open, participatory, interactive and support collaborative creation and knowledge sharing (Gu and Widen-Wulff, 2011). Huang *et al.* (2015) identified Facebook and Twitter as the most popular because of their capability in syndicating and disseminating information. Although most online social networks are more popular for making personal relationships and sharing videos, music, photos and so on, professionals are now using social media extensively for professional development (Atulomah and Onuoha, 2011). Librarians in social media environment need to be aware of this emerging technology, understand the social paradigm and information contexts that are emerging within Web 2.0 and play active role in facilitating online resources made available through social media (Waiske, 2013).

According to Atulomah and Onuoha (2011), librarians now take advantage of the opportunities offered by Web 2.0 applications to improve their skills and offer better services to users. Through the use of Facebook, Twitter and LinkedIn, librarians no doubt have the opportunity to interact and draw knowledge from diverse groups to improve their services as individuals and advance the library profession. Alonge (2014) urged libraries and librarians to embrace the use and application of social media for information sharing in a digital environment

Several studies have focused on uptake, frequency of use and attitude towards the use of social media among librarians (Charnigo and Barnett-Ellis, 2007; Tella *et al.*, 2013; Taylor and Francis Group, 2014, Olajide and Oyenira, 2014; Ahenkorah-Marfo and Akussah, 2016).

A study conducted by Taylor and Francis Group (2014) on the use of social media by librarians and libraries revealed that over 70 per cent of libraries are using social media tools, and 60 per cent have had a social media account for three years or longer, while 30 per cent of librarians are posting at least daily. The most popular channels remain Facebook and Twitter, though the range of channels being used is expanding rapidly.

Charnigo and Barnett-Ellis (2007) surveyed academic librarians understanding and awareness of Facebook to determine what perceptions and attitudes the librarians had towards the social networking site. The study reported that although majority of the librarians had heard of Facebook and felt somewhat knowledgeable about the site, many librarians displayed an uncertainty toward the role Facebook had in the library. At the International Islamic University of Malaysia, Mansor and Idris (2010) in a study on the perceptions, awareness and acceptance of Library 2.0 applications among librarians found out that 63 per cent had participated in social networking, 47 per cent had used pictures from Flickr and only 20 per cent of the respondent had added pictures to Flickr.

In Ghana, Ahenkorah-Marfo and Akussah (2016) examined the use of social media in reference and user services by academic librarians in public and private universities. The findings of the study indicated that majority of academic librarians are knowledgeable and use social media for both personal and work-related purposes.

In Nigeria, Olajide and Oyenira (2014) investigated the levels of knowledge of social media among librarians. The study revealed that about 90 per cent of participants were highly knowledgeable in the use of social media, and that majority of them acquired their knowledge of social media from professional workshops. Tella *et al.* (2013) examined the use of social networking sites by academic librarians in six selected states of Nigeria. The findings showed that the respondents make use of Facebook and Twitter on a weekly basis and partially on a daily basis.

A study conducted by Okonedo *et al.* (2013) indicated high level of awareness of the existence of Web 2.0 technologies and instant messaging and social networking sites – Facebook, Twitter, Hi5, LinkedIn got the highest use acceptance rate among library and information professionals. Another study conducted by Fasola (2015) examined librarians' perceptions and acceptance of Facebook and Twitter to promote library services. The findings showed that majority of the librarians had positive beliefs and high acceptance of Facebook and Twitter usage to promote library services. Similarly, Quadri and Idowu (2016) established that there was a high level of awareness of social media tools among academic librarians, but Facebook, Google+ and Twitter were mostly used for information dissemination. Onuoha (2013) conducted a study on the use of social media for professional development by librarians. The study revealed that online social networks such as Facebook and Wikis were mostly used for professional development, while others such as podcast and book marking tools were used minimally.

