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Assessing Undergraduates Social competence on Social Media in Nigeria

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Abstract

Undergraduates are known to be early adopters and users of social media and are socially competent online as against offline. The study sought to determine the social competence of students as exhibited on social media against the background of a growing decline in undergraduates' offline social relevance. Using survey research design of correlative type, 850 undergraduates in similar faculties in two selected Universities in South west Nigeria were selected using multi-stage sampling. Questionnaire was used to collect data; reliability score of (α = 0.82) was derived for social competence on social media and (α = 0.88) for students' use of social media. Eight hundred questionnaires (94%) were found usable. Findings revealed students are active on popular social media sites; social competence of undergraduates on social media was high ($\bar{x}$ = 64.19) and frequently use of social media. Social competence of undergraduates was positively related to social media use (r = .771, p = < 0.01); social competence of undergraduates on social media was different based on gender (t = 4.02; p = < 0.05), there was a significant difference in student's use of social media based on gender (t = 5.064; p = < 0.05). Social competence of the students is exhibited on social media and there is a continued adherence of the young population of Nigerians to online platforms for social interactions and relevance at the expense of natural physical dialogues. The study recommends complementary role for online media, encouraging undergraduates to build offline, natural social interactions and relationships.

1.0 Introduction

Social media has become a household name in today's society; its adoption and use is widespread among young people especially undergraduates. Social media is a term used in our day-to-day activities. Oxford Dictionary (2013) defines social media as "websites and applications that enable users to create and share content or to participate in social networking". Similarly, Bradley (2012), describe social media as "web-based and mobile technologies used to turn communications into an interactive dialogue". Some scholars have perceived social media as a means for the free and open participation of people in sharing information, in which people are suddenly become publishers of information rather than content readers in multimedia form. This is particularly true among the young and indeed undergraduates. "It is the shift from a broadcast mechanism, one-to many, to a many-to-many model, rooted in conversations between authors, people and peers" (Solis, 2010).

Social media is used by the young and old, irrespective of language, race, tribe or origin. It is a platform that focuses on communities, highlights and display user-generated content as the case may be. Greenwood, Perrin and Duggan (2016), noted that undergraduates are significant active users of social media; the study reported that an estimated 86% young persons below age 30year, one form of social media or the other; more than 70% of these persons have received some form of higher education. It is important to affirm that social media has encouraged and stimulated people and communities to create, interact and share content on different platforms. The time expended on social media on a daily basis has been discovered to be on the rise in many countries. On the average, the daily usage of social media globally in 2019 and 2020 amounted to 145 minutes per day, up from 142minutes daily in 2019 (Statista, 2021). Furthermore, an estimated 3.6 billion internet users world-wide also use social networks and this suggest that "these figures are still expected to grow as mobile device usage and mobile social networks increasingly gain traction" according to Statista (2021).

Based on Statista (2021) data, the most used social media have been found to have high user accounts or strong user engagement. As at the first quarter of 2021, Facebook is the biggest social media globally and a market leader as at the first quarter of 2021; it is the first social media to go beyond one billion registered users; about 2.6 billion people actively use Facebook

monthly, with 3.45 billion people using at the minimum one of her major products (Facebook, WhatsApp, Instagram, or Messenger) on monthly basis. These platforms also make their services available in different languages, allowing users to link up with friends on a global scale and across spatial, political and economic borders (Statista, 2021). In Nigeria, the widespread use of social media has been given impetus through ubiquitous mobile smart phones which has tremendously increased internet penetration. A very large percentage of Nigeria's undergraduates now own a smart phone or device and consequently an active user of social media (Oyetunde, 2017). Social media has had a rather strong social impact on the young; its use occupies a significant place in their lives. It is worthy to note that there is a thin line between offline and virtual life.

The ability to effectively manage social conversations or exchange is referred to social competence. Social competence refers to a proper handling of interactions with others, being capable to forming and maintaining close relationships, and reacting in reasonable ways in social situations (Weiner & Craighead, 2010). It was further noted that there is complexity in social interactions which makes social competence a product of a wide range of cognitive capabilities, emotional stability, behavioral skill set, social consciousness, personal and cultural understanding which has relevance in interpersonal contexts. The heavy presence on social media and its use by undergraduates seem to have created a problem, overuse and concomitantly it appears to have become the main platform where they display and exhibit their social traits and by extension social competence as noted by Weiner & Craighead (2010).

