International Journal of Research in Library Science (IJRLS)

ISSN: 2455-104X

DOI: 10.26761/IJRLS.10.2.2024.1751

Volume 10, Issue 2 (April-June.) 2024, Page: 32-47, Paper ID: IJRLS-1751

Received: 12 March. 2024 ; Accepted: 29 April. 2024 ; Published: 04 May. 2024

Computer Self-Efficacy and Use of Social Media by Undergraduates in Private Universities in Ogun State, Nigeria

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ABSTRACT

The study investigated the influence of computer self-efficacy on the use of social media applications by undergraduates in private universities in Ogun State, Nigeria. A survey research design was used, while the questionnaire was used as a data collection instrument. A total of 590 copies of the questionnaire were administered to the respondents out of which only 477 were returned with useful and useable data. Findings from the study revealed that undergraduates in private universities possess a high level of computer self-efficacy which implies that they can use computers to perform different tasks effectively as well as a high level of use of social media applications, majorly for academic, research, entertainment and communication purposes. *The study further established a strong positive relationship between computer self-efficacy and the use of social media applications by undergraduates in private universities in Ogun State Nigeria. The study recommended that the management of universities in Nigeria should put in place regular training and retraining programs on computer self-efficacy and the use of social media applications for undergraduates.*

KEYWORDS: Computer, Self-efficacy, computer-self efficacy, Use of social media applications, and private universities.

INTRODUCTION

Social media applications have become useful tools and integral components of the life of students with profound influence on their social interactions, academic pursuits, and personal development. Consequently, social media applications such as Facebook, Instagram, Twitter, Snapchat, WhatsApp, Instagram, Slack and TikTok, among others have provided platforms through which students including undergraduates navigate various landscapes including digital landscape to explore opportunities for connectivity, self-expression, and information sharing. Therefore, the need to understand the dynamics of undergraduates' engagement with social media is important, as it shapes not only their social experiences but also their academic performance, mental well-being, and prospects.

Students' use of social media applications involves a complex interplay of individual motivations, social influences, and technological affordances. Research suggests that students engage with social media applications for diverse purposes, including maintaining social connections, seeking informational support, expressing identity, and participating in online communities (Boyd & Ellison, 2008; Junco, 2015). These platforms serve as virtual extensions of the educational institutions with facilities to facilitate communication, collaboration, and the exchange of ideas beyond traditional physical boundaries. Social media platforms offer students avenues for self-presentation and identity exploration, allowing them to curate their online personality and cultivate digital footprints reflective of their interests, values, and aspirations (Drakel, Pratiknjom, Mulianti, 2018).

Moreover, social media platforms provided platforms to students for academic engagement and information dissemination through joining online study groups, accessing educational resources and participating in virtual classrooms which enable them to leverage social media to enhance their learning experiences and academic performance (Anna, 2020). The collaborative nature of social media applications foster peer-to-peer learning, knowledge sharing, and academic networking, empowering undergraduates to connect with peers, mentors, and experts across disciplinary boundaries.

However, alongside the opportunities afforded by social media, concerns have been raised regarding its potential negative impact on student's well-being and academic success since excessive use of and addiction to social media applications that have been linked to feelings of social isolation, anxiety, and depression among students (Primack et al., 2017). The constant barrage of curated content, social comparisons and online harassment can exacerbate stress and undermine mental health, particularly among vulnerable populations.

Social networking tools are considered potent in achieving the objectives of producing knowledgeable and scholarly graduates in universities and other academic institutions in Nigeria. Consequently, the country’s universities are concentrating efforts on implementing and embedding social networking tools as online collaborative tools in academic settings. Low cost, ubiquitous, wide and free accessibility, openness, collective intelligence, mobility, spontaneous response and ease of use are potential features of social networking tools that make them more applicable, attractive and interesting for education purposes than conventional approaches to teaching and learning environments. Therefore, if and when used cautiously and skilfully, social networking tools can be powerful and motivating tools to achieve swift transformations in the Nigerian university educational landscape. This makes it imperative for Nigerian faculty and undergraduates to use social networking tools for effective and collaborative learning experiences and environments rather than sticking to conventional methods.

