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**SOCIAL COMPETENCE AS CORRELATES OF SOCIAL NETWORK SITES (SNS)
USE BY LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES.**

BY

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ABSTRACT

Social competence is the set of skills and behaviours necessary to get along with others and be well-liked in establishing and maintaining satisfactory interpersonal relationships, gain peer acceptance and friendship. Social networking sites are the online platforms that allow users to create a public profile and interact with other users on the website such as Facebook, Instagram, Flickr, Twitter, My Space, Skype etc. The effect of social competence on the use of SNS was the focus of this study. A descriptive research design was adopted while a survey method was employed to elicit information from the respondents for this study. One hundred and ninety-two (192) copies of questionnaires with fifty-four (54) structured questions were distributed among library and information science undergraduates of Tai-Solarin University of Education. The questionnaire sought demographic information of respondents, social networking sites available to the undergraduates, frequency of use of SNS, social competence level on use of SNS and the challenges facing the use of social networking sites (SNS). Data analysis was based on 190 questionnaires as 2 were missing. Among the findings of this study was that majority of the undergraduates are capable of quitting social networking sites if the need arises and they are able to meet the challenges of quitting the use of social networking sites, maintain a healthy Social Networking Sites now and confident in their ability to use social networking sites. This study concluded that extent of the usage of social networking sites by undergraduate students of library and information science favour Facebook, Whatsapp, Google, Youtube, Instagram, Twitter, instant messaging.

Keywords: Social Competence, Social Networking Sites, Undergraduates, Library and information Science

INTRODUCTION

In today's society, especially our generation, social media has become a part of our everyday lives. We have access to all types of information in the palm of our hands through our cellphones, iPads and other handheld devices. They can provide us with a weather forecast in ten seconds or less, e-mails, banking, and most importantly, social media. Social media, such as Facebook, Twitter, etc., has taken the technology world to a whole new level. Although we see how it can serve as a positive thing by being a good source of information and communication, it can also serve as a negative thing such as cyber bullying and the new phrase "cat fishing."

Social networking sites (SNSs) usage is a common phenomenon nowadays. Social Networking Sites are basically internet based tools that facilitate communication, content exchange in multiple ways. Beginning with sixdegrees.com (Boyd & Ellison, 2007) SNSs have evolved with complex functionalities and grown to engulf the globe particularly after the genesis of Facebook in early 2004 and it is now the largest SNS in terms of user base (Staticbrain.com, January 2016).

Social Networking Websites or Social Networking Sites (SNSs) have become an everyday social activity for people across the world (Boyd & Ellison, 2007). Ever increasing penetration of the Social Networking sites have become a fad amongst the young adults. Ofcom (2012) research data found that just over one fifth (22%) of adult internet users aged 16+.

According to Kuss & Griffiths (2011), Consumer researches and empirical data on SNS usage reveals that overall regular usage of social media has increased over the last few years and SNSs are mostly used for social purpose; for maintaining the already established offline networks, relative to individual one. Further they point out that teenagers and students are making most of SNSs as compared to general population. Some latest researches are also pointing towards the fact that young adults

Various social networking sites are used by undergraduates such as Facebook, Twitter and Instagram, are the most popular ones. Twitter, especially, has been used by undergraduates as well as other social networking sites. A study consisting of 36 physical therapy students who were enrolled in a Professional Interactions course that met weekly for four weeks during their first year of their program, were introduced that they will be participating in class discussions via Twitter. "At the beginning of the course, 35 students reported that they used one or more social

media sites at least once per week for personal purposes. Twenty-two students reported using one or more social media sites at least once per week for academic purposes, and 7 students reported that they use social media at least once per week for professional purposes. At the end of the course, personal social media use remained high, and there was an increase in both academic and professional social media use” (Gagnon, 2015).

Social competence has been defined as a set of skills and behaviours necessary to get along with others and be well-liked. For instance, Gresham, Sugai & Horner (2001) defined social competence as the ability of digital natives to “establish and maintain satisfactory interpersonal relationships, gain peer acceptance, establish and maintain friendships, and terminate negative or pernicious interpersonal relationships” (Gresham et al. 2001). Consistent with the prior research that centres social success upon effective interaction (Gresham et al. 2001; Stump et al. 2009), social competence refers to a person’s ability to get along with other people and is one of important indicators for psychological well-being and development (Desjarlais et al. 2010).

Lang, (2010) states that term social competence is used interchangeably with terms as “interactional competence,” “communicative competence,” “interpersonal competence,” “relational competence,” “emotional competence,” “communication competence,” or “social skills,” thus “reflecting varied levels of conceptual and operational descriptions.”