Social Media Competence (SMC) refers to a person's ability to use social media adequately in conversations, in sending messages, coming in contact with others, and stimulating discourse and engaging in communal activities (Alber et al., 2015). Social media self-efficacy, social media experience, social influence, effort expectancy, performance expectancy are conditions that instigate as reported by (Xu, Yang, MacLeod and Zhu, 2019) are the dimensions of social media competence based on digital citizenship. Vodanovich, Shen and Sundaram (2015), opined that "use of social media sites to build relationships and self-expression leads to higher social competence of digital natives". However, the virtual space in recent times seem to have replaced the physical world of millennials, such that they are more socially active and relevant online. This, to a great extent is limiting and obstructing the reason of our physical social existence as

humans. This condition can suggest that the social competence of undergraduates and other categories of young people is better exhibited on social media. Although Benson & Morgan (2016) did suggest that for students to derive satisfaction from the merits of social platforms, they will require better technical, cognitive and communication knowledge and skills to consciously grow their social capital, the disadvantages of misuse of these platforms are serious.

Students need to be socially competent to function well in our physical or offline world; It is against this backdrop that the researchers investigate the social competence of undergraduates on social media and to further identify if the undergraduates' social competence relate to social media use.

1.1 Problem Statement

Social media use occupies an important place in the lives of the youth and indeed undergraduates as they relate with themselves and the world around them; it provides them with a voice to air their feelings, agitations and positives. This generation of undergraduates was raised up in a world of social media and perhaps not yet born or were at infancy at that time without social media and cannot comprehend a world without it. Social media has transformed the digital landscape for better. As such, students strive to acquire a significant level of competence using Social Media, they have been known to build their world around these online platforms to the extent that they become weak or lack the skills to get along well with friends, family and others offline; being unable to initiate, sustain and maintain close associations, as well as respond in an acceptable manner in physical or offline societal situations. A critical observation of undergraduates in Nigeria suggests that they are highly concerned about their social standing online such that it appears that they measure their social worth based on their level of digital literacy and sophistication in Social Media use to interact with people. How do undergraduates today assess their social competence? Indeed, are these students' only socially competent in social media environments? What is their level of understanding and appreciation of the need for them to actively function as useful members of our physical world; has the ability of our undergraduates in recent times to constructively build relationships with others, maintaining contacts, being responsible and participating in making group decisions and resolving conflict migrated online into the social space? This study hopes to fill these gaps especially in an African setting. This study therefore investigates the social competence and social media use of

undergraduates; the extent to which the social competence of these students in two selected Universities in South West Nigeria relates to social media use at the expense of offline relationships.

1.2 Research Questions

i.   What is the level of the Social competence of Undergraduates on social media in the selected Universities in Nigeria?

ii.   How frequently do University Undergraduates use Social media for academic and leisure purposes?

1.3 Hypotheses

Ho_1: Social competence of Undergraduates will not significantly relate to social media use in the selected universities.

Ho_2: There will be no significant gender difference in the social competence of the Undergraduates based on social media use.

Ho_3: There will be no significant difference in social media use by the undergraduates based on gender.

2.0 Literature Review

Desjarlais and Willoughby (2010) defined social competence as a person's 'ability to get along with other people and is one of important indicators for psychological well-being and development'. Ma (2012) refers to social competence as "the ability to build positive and healthy interpersonal relationships and to resolve interpersonal conflicts", "the development of a clear self-identity in general, and a group or collective identity in particular", and "the orientation to be a responsible citizen in one's society and a caring citizen in the world". The possession of these traits will definitely help an individual's social competence. According to Eisenberg, Fabes, and Spinrad (2006), pro-social behavior is often used as a standard of social competence. They noted that young people with a high level of social competence display high preponderance of pro-social behaviour, additionally, social competence was positively associated with their academic attainment.