Empirical studies show that there are differences along gender lines between how males and females adopt and use technologies and specifically social media. In fact, gender is a significant factor in the adoption and attitude towards the use of social media. Kaplan and Haenlein (2010) cited Pew Internet Research 2009 Report which showed that women outnumbered men on social media platforms. Volkovich *et al.* (2014) examined gender patterns in online social network. They opined that women outnumbered men for most social networking sites with the exception of LinkedIn. Another study by Lennon *et al.* (2012) explored the relationships between demographic variables and social networking use. The study indicated that users' antecedent beliefs and attitudes towards social networks varied according to their gender, age, marital status and parenthood and more positive perceptions towards social networks were found among females in comparison to males.

However, a different study found fairly equal adoption of social media services across genders with the exception of Pinterest (Brad Sago, 2013). Similarly, Sheil *et al.* (2011) reported that there were no significant differences between male and female Public Information Officer's use of social media at work. In the study conducted by Fasola (2015), gender was found to have no influence on the librarians' social media acceptance, but age and the type of library were revealed to be significant factors influencing the attitudes of librarians towards accepting Facebook and Twitter for library services. Rousseau and Puttaraju (2014) indicated that the male gender used social networking sites for networking, making new friends and seeking out potential dates and playing games, while female gender used it for relationship maintenance. Studies in the area of gender dimension in attitude towards social media among librarians in Nigerian contexts are currently still very limited in the literature. This posed a point of concern to the researcher to investigate gender difference in attitudes towards the use of social media among academic librarians. This is important because social media open opportunities for both male and female librarians for the pursuit of their professional career and future endeavors. This study intends to fill this gap.

Theoretical framework

This study examines use of social media content and librarians' motivational beliefs and subjective norms that influence attitudes towards, intention to and behaviour towards using social media content for continuing professional development. Attitude towards the use of social media is a fundamental aspect of this research as a result theories/models that emphasize media adoption and use pattern such as theory of reasoned action (TRA) would be used to anchor the study.

TRA was developed by Fishbein and Ajzen (1975). The theory explores the relationship between behavioural intention, attitude towards a behaviour and subjective norms (Fishbein and Ajzen, 1975). The TRA is one of the most widely used theories to predict individual's behaviour based on four factors (attitude, subjective norm, intention and behaviour) and is effectively applied to user behaviours that are voluntary behaviours (Sheppard *et al.*, 1988).

Peslak *et al.* (2011) conducted an empirical study of social networking behaviour using TRA. The findings reveal that both attitude towards social networking and subjective norm are positively associated with intention to use social networking. Lin *et al.* (2013) examined factors which influence individual's attitude and intentions towards sharing information in social media sites. The result revealed significant gender differences in factors that influence information sharing behaviours.

Results

Demographic data

The demographic information on the respondents revealed that 33 (58.9 per cent) were females, while 23 (41.1 per cent) were males.

Majority of the respondents 28 (50 per cent) were within the age range of >41 years, and 12 (21.4 per cent) were within the age range of 31-35 years, 9 (16.1 per cent) were within the age range of 36-40 years, whereas 7 (12.5 per cent) were within the age range of 26-30 years. The study also found that 21 (37.5 per cent) of the respondents had spent 1-5 years, 17 (30.4 per cent) 6-10 years, 10 (17.9 per cent) 11-15 years, 7 (12.5 per cent) 16-20 years and 1 (1.8 per cent had spent 21 years and above in professional practice. Of the respondents, 25 (44.6 per cent) had the Bachelor's in Library and Information studies degree, 25 (44.6 per cent) had Master of Library and Information studies degree and 6 (10.7 per cent) had a doctorate degree. As regards, the result indicated that majority 24 (42.9 per cent) were Assistant

Librarians, 14 (25.0 per cent) were Librarian grade two, 8 (14.3 per cent) were Senior
Librarian, 6 (10.7 per cent) were Librarian grade one, whereas 4 (7.1 per cent) were
Principal Librarians and above.

Frequency of use of social media for continuing professional development
The study examined respondents' frequency of use of social media for continuing
professional development. The result is presented in Table I. The findings in Table I
indicates that most respondents (75.0 per cent) use WhatsApp for continuing professional
development many times a day.