Social competence becomes important in young adults when the peer groups become the primary resource for emotional support (Allen et. al., 2010). Young people who lack social competence use online social networks as a form of social compensation (Sheldon, 2008). However, SNSs can hinder social competence of people. The level of confidence for the people who always hide behind the SNSs reduced when they want to talk face to face with people. A study conducted by Ellison et al. (2007) suggests Facebook is indeed implicated in students' efforts to develop and maintain their social capital at university. It also helps students to maintain relationship with friends.

Social competence are much related to decision making and develop this skill helps people to solve problems better by using creativity. Adolescents learn valuable thinking perspective, decision making, argumentative and critical thinking skills through chat rooms with other teenagers located all over the world in SNS (Tynes, 2007). The Internet and SNSs usage also

help students to learn how to improve the skills of information technology (IT) and numeric through blogs, YouTube, Flickr, MySpace and Facebook. It also allows the average person to create content that can be shared with the audience throughout the world (Loretto, 2009).

Undergraduate's student are digitally literate, highly connected, experiential, social, and are comfortable using a whole host of systems from transaction to decision to collaboration support for personal and professional purposes. Such literacy, connectedness, and use has come at a price as evidenced by the growing number of reports in the media about bullying, loss of privacy, isolation, etc. However there are two sides to this issue and this research explores how the use of social networking sites impacts on the social competence of undergraduates.

Social competence has influence on social networking sites usage by undergraduates, it enables them to make use of social networking sites without depending on teaching or learning it from another students like them. Social competence is the set of skills required by the undergraduates in order to efficiently and effectively makes of the social networking sites.

Objectives of the Study

The main objective of this study is to investigate social competence as correlates of social network sites (SNS) usage by Library and Information Science undergraduates. The specific objectives are as follows:

1. find out social network sites available to the library and information science undergraduates of Tai Solarin University of Education.
2. determine level of 300level Library and Information Science undergraduates of Tai Solarin University of Education use of Social Network Sites (SNSs).
3. find out the level of social competence of 300level undergraduates of Library and Information Science, TASUED on Social Network Sites (SNSs)
4. determine the relationship between social competence of 300level undergraduates of Library and Information Science, TASUED and their use of Social Network Sites (SNSs).

5. investigate gender difference in the social competence of 300level undergraduates of Library and Information Science, TASUED.
6. find out gender differences in the use of Social Network Sites (SNSs) by the 300level Library and Information Science undergraduates, TASUED.
7. to find out the challenges of Social Competence and Social Network Sites (SNS) usage by 300level undergraduates of library and information science, TASUED.

Research Questions

The following questions were set for this study:

1. What are the social network sites available to the library and information science undergraduates?
2. What is the frequency of Library and Information Science undergraduates use of Social Network Sites (SNSs)?
3. What is the level of social competence of undergraduates on Social Network Sites (SNSs)?
4. What is the relationship between social competence of undergraduates and their use of Social Network Sites (SNSs)?
5. What is the gender difference in the social competence of undergraduates in Tai Solarin University of Education?
6. What is the gender difference in the use of Social Network Sites (SNSs) by the Library and Information Science Undergraduates?
7. What are the challenges of Social Competence and Social Network Sites (SNS) usage by undergraduates of library and information science?

LITERATURE REVIEW

Kuss and Griffiths (2011), defines social networking sites as virtual communities where users can generate public profiles, establish new friends and interact with real- life friends and meet other people based on shared interests. Arshin (2010) describes social networking sites as virtual places where people find themselves and share information with friends. The popularity of social network platforms such as Facebook and Twitter, for instance, are growing very fast particularly, among younger the generation. New social networking methods were developed at the end of the 1990's and many sites began to design more advanced features for users to find and manage friends. This newer generation of social networks began to blossom with the emergence of six degrees.com in 1997, followed by make out club in 2000, freinster in 2002 and MySpace in 2003. Social networking sites have become a new means through which individuals can interact and communicate with friends in distance places. As at September, 2011, Facebook had a total number of 800 million active users (Kuss & Griffiths, 2011).

Social networking enhances a student's sense of community, sharing and collaboration brings an additional responsibility and workload, which some students find inflexible and rather "forced" (Minocha, 2009). This technology uses web cams or voice-only software to hold virtual seminars online. This is extremely useful for collaborations where, the partners live in different parts of the globe. Through the use of social networking sites students are able to express themselves, communicate and collect profiles that highlight their talent and experience. Social competence among individuals can develop during the course of life if the individual encounters suitable experiences and suitable training and development opportunities (Grandner, 2005). Social competence depends on social interaction between individuals and groups and there are several methods that contribute to the development of this type of intelligence such as language; feelings; desires; orientation; religious, economic and scientific views (Al-Banna, 2012).