 Kuranchie and Addo (2015) in a review of the relevance of social competence to a child's development, suggests that "children who do not have a basic level of social competence by age

six, may have trouble with relationships when they are adults". Also, Cohen, Onunaku, Clothier and Poppe, (2005) had earlier found that children who learn social and emotional skills early in life are more "self-confident, trusting, empathetic, intellectually inquisitive, competent in using language to communicate and capable of relating well with others". Jones, Greenberg, & Crowley (2015) posited that "teacher-rated social competence in kindergarten was a consistent and significant indicator of both positive and negative future outcomes across all major domains of their study which are education, employment, criminal justice, substance use and mental health". The study suggests that kindergarten students who are more inclined to exhibit "social competence traits—such as sharing, cooperating, or helping other kids may be more likely to attain higher education and well-paying jobs". Students with weak social competency skills are likely to become school dropouts, abuse alcohol and take drugs, and may be at the mercy of government assistance.

Satici, Saricali, Satici and Eraslan-capan (2014) noted that it is crucial to understand social competence in online social settings; which necessitated their study to examine the role of social competence in predicting the use of Facebook, a popular social media site that facilitates instant interactions and easy feedback in larger contexts. This study found out that Facebook addiction had a significant and negative relationship with social competence, which means that high level of social competence of respondents result on low level of addiction to Facebook. In a comparative study, conducted by Roblyer (2010) involving undergraduates regarding their perception and use of the Facebook platform; it was revealed that students tend to use Facebook for communication with their friends and support class activities rather than the teachers, unlike faculty members who prefer using e-mail technology. Kim, Jeong, & Lee (2010) noted that students use different social media sites of choice, to stay in touch with their friends and colleagues, identify and engage with new "friends" and share contents created by themselves and other users.

Social competence as it relates to social media which is called social media competence according to Boyd and Ellison (2008) is not just the ability to engage with people especially in offline contexts, but refers to the variety and seriousness of relationships formed. Based on digital citizenship, Xu, Yang, MacLeod and Zhu (2019) identified "social media self-efficacy, social media experience, social influence, effort expectancy, performance expectancy and facilitating conditions as the dimensions of social media competence". This suggests that social

media sites are significantly related to digital citizenship, which should be considered by stakeholders when formalizing and developing curricula, and designing pedagogy. In the words of Novakovich, Miah, & Shaw (2017), the pedagogy related to social media competence in higher education are still being developed. It has become necessary for social media users to take cognizance of their activities online and contribute content only when they are adequately knowledgeable about the issue of concern, if they are to be competent in use of social media (Turel & Qahri-Saremi, 2018)

Yang and Brown (2013), Rheingold (2008) both observed that peer interactions of social media thrive because through it, people get a good understanding of the rules of our world, assisting adolescents and other young persons to come to terms with life experiences; building workable relationships with society. Gillin (2007) contends that people and indeed college students may wonder astray in our present world if they do not possess a high level of social media competence. Westerman, Daniel, & Bowman (2016) observed that the use of digital technology and social media is on the ascendancy on the globe, especially college students. Additionally, social media competence in the twenty first century is needed in academic and professional settings.

In understanding the social media competence of college students (Zhu, Yang, Xu and MacLeod, 2020) developed a scale capable of measuring the social media competence of college students which provided an opportunity to carefully examine the variations of social media competence and with a view to providing a credible and valid instrument. The information provided by the social media competences of college students' instrument can aid the creation and deployment of appropriate curricular activities towards the general improvement of use of social media.

Zhu et.al (2020) further suggested that the instrument can also help instructors and administrators in identifying students with weak social media competence, and implementing appropriate training. The instrument also investigates the challenges faced by students in the use of social media allowing the design and implementation of training focusing on the needs of the students. Social media has become a household name and commands an incredible global relevance providing entertainment, news and education. Regardless of one's personal feeling towards social media, it is transformational, making interactions with other people to be more real and often. Students continue to use social media and have become less conversant in physical

communications and may be building their social competence online. There is sufficient evidence in the literature that students have used social media to their advantage thereby improving on their social competences, engaging with friends and expert professionals, and soliciting for recommendations and counseling from a global community of users.