These studies are pointing to the fact that social networking tools could be integrated into the Nigerian university system as leverage to improve learning and research engagements among undergraduate students. These studies also signified that if social networking tools are carefully embedded into academic curriculum and activities of Nigerian universities, it could transform the country’s undergraduate students into more analytical and critical as well as self-sufficient individuals capable of contributing meaningfully and constructively to all round development of Nigerian society. Undergraduates are highly aware, familiar with; and using social networking tools for different purposes which includes communicating with friends, family members, colleagues, lecturers and other categories of people (Fadi, Zephrinusm, Joseph, Emmanuel, 2023). Some students are even using the tools to access databases to search

and locate materials for personal use. Therefore, the integration of social networking tools into academic programs of universities and research initiatives could rapidly transform and positively impact the attainment and sustenance of educational excellence among undergraduate students in universities.

Studies in Nigeria indicated that faculty are using social networking tools for social interaction and in teaching and learning processes (Umoru, 2015; Morrison, Oyedele, Oladunjoye and Maman, 2017). The studies of Sanusi, Adelabu and Okunade (2014) and Opesanwo (2018) indicated that some faculties in the country are using social networking tools to communicate and impart knowledge to students, connect students to learning experiences, upload and assess students' assignments/projects and also for professional uses and networking. Since university lecturers are using the applications to support synchronous and asynchronous teaching and learning and also to enhance pedagogical interaction between themselves and their students, there is the need to seamlessly implement and integrate these tools in the teaching and research processes and activities. The need for undergraduate students to acquire skills to fit into the realities of technology use and exploitation in the university system thus becomes imperative.

Among the several factors that have been posited by researchers as tending to influence the use of social media applications by students are computer self-efficacy of the students (Al-rahmi et al., 2018; Cho et al., 2018). It was suggested that students with higher levels of computer self-efficacy are more likely to leverage social media for academic purposes, such as accessing educational resources, participating in online discussions, and collaborating on group projects.

Computer self-efficacy is defined as individuals' beliefs in their capabilities to effectively use computers and related technologies (Compeau & Higgins, 1995), plays a pivotal role in shaping students' engagement with social media applications. As the use of social media becomes increasingly ubiquitous among students, understanding the relationship between computer self-efficacy and social media usage is essential. Bandura's social cognitive theory provides a foundational framework for understanding the interplay between computer self-efficacy and social media usage among students. According to this theory, individuals beliefs in their abilities influence their behaviors, motivation, and outcomes (Bandura, 1986). Applied to the context of social media, students with higher levels of computer self-efficacy are more likely to actively engage with social media platforms, navigate their features proficiently, and adapt to technological changes. Also, the technology acceptance model (TAM) posits that perceived ease of use and perceived usefulness are key determinants of individuals' intention to use technology (Davis, 1989). In the context of social media, students with higher levels of computer self-efficacy are more likely to perceive social media platforms as easy to use and beneficial for achieving their social, academic, and personal goals, thereby fostering greater adoption and sustained usage.

Research examining the relationship between computer self-efficacy and social media usage among students has yielded nuanced insights. Studies have consistently predicted a positive association between computer self-efficacy and frequency of social media use (Joo & Sang, 2013; Teo et al., 2019), with no concrete assertions. However, the relationship between computer self-efficacy and social media usage may also not be unidirectional since research also suggests that active engagement with social media platforms can also contribute to the development of students' computer self-efficacy (Shenghui, Lifen, Yiji, 2023). Through repeated interactions with social media features,

troubleshooting technical issues, and seeking online support, students enhance their confidence and proficiency in using computers and digital technologies. Therefore, this study investigated the influence of computer self-efficacy and the use of social media applications by undergraduates in private universities in Ogun State, Nigeria.