About 66.1 per cent of the respondents use Facebook many times a day for continuing
professional development. Only 3.6 per cent of the respondents use Tumblr many times a
day for continuing professional development. The average mean score of 3.27 indicates that
the frequency of use of social media by academic librarians for continuing professional
development is marginal.

Attitude towards the use of social media for continuing professional development
The result of academic librarians' attitude towards the use of social media for continuing
professional development is presented in Table II.

It can be deduced from Table II that all items listed attracted mean scores greater than
2.50. The item which states that I enjoy using social media for continuing professional
development attracted the highest mean score of 3.55; Social media promote networking
among LIS professionals had a mean score of 3.52. The least accepted item states that I
acquire emerging digital skills easily from social media which had a mean score of 3.1.

Gender difference in attitude
To determine if attitudes towards the use of social media differed between males and
females, an independent samples *t*-test was used to compare the means for females and
males. The result is presented in Table III.

It could be observed from Table III that the mean score ($\overline{X} = 46.7826$ and $\overline{X} = 46.9394$) for
male and female respectively shows that on the average the attitude of the female
respondents is a little higher than that of the male respondents. However, the *t*-test value ($t =
0.097$, df = 54 and $p > 0.05$) showed that there is no significant difference in attitude of male
and female respondents towards the use of the social media for continuing professional
development. This implies that both male and female respondents have the same attitude
towards the use of the social media for continuing professional development. The null
hypothesis was not rejected.

Gender difference in social media use
To determine if frequency of use of social media differed between males and females, an
independent samples *t*-test was used to compare the means for females and males. The
result is presented in Table IV.

It could be observed from Table IV that the mean score ($\overline{X} = 47.6087$ and $\overline{X} = 44.4848$) for
male and female respectively shows that on the average the use of social media for
continuing professional development among the female respondent is lower than that of the
male. However, the *t*-test value ($t = 0.867$, df = 54 and $p > 0.05$) showed that there is no
significant difference in the frequency of use of the social media for continuing professional
development among male and female respondents. The hypothesis was not rejected.

Table I.
Respondents'
frequency of use of
social media for
continuing
professional
development

Social media	Many times a day		Once a day		Twice a week		Once a month		Rarely		Never		Mean $\overline{X}$	SD
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
WhatsApp	42	75.0	4	7.1	0	0.0	2	3.6	2	3.6	6	10.7	5.14	1.72077
Facebook	37	66.1	5	8.9	4	7.1	3	5.4	3	5.4	4	7.1	5.03	1.61768
Academia.edu	22	39.3	10	17.9	5	8.9	6	10.7	5	8.9	8	14.3	4.25	1.87083
Google+plus	20	35.7	6	10.7	6	10.7	8	14.3	12	21.4	4	7.1	4.03	1.79863
YouTube	20	35.7	7	12.5	2	3.6	6	10.7	15	26.8	6	10.7	3.87	1.93590
Twitter	17	30.4	10	17.9	7	12.5	3	5.4	9	16.1	10	17.9	3.87	1.93590
LinkedIn	18	32.1	7	12.5	4	7.1	4	7.1	9	16.1	13	23.2	3.67	2.06429
Skype	6	10.7	12	21.4	3	5.4	7	12.5	18	32.1	10	17.9	3.12	1.71689
Blogs	6	10.7	10	17.9	4	7.1	3	5.4	14	25.0	19	33.9	2.82	1.84003
Instagram	7	12.5	8	14.3	4	7.1	3	5.4	13	23.2	21	37.5	2.75	1.87083
Snapchat	2	3.6	5	8.9	1	1.8	6	10.7	19	33.9	23	41.1	2.14	1.40685
Flickr	1	1.8	5	8.9	3	5.4	1	1.8	17	30.4	29	51.8	1.94	1.36741
Vimeo	2	3.6	0	0.0	3	5.4	0	0.0	14	25.0	37	66.1	1.58	1.14060
Tumblr	2	3.6	2	3.6	1	1.8	1	1.8	9	16.1	41	73.2	1.57	1.24838
Average Mean score													3.27	