3.0 Methods

The study is a survey employing correlative technique. Participants of study is made up of a total of 850 undergraduates in similar faculties in two selected Universities in South west Nigeria geo-political area. These are the University of Ibadan, Ibadan (UI) and Tai Solarin University of Education, Ijagun (TASUED). University of Ibadan is a conventional university while Tai Solarin University of Education is Specialised University. Due to the very large population of undergraduates in both institutions, the study adopted the multi-stage sampling technique. At the first stage, two universities were chosen and at the next stage the four similar faculties in the two institutions were selected. They are the faculties of Arts, Social Sciences, Science and Education. Undergraduates spanning the eight faculties in the two institutions were randomly selected as participants. The first-year students were exempted from the study because they are new on campus and have not really settled down. Though the final year students were busy with their final research project writing, many of them did participate in the research. In essence, the respondents were drawn from the second, third and fourth year students. The distribution of the participants based of year of study are: second year 358(42%), third year 303 (36%) and fourth year 189 (22%). The researchers also ensured that participants cut across the departments in each of the faculties in the two institutions.

The study used a questionnaire which was adapted from perceived social competence scale and a structured scale on social media use. The instruments were randomly administered to students after lectures before leaving the classroom in the eight faculties in the two institutions for a period of two weeks using research assistants who were final students of Library and Information Science at TASUED. The questionnaire had two sections A & B. Section A sought the bio-data of participants and section B gathered information on the social media platform where the

undergraduates have functional accounts; level of students' social competence on social media with 19 items on a four-point likert type rating scale; and frequency of students use of 10 social media platforms with 10 use activities on a five-point likert type rating scale.

The instrument was validated by experts who were practicing librarians and psychologists. Reliability of the scales came through trial testing involving selected students from other faculties in the Universities who were not part of the study. The scales showed co-efficient values of (α = 0.82) for level of social competence on social media and (α = 0.88) on students use of social media. Out of 850 copies of questionnaire distributed to participants, some students failed to return the filled instrument on the second day because the instrument was missing while some of the instrument was voided because they were not filled correctly and some other were mutilations. The distribution of questionnaire found usable are as follows: faculty of science 192 (24%), faculty of arts 213 (27%), faculty of education 202 (25.2%) and faculty of Social Science 193 (24.1%) which meant 800 copies of questionnaire in total was used for analyses after subtracting the missing and voided questionnaire, representing 94% response rate.

4.0 Results

The demographic data reveal that majority of the study participants 648 (81%) are 24years or less; 43% are teenagers while 152 (19%) are within the age bracket of 25-29years. The gender distribution tilted toward female 488 (61%) while 98% of the students are single. This is consistent with the demography of undergraduates in the Nigerian higher education system (Popoola et.al, 2018).. The participants also claimed they have functional accounts on Facebook 96%, Whatsapp (90.5%), Google+ (74%), YouTube (71%), Twitter (57%) and Instagram (54.5%). They however have less presence on Wechat, Snapchat, LinkedIn and Badoo. This is a clear indication of the students love for the popular social media.

4.1 Level of Social Competence of Undergraduates on Social Media

In response to a scale measuring the extent to which the students have become socially competent on social media as against being socially competent in the real world, the participant indicated that they related well with friends on social media than they do offline ($\bar{x}$ = 3.77), communicate clearly and directly with friends better on social media ($\bar{x}$ = 3.66),enjoy connecting

with friends on social media ($\bar{x} = 3.65$), moderately conscious of self while on social media than in the real world ($\bar{x} = 3.62$), recognize and respect others people's right on social media ($\bar{x} = 3.58$), has good influence on people connected to on social media more than to friends offline ($\bar{x} = 3.57$), willing to help friends out of trouble while on social media ($\bar{x} = 3.54$), love having meaningful and satisfying relationship on social' media than in real life situations ($\bar{x} = 3.44$), have aspirations to make and keep friends on social media even if offline friends are dwindling($\bar{x} = 3.42$). All the items measuring level of social competence of social media of the students showed higher mean value than the average mean ($\bar{x} = 3.50$).