OBJECTIVES OF THE STUDY

The main objective of this study is to investigate the influence of computer self-efficacy on the use of social media applications by undergraduates in private universities in Ogun State, Nigeria while the specific objectives are to;

- ✓ establish level of computer self-efficacy applications possessed by undergraduates in private universities in Ogun State, Nigeria towards social networking tools;
- ✓ find out the level of use of social media applications by undergraduates in private universities in Ogun State, Nigeria;
- ✓ find out the relationship that exists between computer self-efficacy possessed and the use of social media applications by undergraduates in privately- -owned universities in Ogun State, Nigeria.

RESEARCH QUESTIONS

The following research questions were answered in this study.

1. What is the level of computer self-efficacy possessed by undergraduates in private universities in Ogun State, Nigeria?
2. What is the level of use of social media applications by undergraduate students in private universities in Ogun State, Nigeria?
3. What a relationship exists between computer self-efficacy and use of social media applications by undergraduates in private universities in Ogun State, Nigeria?

LITERATURE REVIEW

In today's hyper-connected world, social media platforms serve as virtual playgrounds where individuals, including undergraduates, converge to share experiences, exchange ideas, and forge connections. From Facebook to Twitter, TikTok to LinkedIn, the digital landscape teems with a plethora of platforms catering to diverse needs and preferences. Moreover, the level to which undergraduates can manipulate computers and related technologies is key to maximizing the benefits derivable from social media applications and platforms.

Computer self-efficacy is a specific type of self-efficacy which undergraduates of universities must possess to be able to use social media applications since it is a major the determinant factor of all computer-related tasks such as the use of social networking tools (Ernest, Fuad, Myint, & Shaima, 2023). The concept of self-efficacy is based mostly on personal judgment of an individual's capability to carry out specific actions regardless of being professionally skilled. Undergraduates with low self-efficacy would be less likely to perform well in related computer activities such as social networking, while undergraduates with high computer self-efficacy would likely take every advantage provided by the computer environment.

According to Campeau and Higgins (1995), computer self-efficacy is an individual judgment of one's capability to use a computer. Also, Aramide (2014) suggested that computer self-efficacy operates at two interrelated levels, general computing behavior level and the specific computer task level. The general computing level of computer

self-efficacy refers to an individual's judgment of efficacy across multiple computers domains, while the application specific self-efficacy refers to an individual's perception of efficacy in performing specific computer-related tasks within the computer domain of general computing. This concept supports the general computing level of computer self-efficacy for the undergraduates of Nigerian universities to be able to have a total positive perception of social networking tools. The importance and relevance of possession of computer self-efficacy skills by undergraduates to their perception and use were highlighted by Achima and Al- Kassim (2014) in their study on the influence of computer self-efficacy on internet use behavior of students which revealed that computer self-efficacy of students influences their use of social media applications.

Bandura defines self-efficacy as a person's belief in his or her ability in specific situations. He further states that self-efficacy consists of three dimensions, strength, magnitude and generalisation. Strength refers to confidence possessed by an individual in computing a task. Magnitude is the analytical capacity of the individual, which expresses the high computer useability of the person or computer self-efficacy, while the generalization dimension reflects the scale of a judgment of the individuals limited to a particular computing activity. This theory can be further explained that an individual might have a high computer self-efficacy using the internet, but low computer self-efficacy in designing a database. Self-efficacy is a better predictor of performance than actual capability because a person's judgment based on previous experience, often determines how a person will use the skills and knowledge he has in specific dimensions (Onwibuko and Asogwu, 2011).

Computer self-efficacy enables learners to personalize their online existence and develop their critical identities. It makes learning to be learner-centered participative and SNT friendly. It enables learners to create information communities or communities of practice in which they develop their subjects-based mastery (Obenza, et. al, 2023). Undergraduates of universities can share experiences and communicate educational ideas with their counterparts through their effective media literacy skills (Hall, 2009). Buckingham (2003) stated that we need to build our perspectives from knowledge structures. To build our knowledge structures, we need tools and raw materials. These tools are computer skills and the raw materials are the information media (SNT). Bray (2012) explained that the reality of the situation is that pretty much the whole of the web has now turned social and most new content that is published online allows mainly for social interaction. This involves the ability to edit pages, chat and format information, which has much to do with self-computer literacy.