Note: Criterion mean = 3.50

Statement	SA		A		D		SD		$\overline{X}$	SD
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
I enjoy using social media for continuing professional development	35	62.5	17	30.4	4	7.1	0	0.0	3.55	0.63014
Social media promote networking among LIS professionals	33	58.9	21	37.5	1	1.8	1	1.8	3.53	0.63143
Access to experts in the field is very easy using social media	27	48.2	26	46.4	3	5.4	0	0.0	3.42	0.59870
I get relevant resources from social media for continuing professional development	25	44.6	26	46.4	4	7.1	1	1.8	3.33	0.69483
It is fun learning from social media	23	41.1	30	53.6	1	1.8	2	3.6	3.32	0.69038
Using the social media enhances my personal visibility and branding	22	39.3	30	53.6	3	5.4	1	1.8	3.30	0.65836
Social media helps in creating and managing digital footprints for my professional identity	22	39.3	30	53.6	3	5.4	1	1.8	3.30	0.65836
Social media are effective tools for personal learning	24	42.9	26	46.4	5	8.9	1	1.8	3.30	0.71146
Social media exposes me to best practices in LIS profession	21	37.5	27	48.2	6	10.7	2	3.6	3.19	0.77271
Social media bridges professional boundaries	19	33.9	27	48.2	9	16.1	1	1.8	3.14	0.74903
I acquire emerging digital skills easily from social media	17	30.4	31	55.4	5	8.9	3	5.4	3.10	0.77878
Average Mean score									3.31	

Note: Criterion mean = 2.50

ILS

Difference in attitude among academic librarians in public and private universities
To determine if attitudes towards the use of social media differed among respondents in public and private universities, an independent samples *t*-test was used to compare the means for public and private universities. The result is presented in Table V.

It could be observed from Table V that the mean score ($\overline{X}$ = 45.7241 and $\overline{X}$ = 48.1111) in public and private universities respectively shows that on the average attitude of the academic librarians in public universities is a little lower than those in private universities. However, the *t*-test value ($t = -1.540$, df = 54 and $p > 0.05$) showed that there is no significant difference in attitude of academic librarians in public and private universities towards the use of the social media for continuing professional development. The null hypothesis was not rejected.

Table III.
t-test statistics showing gender difference in attitude of academic librarians towards the use of the social media for continuing professional development

Gender	N	Mean	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	p
Male	23	46.7826	0.071	0.790	0.097	54	0.923	−0.15679	>0.05
Female	33	46.9394							

Table IV.
t-test statistics showing gender difference in frequency of use of the social media for continuing professional development

Gender	N	Mean	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	p
Male	23	47.6087	0.380	0.540	0.867	54	0.390	3.12385	>0.05
Female	33	44.4848							

Table V.
t-test statistics showing difference in attitude towards the use of the social media for continuing professional development among academic librarians in public universities and private universities

Institution	N	Mean	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	p
Public universities	29	45.7241	3.457	0.068	−1.540	54	0.129	-2.38697	>0.05
Private universities	27	48.1111							

Difference in frequency of social media use among respondents in public and private universities
To determine if the frequency of use of social media differed among respondents in public and private universities, an independent samples *t*-test was used to compare the means for public and private universities. The result is presented in Table VI.

It could be observed from Table VI that the mean score ($\overline{X}$ = 42.9310 and $\overline{X}$ = 48.8148) for public and private universities respectively shows that on the average the use of social media for continuing professional development among academic librarians in public universities is lower than those in private universities. However, the *t*-test value ($t = -1.690$, df = 54 and $p > 0.05$) showed that there is no significant difference in the frequency of use of the social media for continuing professional development among academic librarians' use of the social media for continuing professional development in public and private universities. The hypothesis is thus not rejected.