Table 1: Level of social competence of undergraduates on social media

S/N	ITEM	Mean	Std. Deviation
1.	I relate well with friends on social media than I do offline	3.77	0.42
2.	I communicate clearly and directly to friends better on social media	3.66	0.47
3.	I enjoy connecting with friends on social media	3.65	0.48
4.	I am not an aggressive person online	3.64	0.48
5.	I am moderately conscious of myself while on social media than I am in the real world	3.62	0.49
6.	I recognize and respect others people's right on social media	3.58	0.49
7.	I am a good influence on people connected to me on social media more than I am to friends offline	3.57	0.50
8.	I am always willing to help friends out of trouble while on social media	3.54	0.50
9.	I am fashion conscious when I post picture/ photos on social media	3.49	0.50
10.	I love having meaningful and satisfying relationship on social' media than in real situations	3.44	0.50
11.	I have aspirations to make and keep friends on social media even if my offline friends are dwindling	3.42	0.62
12.	I have warm feelings toward others on social media	3.35	0.48
13.	I like mixing well with people on social media than in the real world	3.32	0.79
14.	Being on social media is more helpful to me in close relationship	3.31	0.77
15.	I have warm and better feeling toward people via social media	3.22	0.79

16.	I can initiate friendly discussion on social media even with strangers	3.07	0.96
17.	I accept people readily while on social media than in the physical offline world	2.87	0.99
18.	On social media sites understanding and respect are normal and preferred	2.85	1.10
19.	I am active and not lazy when dealing with friends on social media	2.84	0.83
Average mean =2.50 **Weighted mean**		**3.38**	**0.64**

The test of norm conducted for the level of social competence of undergraduate on social media. The nineteen items on the scale multiplied by the number of possible responses on a four-point Likert scale revealed an interval score of 25 which was used to chart the norm table. With an overall mean score of 64.19, which fall within the interval distribution of 52-77, the students' level of social competence on social media was high.

Table 2. Test of norm for social competence of undergraduate on social media

Interval	Total mean score	Remark
1 - 25		Low social competence on social media level
26 - 51		Moderate social competence on social media level
52 -77	**64.19**	High social competence on social media level

4.2 Frequency of Undergraduates Use of Social Media

The students were requested to indicate the frequency of their use of social media for academic and leisure purposes. The study revealed that (45%) of the students do instant messaging on social media daily, while a total of (82%) do the same either daily or several times a week. About (68.5%) of the students send text messages on social media either daily or several times a week. Though a moderate 36.5% each of the respondents claimed that they download music and videos via social media daily or several times a week, the study also showed that on daily basis or several time in weekly, the students watch videos (56%), listen to music (60%), make calls (67.5%), post photos (57%) and make comments on social media (59%). The result is an

indication that the undergraduates are frequent and active users of social media daily and several times a week.

Table 3: Frequency of undergraduates' use of social media

S/n	Social media	Once/ Year	Once/ Semester	Monthly	Weekly	Several times/week	Daily
a.	Instant messaging	-	-	-	144 (18%)	292 (36.5%)	362 (45.3%)
b.	Text messages	-	-	84 (10.5%)	168 (21%)	236 (29.5%)	312 (39%)
c.	Download music	-	84 (10.5%)	176 (22%)	248 (31%)	148 (18.5%)	144 (18%)
d.	Download videos	-		112 (14%)	152 (19%)	204 (25.5%)	168 (21%)	124 (15.5%)
e.	Watch video	-		116 (14.5%)	84 (10.5%)	152 (19%)	216 (27%)	232 (29%)
f.	Listen to music	-	-	76 (9.5%)	204 (25.5%)	328 (41%)	192 (24%)
g.	Make calls	-	-	88 (11%)	172 (21.5%)	244 (30.5%)	296 (37%)
h.	Post photos	-	-	120 (15%)	224 (28%)	208 (26%)	248 (31%)
i.	Post texts	-	68 (8.5%)	216 (27%)	160 (20%)	132 (16.5%)	224 (28%)
j.	Make comments	-	-	156 (19.5%)	172 (21.5%)	188 (23.5%)	284 (35.5%)

4.3 Hypothesis one: Social Competence of Undergraduates will not significantly relate to their use of Social Media in the selected universities.

In response to the hypothesis, the social competence of undergraduates' measure was correlated with social media use to predict the relationship between the variables. The findings reveal a correlation coefficient $r = .771$, $p = < 0.01$ which indicates a significant positive relationship between social competence of the undergraduates and use of social media. This hypothesis is therefore rejected.

Table 4: Correlations between social competence of undergraduates and use of social media.

		Social competence	Use of social media
Social competence	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	800	800
Use of social media	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	800	800

**. Correlation is significant at the 0.01 level (2-tailed).

4.4 Hypothesis two: There will be no significant gender difference in the social competence of the Undergraduates based on social media use.