Research suggests a strong correlation between computer self-efficacy and social media utilization patterns. A study by Wei, and Gang, (2024) found that individuals with high levels of computer self-efficacy exhibit greater confidence in exploring and experimenting with social media functionalities. Their adeptness at navigating the intricacies of digital interfaces translates into a more immersive and enriched social media experience. Moreover, computer self-efficacy influences not only the frequency but also the nature of social media interactions. According to Capdeferro and Romero (2012), individuals with high computer self-efficacy are more likely to engage in active participation, such as posting content, commenting, and initiating discussions, thereby fostering vibrant online communities.

Beyond mere participation, computer self-efficacy empowers individuals to harness social media as a tool for self-expression, advocacy, and networking. By mastering digital tools and techniques, users can amplify their voices,

amplify their voices, cultivate online personas, and leverage social media platforms for professional advancement. The relationship between computer self-efficacy and social media utilization is symbiotic, with each influencing and reinforcing the other. As students navigate the digital frontier, cultivating computer self-efficacy becomes imperative not only for personal empowerment but also for fostering inclusive and vibrant online communities.

In the bustling academic corridors of Nigerian universities, a digital revolution is quietly unfolding, shaping the perceptions and capabilities of the next generation. At the heart of this transformation lies the concept of computer self-efficacy, which refers to the belief in an individual's ability to effectively utilize computer technologies to accomplish tasks and solve problems. As Nigeria strides towards a knowledge-based economy, the proficiency of its undergraduates in wielding digital tools, including social media applications becomes paramount, not merely as a matter of convenience, but as a cornerstone of academic and professional success. Bandura (1997), defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." This psychological construct extends its influence into the realm of technology, where individuals with high computer self-efficacy demonstrate a greater propensity to embrace and master technological innovations. Such mastery fosters not only academic achievement but also cultivates a workforce adept at navigating the complexities of an increasingly digitalized world.

In the context of Nigerian higher education, understanding the nuances of computer self-efficacy among undergraduates is imperative. With over 170 universities across the nation, each serving as a crucible of diverse experiences and aspirations, the landscape of digital readiness is multifaceted. Research indicates a strong correlation between computer self-efficacy and academic performance. Studies by Compeau and Higgins (1995) and Eastin and LaRose (2000) underscore the significance of self-efficacy beliefs in predicting technology usage patterns and, by extension, academic success. Moreover, within the Nigerian context, where socioeconomic disparities often intersect with educational opportunities, the role of computer self-efficacy becomes even more pronounced. As noted by Adeyanju and Fashina (2016), disparities in access to technology infrastructure can exacerbate existing inequalities, thereby underscoring the urgency of bridging the digital divide.

A study of about 3000 college students from the USA indicated that 90% of undergraduate students utilize Facebook and 30% of them use Twitter to share information (Dahstrom, 2011). Blaszczac (2014) stated that computer self-efficacy plays a significant role in the use of social media applications, because the frequency of undergraduate's use of media applications is dependent on their computer self-efficacy.

Social media applications foster collaboration and offer both teachers and students a destination where they can bring their ideas together (Agus, Khaerul, & Yoyok, 2023). Therefore, it is crucial for educators to determine the effective method that can assist in integrating social media applications into classes (Fewkes and McCabe, 2012). Institutions can make use of social media applications to boost undergraduates' creativity and exploration of curricula content. Social media applications provide various alternatives to the development of actual products through blogs, YouTube and even podcasts and it also enables the exploration of content materials in new knowledge generation (Al-rahmi and Othman, 2015). The adoption level of emerging web technologies is rapidly growing in educational settings, and given the widespread popularity of social media applications, it has become essential to understand and to adopt social media applications to develop future educational plans as well as deploy

current course materials on new technologies. Social media applications serve as dynamic tools to expedite the development of learning environments by encouraging cooperation and communication among students which reinforces their learning behavior and performance (Paul, 2017).