Relationship between attitude towards social media and use of social media
To determine if there is relationship between attitude towards the use of social media and frequency of use of social media, the Pearson Correlation Coefficient (*r*) was used to compute the relationship between the variables. The result is presented in Table VII.

Table VII shows that the Pearson correlation coefficient (*r*) indicating the relationship between attitude towards social media and frequency of use of social media is 0.439; $P < 0.05$. As the *P* value is less than 0.05 level of significance, then the null hypothesis five was therefore rejected. This means that there is significant moderate positive relationship between attitude towards use of social media and frequency of social media use.

Discussion
The result of the analysis indicates that the most frequently used social media by academic librarians for continuing professional development is WhatsApp. This disagrees with previous studies by Onuoha (2013), Tella *et al.* (2013) and Quadri and Idowu (2016) which found that Facebook was the most frequently used social media by academic librarians in

Institution	N	Mean	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	p
Public universities	29	42.9310	0.064	0.801	−1.690	54	0.097	−5.88378	>0.05
Private universities	27	48.8148							

Table VI.
t-test statistics showing difference in the use of the social media for continuing professional development among academic librarians in public universities and private universities

Variable	N	$\overline{X}$	SD	r	p	Remark
Attitude towards the use of social media for continuing professional development	56	36.5357	4.76718			
Use of social media for continuing professional development	56	45.7679	13.23767	0.439**	0.001	Significant
Note: **Correlation is significant at the 0.01 level (2-tailed)						

Table VII.
Correlation between attitude towards social media and frequency of use of social media for continuing professional development

Nigeria. Similarly, the study found that none of the items listed in Table II to determine attitude towards the use of social media for continuing professional development is rejected. This finding shows that there is a growing interest in the use of social media for continuing professional development and that the attitude of academic librarians towards social media use is positive. The result supports previous study by Anasi and Ali (2014) which reported that academic librarians unanimously agreed that online learning for continuing professional development were beneficial.

One of the major findings of the study is that gender differences in attitude towards the use of social media as well as frequency of use of social media for continuing professional development are not found to be statistically significant. The results are not consistent with past studies that did find significant gender differences in use of social media (Kaplan and Haenlein, 2010; Sheil *et al.*, 2011; Volkovich *et al.*, 2014). However, the findings support the study by Brad Sago (2013) which found fairly equal adoption of social media services across genders. This study also revealed that there is no statistically significant difference in the frequency of social media use as well as attitude towards the use of social media for continuing professional development among academic librarians in both public and private universities. It is evident that academic librarians in both public and private universities have positive attitude towards the use of social media for continuing professional development, and there was no variance in their uptake of social media. However, there is significant moderate positive relationship between attitude towards social media use and frequency of use of social media. This means that increase in positive attitude towards the use of social media will lead to increase in frequency of use of social media and vice versa.

Conclusion and recommendations

The study revealed that WhatsApp is the most frequently used social media for continuing professional development among academic librarians. Attitude towards the use of social media for continuing professional development among academic librarians is positive. There seems to be no statistically significant gender differences in both frequency of use and attitude towards the use of social media for continuing professional development. Findings also suggest that there is significant moderate positive relationship between attitude towards social media use and frequency of use of social media.

It is therefore necessary that university library managers should put in place policies that will encourage academic librarians to develop more positive attitude towards the use of social media.

Institutional support and enabling environment to motivate academic librarians to use social media more consistently and appropriately for continuing professional development and service delivery is imperative. We hope that this study will be an impetus for university libraries in Nigeria to provide on the job training for librarians geared towards equipping them with specific knowledge of the issues regarding online professional development and online skills.

However, the study is limited by the nature of data collected. The responses are perceived and self-reported. Despite this limitation, the result is significant for continuing professional development via social media. It has revealed that increase in positive attitude towards the use of social media will lead to increase in social media uptake. Further research can focus on factors that influence attitude towards social media use and adoption in Nigerian tertiary institutions. Future researchers may also investigate economic benefits, cost effectiveness of online professional development and how social media use can be monitored.

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