In response to the above hypothesis, the gender difference in the means of social competence of undergraduates on social media was compared. The findings revealed a t- test value of 4.020 and a significant value of 0.00; t =4.02; df =798; p = < 0.05. This indicates that there is significant difference in the social competence of the students on social media based on gender. This hypothesis is rejected. With a mean score ($\bar{x}$ = 3.83) female undergraduates showed higher social competence on social media than their male counterparts ($\bar{x}$ = 3.66).

Table 5: T-test comparison of social competence of undergraduates on social media by gender.

Gender	N	Mean	Std. Dev.	Df	t	Sig.
Male	312	3.66	0.48	798	4.020	0.000
Female	488	3.83	0.37			

* Significant at 0.05 level

4.5 Hypothesis three: There will be no significant difference in the use of social media by the undergraduates based on gender.

Gender difference in the means of use of social media by the students was compared. Result showed a t-value 5.064 and a significant value of 0.042; t = 5.064; df =798; p = < 0.05. This showed that there is a significant difference in the student's use of social media based on gender. This hypothesis was rejected; the female undergraduates ($\bar{x}$ = 5.42) extent of use of social media was higher than their male colleagues ($\bar{x}$ = 5.04).

Table 6: T-test comparisons of use of social media by undergraduates by gender.

Gender	N	Mean	Std. Dev.	Df	t	Sig.
Male	312	5.04	0.74	798	5.064	0.042
Female	488	5.42	0.72			

* Significant at 0.05 level

4.6 Discussion

The participants of the study are young and more of female gender; they are ardent social media users with functional accounts on many of these social platforms. Social media use is common among undergraduates (Yang and Brown, 2015; Yang and Lee, 2018). The students perceive themselves as socially competent on social media. There is this general belief among them judging from the findings of this study that they relate well with peers and other people better online than in offline situations. It is noteworthy that all the items in the measuring scale revealed significant positive scores which point to the students' high level of social competence on social media. Some of the responses were that the students love having meaningful and satisfying relationships on social media than in offline real-life situations, they recognize and respect others people's right on social media, they communicate clearly and directly to friends better on social media, and have aspirations to make and keep friends on social media even if their offline friends are dwindling, among other positives. Students are in the habit of expending little of their time on physical real world interactions that encourages the sustenance of personal relationships and group communications (Schiano et al. 2002; Valkenburg and Peter, 2007).

It is rather striking to comprehend the extent of the social interaction tendencies of these students at the expense of offline environments. Studies that have reported the social media competence of students (Ruppel and Burke, 2015, Vodanovich, Shen and Sundaram, 2015) have evidence to the effect that the social competence of students was related to their social media competence. Indeed, Yang and Brown (2015) provided proof to suggest that students are "quite intentional" regarding their use of social media, and their activities on these sites connects to psycho-social wellness in many other ways.

They are also frequent and consistent users of social media. The study brought to the fore that the students do instant messaging, download music and videos; they make calls, listen to music, interact via texts and post photographs on a regular basis on social media for leisure and for academic purposes. These are pretty much what youths or young people generally engage in on

social media and in this study, the students do all these either on daily basis and or several times in a week. This is to be expected and consistent with studies on social media use (Amichai-Hamburger & Vinitzky, 2010; Nesi, Choukas-Bradley and Prinstein, 2018).   Social media has provided the space for young students to express themselves freely and use for different reasons and motives as reported in literature (Sheldon, 2008; Joinson, 2008; Pempek et al, 2009; Reich et al, 2012; Tosun, 2012).

The social competence of the undergraduates positively relates to use of social media. In other words, there is strong association between social competence of the undergraduates and use of social media and this provides an explanation and an understanding to the effect that the students exhibit positive level of social competence on social media. This is strongly corroborated by earlier findings that the students perceive themselves as socially competent on social media. This result does not seem to be strange after all, (Valkenburg and Peter, 2007; Blais et al, 2008, Yang and Brown, 2015) had reported relationship between social competence of students and social media use and between social media and positive adjustment in the society (Yang and Lee, 2018). Also, the ability of students to form and nurture relationship with peers on social media leads to social competence (Vodanovich, Shen and Sundaram, 2015).   In contrast, there is evidence in some other studies to the effect that social media use by students is not related to students' social competence and that social competence on social media has resulted in addiction (Satici et al, 2014). This finding is also instructive in that it opens the space for further investigation into the underlying factors for this behaviour.