Many authors have highlighted the value of social media applications as spaces that facilitate the development of cognitive abilities and as a means to improve academic performance (Vikas, & Pooja, 2022). Social media participation on Twitter could provide added value for language education, by offering students the possibility of enriching their online social capital as highlighted by Jones and Baltzersen (2017). Kent (2014) claimed that Facebook has changed the nature of students' discussion thereby providing them the potential for developing an active learning community (Al-Rahmi and Othman, 2015, Cush and Ruhi, 2018). Facebook can be used as an extension of classroom interaction to attract and encourage introverted students to participate in learning activities. The study supports the potential for Facebook to aid the facilitation of teaching and learning and the engagement of students with their courses. The perceived value of mobile internet learning to former traditional education methods indicates perceived enjoyment as a determining factor (Al-Rhami et al, 2015).

The adoption of social networking tools in higher institutions of learning renders information more accessible, decentralized, free, and boundless and in time (Ira, Muhammad, Devy, Ramadhanti, & Abu, 2023). In addition, SNT can also enhance social collaboration and cooperation among students. Integration platforms with frequently updated classroom information make social networking tools particularly conducive to teaching and learning (Ira et al., 2023). They facilitate communication and feedback between teachers and learners. Online posting of grades and lecture notes through complementary network sites is also conducive to a positive learning experience. Students' knowledge of SNT and their perceptions of how these tools promote their learning are crucial for determining digital technologies and adding value in higher education settings. students perceive that browsing the web supports their learning and let them explore beyond the limits of a book, hence creating knowledge not accessible without the use of these tools and keeping them current on what is happening(Al-rhami et al, 2015). The most frequently mentioned internet sites among students appear to be Facebook, Wikipedia, WhatsApp and Google (Liu, Kalk, Kenney and Orr, 2010).

RESEARCH METHODOLOGY

This study adopted the survey research design and the target population for this study comprised all the 300 level undergraduates of private universities in Ogun State, Nigeria totalling 3327 as at July, 2023 when the data for this study was collected. The universities included were those that had been in operation for more than fifteen years and already accredited and approved by the National Universities Commission (NUC). A multi-stage sampling procedure was adopted for the study. In the first stage, the simple random sampling technique was used to select four universities from the 5 universities that fell into the category of the set criteria. The universities selected were, Babcock University, Ilishan-Remo, Crawfrod University, Igbesa, Crescent University, Abeokuta, and Macpherson University, Seriki-Sotayo, and Covenant University, Ota. The purposive sampling technique was used to select two similar faculties and two common departments from each faculty of the universities selected for the study, due to the homogenous nature of faculties and departments in the selected universities. The faculties selected were the Faculties of Basic and Applied Sciences, and Management and Social Sciences. The Departments selected were Basic Sciences and Biosciences/Biotechnology/Microbiology and Biochemistry) from Faculty of Basic and

Applied Science as well as Departments of Accounting and Business Administration/Economics from the Faculty of Social and Management Sciences. Total enumeration method was adopted to include 590 students in the selected departments used for the study.

The research instrument that was used for the study is a structured questionnaire,' tagged "Computer Self-Efficacy and Use of Social Media Applications by Undergraduates Scale". The questionnaire comprised 3 sections (A – C). Section A focused on the background information of the respondents such as gender and age while Section B was used to collect data on the computer self-efficacy of undergraduates and comprised 15 items, measured using a 4-Likert format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Section C of the questionnaire focused on the use of social media applications by undergraduates and consists of 15 items measured using a 4-Likert format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The data collection instrument was given to experts in the field of educational media technology and ICT to ensure its content validity. Based on their suggestions, items in the instrument were modified to ensure their suitability and appropriateness for collecting data for the study. The reliability of the questionnaire was established through a trial testing of the instrument on 30 undergraduates of Covenant University, Ota, who were considered for the main study. The data collected were subjected to Cronbach Alpha Coefficient and the results revealed a reliability coefficient of 0.87 for Computer Self-Efficacy and 0.79 for Use of Social Media Applications. To ensure effective distribution and collection of the copies of questionnaires in the field, the researcher made use of 4 research assistants, and one research assistant for each of the selected universities. The research assistants were trained by the researcher. The copies of questionnaires were administered to the respondents in each university and were collected with a high level of supervision to minimize loss and guide against other forms of data mortality. Five hundred and ninety copies of the questionnaire were administered and collected. The data collection lasted six weeks. Statistical tools, such as percentages, frequencies, means, and standard deviations were employed to analyze the data collected for research questions 1-2 while, Pearson product-moment correlation was used to answer question 3.

PRESENTATION AND INTERPRETATION OF RESULTS

This chapter presents the results, interpretation and discussion of findings based on the data collected and analysed in consonance with the research questions answered. Five hundred and eighty seven copies of questionnaire were administered to the respondents and 477 copies were returned with useful data for the study. Thus the response rate was 81.2% which was considered adequate and appropriate for the study.

Research Question 1: What is the level of computer self-efficacy possessed undergraduate students in private universities in Ogun State, Nigeria?

Table 1: Level of Computer Self-Efficacy of Undergraduates in Private Universities in Ogun State, Nigeria

S/N	Items	SA	A	D	SD	Mean	Std, Dev
1	I feel confident using computer to search for information.	369 77.4%	97 20.3%	7 1.5%	4 0.8%	3.74	0.52
2	I can create, edit and format documents for specific purposes.	302 63.3%	147 30.8%	24 5.0%	4 0.8%	3.57	0.63
3	I can use presentation software e.g. Microsoft power point.	285 59.7%	161 33.8%	27 5.7%	4 0.8%	3.52	0.64
4	I can use the users' guide when help is needed.	240 50.7%	183 38.7%	43 9.1%	7 1.5%	3.39	0.71
5	I can use spread sheet to record data compute simple calculations in the form of tables and graphs.	182 38.5%	236 49.9%	47 9.9%	8 1.7%	3.25	0.70
6	I can use computer to organise information.	29 6.2%	61 13.05%	177 37.8%	201 42.9%	3.18	0.88
7	There are too many problems using the computer or the internet to search for information.	19 4.0%	63 13.3%	237 49.9%	156 32.8%	3.12	0.78
8	When trying to learn something new in the computer, I give up when I cannot get it right with a little effort.	34 7.2%	57 12.0%	225 47.4%	159 33.5%	3.07	0.86
9	One of the problems I have with computers is that I cannot use it satisfactorily.	38 8.1%	66 14.0%	216 45.9%	151 32.1%	3.02	0.89
10	I can trouble shoot computer problems	44 9.3%	103 21.8%	214 45.2%	112 23.7%	2.83	0.90
11	I can use graphic editors (e.g. Microsoft paint to create or modify lecture notes and other learning resources.	110 23.4%	153 32.5%	188 39.9%	20 4.2%	2.75	0.86
12	I can use animation software e.g. Media flash, to create animation.	81 16.7%	133 28.1%	229 48.3%	31 6.5%	2.56	0.85
13	I can enter and exit from any application software.	95 20.0%	151 31.8%	114 24.0%	115 24.5%	2.52	0.07
14	I can retrieve information from any data file.	65 13.8%	198 42.1%	131 27.9%	76 16.2%	2.46	0.92
15	I can use video editing software e.g. Microsoft movie maker, Adobe	76 16.0%	129 27.2%	242 51.1%	27 5.7%	2.45	0.82
Weighted mean=3.03							

Table 1 presents the results of the level of computer self-efficacy of undergraduates in private universities in Ogun State, Nigeria and revealed a weighted mean of 3.03 out of the maximum attainable score of 4.00 which is higher

than the criterion mean of 2.50. Three hundred and sixty-nine respondents representing 77.4% of the total respondents indicated that they have confidence in using computers to Search for information. More than 63.0% of the undergraduates affirmed that they can create, edit and format documents for specific purposes. From the result of the findings, the level of computer self-efficacy possessed by the undergraduates was high. This implies that the undergraduates' being digital natives would be able to use computers effectively to accomplish their tasks.