 There was significant gender difference in the social competence of the undergraduates on social media. This means gender is a factor in understanding the social competence of the students on social media. In this study, it could be deduced that the undergraduates gender role norms contribute to their social competence on social media and the general use of online platforms. This is supported by Vodanovich, Shen and Sundaram, (2015). Although the mean values of social competence of male and female students are significant indicating that both gender's level of social competence of social media was high, it is crucial to stress that the female has a higher level of social competence on social media. In the opinion of Muscanell and Guadagno (2011), females tend to use online platforms to look for social interactions and are also more prone to

engaging in behaviour consistent with ''feminine gender role norms that promote relationship maintenance'' which is an indicator of social competence.

The study also showed that there is a significant gender difference in the student's social media use. This indicates that there is difference in the use of social media based on gender and that gender is a moderator in students' social media use. It could be deduced that the undergraduates gender role norms contribute to their social media use. There is ample literature that support this (Odell et al, 2000; Shernoff, 2010; McMillan and Morison, 2006) to mention a few. It is worthy of note that despite the high-level social media utilisation by male and female students studied, the female students use social media at a higher level than their male counterparts. This is consistent with other studies (Jones et al, 2009; Dufor, et al 2016). Indeed, females have the tendency to use social media for relationship reasons (Barker, 2009) and more girls tend to frequently use of social networking sites (Dufor, et al 2016).

It is crucial to highlight the significance of the findings of this study relative to use of technology or computing devices and computers in the teaching and learning of the students who are the subject in this study. These students are frequent and active users of social media; they possess high social competence on social media which can only be accessed through computers and other devices. Students are better captured and made to learn when engaged online; this brings to the fore the importance of the integration of technology in teaching and learning in African settings. Teachers and policy makers in the education sector should come to the realization that the use of computers and other devices should be infused into the pedagogy. Indeed, technology integration should be considered along with issues which include developing learning objectives, instructional methods, feedback, evaluation and assessment techniques as well as follow-up activities. The pedagogical knowledge of a subject or course should form the bases for integrating technology into teaching and learning. Computers and other devices which will use for teaching and learning should be considered an integral part of instruction and not as an object exclusive to itself. It is clear that the result of this study points to this direction; the students are comfortable with computers and other computing devices in accessing the internet, social media. This implies the students will expectedly do well when the use of these devices and tools is built into their school learning procedures and processes.

4.7 Limitations

A study of this nature involving student do have limitations. First the participants in the study were drawn from two universities in south west, Nigeria. Within the two universities other students who do not belong to the four similar faculties were excluded. Students in many faculties at the University of Ibadan were excluded. University of Ibadan was a much bigger University with 13 faculties. All first-year students were also exempted from the study. The study relied on the opinion of the students, an experimental analysis or study of the students' social media accounts and pages will have been appropriate, however, there are confidentiality and privacy concerns to contend with.

5.0 Conclusion and Recommendations

Undergraduates' social competence as found in this study, resides on social media. The student's level of social competence on social media is high, social competence of the students significantly relates to their use of social media. This reflects the continued adherence of the young population of Nigerians to online platforms for social interactions and relevance at the expense of offline, real world situations. There is the urgent need to come to terms with this reality; this is because it has implication for policy and practices in our educational institutions, especially regarding the teaching and learning of the students. The high frequency of social media use of the students as revealed in this study further lends credence to the need to meet our students online educationally and carefully plan and structure programmes laden with use of computers and other devices and indeed technology generally to meet their needs and aspirations. The female undergraduates use social media on a slightly higher scale than their male counterparts. They are also more socially competent than the male students. The gender dimensions to this study is instructive in helping us to understanding the influence of underlying factors such as gender norms in the usage patterns of online platforms such as social media. There is a need for society to begin to teach our students how to interact with family and friends offline. We are social beings and the online system should be complementary to our physical and realistic world. Much as we appreciate the advantages of social media, it is suggested that educational institutions in African countries should institute programmes of action to encourage undergraduates to build offline social interactions and relationships the more and not the other way round. We recommend a general studies course to be taken by all students to address this

offline-online shift with emphasis on the need to build real world socially competent students with online skills as a complement.

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