Research Question 2: What is the level of use of social media applications by undergraduates in private universities in Ogun State, Nigeria?

Table 2: Level of Use of Social Media by Undergraduates in Private Universities in Ogun State, Nigeria

S/N	Items	SA	A	D	SD	Mean	STD.D
1	I like to use social networking sites for my studies because I want to feel among those students using the facility.	55 12.5%	96 21.8%	185 42.0%	104 23.6%	2.77	0.95
2	Social Networking Sites access fees are somewhat expensive and unaffordable to many students. So it has not much academic benefit for students.	39 8.8%	146 33.1%	163 37.0%	93 21.1%	2.70	0.90
3	I do not see the need of using social networking tools for academic works when book materials are there for use in the classroom.	56 12.7%	141 32.0%	193 43.9%	50 11.4%	2.54	0.86
4	A social networking tool brings about more collaboration between undergraduates and their lecturers.	94 21.3%	91 20.6%	130 29.4%	127 28.7%	2.99	1.11
5	I do not see the use of social networking tools as a learning media since our lecturers always give us notes and handouts.	82 18.6%	112 25.35%	157 35.55%	91 20.6%	2.58	1.01
6	Social networking tools can be accessed outside the university, so students enjoy its efficiency.	71 16.2%	61 13.95%	106 24.2%	200 45.7%	2.99	1.12
7	Using social networking tools as a learning media makes me better informed in my career.	86 20.7%	82 19.75%	111 26.7%	137 32.9%	2.72	1.13
8	Social networking tools provide more learning experience to students. It should be made a compulsory learning media in all universities.	94 21.35%	86 19.5%	141 13.9%	121 27.4%	2.35	1.20
9	I no longer have problem accessing information since I came to know about social networking tools.	189 43.0%	153 34,8%	77 17.5%	21 4.8%	3.16	0.88

10	The poor state of internet facilities in my University discourages me from using social networking tools to avoid waste of time when doing my work.	184 41.85%	166 37.75%	68 15.5%	22 5.0%	3.16	0.87
11	I would like to communicate with my lecturers and course mates through social networking tools.	216 49.1%	170 38.65%	40 9.1%	14 3.2%	3.34	0.77
12	I would like using online discussions with both my course mates and lecturers.	217 49.4%	125 28.5%	69 15.75%	28 6.4%	3.21	0.93
13	I would like playing SNT games relating to my course materials.	202 46.2%	170 38.95%	46 10.55%	19 4.3%	3.27	0.82
14	I think using the SNT as collaborative learning media will allow more interactions between the undergraduates and their lecturers.	232 52.85%	135 30.85%	55 12.5%	17 3.9%	3.33	0.84
15	SNT opens the door for meaningful discussions and education online in a new and exciting way.	205 46.8%	138 31.5%	75 17.1%	20 4.6%	3.21	0.88
Weighted mean=2.93							

Table 2 presents the result of the level of use of social media applications by undergraduates in private universities in Ogun State, Nigeria. The results showed a weighted mean of 2.93 which is higher than the criterion mean of 2.50. This connotes a high-level use of social networking tools by undergraduate students. Over 52.8% of the total respondents reported that using social networking tools would allow for more interactions between the students and the lecturers. Only 8.8% responded that social networking tools access fees were somewhat expensive and unaffordable to poor students, though it has many academic benefits.

Research question 3: What relationship exists between computer self-efficacy and use of social media applications by undergraduates in private universities in Ogun State, Nigeria?

Table 3: Result of relationship between Computer Self-Efficacy and Use of Social Media Applications by undergraduates in private universities in Ogun State, Nigeria?

Variables	Mean	St. dev.	N	r	Sig	Remark
Computer Self-Efficacy	45.38	10.745	477	.356	0.000	Sig.
Use of social networking tools	44.88	8.500				

Table 3 presents the relationship between computer self-efficacy and the use of social media applications by the respondents. The result revealed a positive relationship between computer self-efficacy and the use of social media applications by the respondents ($r = 0.356$; $p < 0.05$). This implies that for every increase in the level of computer self-efficacy of the undergraduates, there would be a corresponding increase in the use of social media applications by the undergraduates.

DISCUSSION OF THE FINDINGS

The findings from the study revealed a high level of computer self-efficacy among undergraduates in private universities in Southwestern Nigeria. This implies that undergraduates in private universities surveyed had strong confidence and beliefs in their abilities to use computers in achieving different tasks, including searching for information in doing their learning tasks, and the ability to create, edit and format documents. These findings are in support of Adeyanju and Fashina (2016) who reported a high level of computer self-efficacy among students in Nigerian universities and Wei, et. Al. (2024) who also reported that a strong sense of computer self-efficacy among students affects how often they use computers on daily basis to support their studies. The results from the study further revealed a high level use of media applications by the undergraduates in the private universities surveyed in Southwestern Nigeria as evidenced in their affirmation of the use of social media applications for academic, research, entertainment and communication purposes. These findings corroborated earlier findings by other researchers that reported social media platforms as conduits for academic engagement and information dissemination among undergraduates including joining online study groups to access educational resources and participate in virtual classrooms (Dabbagh & Kitsantas, 2012; Patera & Zukauskas, 2015) as well as for collaboration to fosters peer-to-peer learning, knowledge sharing, and academic networking across disciplinary boundaries.

Findings on the relationship between computer self-efficacy and use of social media applications established a positive relationship which implies that for every increase in the level of computer self-efficacy of the undergraduates, a corresponding increase in the use of their social media applications are expected. This finding supported the studies of Liu et al. (2016) and Xu and Tan (2016) have demonstrated a positive association between computer self-efficacy and social media usage, with self-efficacious individuals exhibiting greater confidence in navigating various features and functionalities offered by these platforms. Moreover, as highlighted by Fardouly et al. (2015), individuals with elevated levels of computer self-efficacy maybe more inclined to actively contribute to online communities and participate in discussions, thereby enriching the social fabric of digital spaces. Also, Aramide (2014) reported that a high level of computer self-efficacy is fundamental to the acceptance, implementation, perception, use and success of social media applications by students. The findings further corroborated the research results of Ivala and Gachago (2010) that the attitude of students towards social networking tools has a significant positive influence on users' satisfaction. The overall implication drawn from this study remains that undergraduates' level of computer self-efficacy is fundamental and key to the use of social media applications by students.

SUMMARY AND CONCLUSION

In the age of digital interconnectedness, social media applications have become important tools for learning and interaction among students including undergraduates in Nigerian universities as the applications have provided platforms for shaping the way the students communicate, collaborate and consume information. From scrolling through timelines to craft the perfect Instagram story, engagement with social media is not merely a pastime but a reflection of digital prowess. At the heart of this interaction lies the concept of computer self-efficacy which is the belief in one's ability to effectively navigate and utilize computer technologies.

Computer self-efficacy was found to be very important factor in the use of social media applications by undergraduates. Since the undergraduates had a high level of computer self-efficacy, their use of social media applications for various tasks is imperative because there was a significant positive relationship between computer self-efficacy and use of social media applications by undergraduates in private universities in Ogun State, Nigeria.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study.

1. Management of universities in Nigeria should facilitate, regularly, training and retraining on the use of computers and related technologies as well as social media applications to encourage productive use of social media applications by undergraduates in the univerNigerian university commission, vice-chancellors, and the authorities of private universities, through the Ministry of Education should put in place appropriate policies and enabling laws that will encourage the use of social media applications across Nigerian universities.
2. All tertiary institutions in Nigeria should make adequate provision for internet facilities in the classrooms for easy use by the students for their learning activities.
3. Training and retraining programmes should be organised periodically for students to educate them on how to explore the maximum benefits of using social networking tools, which can ultimately lead to continuous improvement of their attitude toward social networking tools.

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