According to Reitz, (2012) define, social competence "is the sum of knowledge and skills of a person that determines the quality of socially competent behavior". Reitz, (2012) stressed the importance to differentiate social competence and socially competent behavior, i.e. "a person can be competent, even if their behavior in a certain situation does not show the desired results." But it is undeniable that a person, having highly developed social competence, is more prone to socially competent behavior. Reitz, (2012) further states that socially competent behavior can be

defined as “the behavior of a person which leads in a specific situation to the achievement of the person’s goals while at the same time guaranteeing the social acceptance of the behavior.” Lang (2010) additionally points that social and psychological perspective to social competence should be differed, where “psychological perspectives highlight qualities that enable people to communicate competently” while “social perspectives, in contrast, draw attention away from individuals as the primary unit of analysis, posing questions about competent relationships, groups, and interactions.”

Students use social networking sites day in day out to interact with their peers and even teachers about class-related subjects. In a word where online engagement is important for businesses, these students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the Internet, they know how to use basic and even complex functions in order to do so. Some other research studies focused on the purpose of the use of SNS, such as Facebook, among University students. For example, Akyıldız and Argan (2012) conducted a study (n=1300) that aimed to examine the purpose of Facebook use among undergraduate students in Turkey. The researchers followed cross sectional survey. The findings showed that 93.8% of participants have Facebook account, 86.2% have logged in to Facebook at least once a day.

Bosch (2009) conducted a study that aimed to investigate the use Facebook for teaching and learning at a South African university. The researcher used virtual ethnography and qualitative content analysis of 200 students Facebook profiles as well as semi-structured interviews with a sample of 50 undergraduate students and 5 lecturers, who use Facebook to communicate with their students. The findings showed that Facebook was widely used among participants for social connectivity as well as general communication. The students who experienced the use of Facebook for teaching and learning reported several advantages of the use of Facebook that include to acquire help from Facebook university friends, to find educational materials, to answer administrative questions, to connect with their university students during university vacation, and to contact lecturers. However, there were some of the reported disadvantages of the use Facebook by university students, which include bandwidth issues, and the distracting nature of Facebook that might lead the students to spend unproductive time on Facebook rather than focusing on their education.

Also, Amaka Eze (2012) noted that social networking have become perilous as a result of the activities of criminals. Recently Nigeria was faced with one of the worst dangers that the social network sites can generate. The death of Cynthia Onwkogu who fell victim of one of the social network hazards through “facebook”. This habit of adding friends or sending message without having a second thought about the consequences had lead so many people in fallen victim of fraud and armed robbery a young lady and student of the university of Nasarawa, in Nassarawa state. Another danger found with use of social networking sites are predators and stalkers. When teens complete their online profile, they have typically given away much of their personal information. Any of their “friends” can have access to their full name, birth date, school and even their erect location. Not only is it possible for someone to hack your profile, they could also steal your identity.

RESEARCH METHODOLOGY

A descriptive research design was used in this study. A survey method was used to elicit information from the respondents for this study. A structured questionnaire was designed and distributed to one hundred and ninety-two (192) library and information science undergraduates of Tai Solarin University of Education and one hundred and ninety (190) was returned, this represents 99% of the questionnaires distributed and considered relevant for this study. The questionnaire was divided into two sections; Section A deals with demographic information of the respondents while Section B deals with the relevant questions set for this study.

Table 1: Demographic Information of Respondents

Demographic Features		Frequency	Percentage %
Gender	Male	89	56.4%
	Female	103	53.6%
Age	15-20yrs	78	40.6
	21-25yrs	102	53
	26-30	11	5.7
	31 and above	1	0.5%
Religion	Christian	117	60.9%
	Islam	75	39.1%
	Other	-	-

The above table shows that 56.4% of the respondents are male while 53.6% of the respondents are female. The result shows that majority of the respondents are female. In addition, the above table shows that 40.6% of the respondents are of the age range of 15-20yrs, 53% of the respondents are of the age range of 21-25yrs, 5.7% of the respondents are of the age range of 26-30 while 0.5% of the respondents are of the age of 31 and above. The result shows that majority of the respondents falls within the age range of 21-25yrs. Lastly, the above table shows that 60.9% of the respondents are Christian while 39.1% of the respondents are Muslim. The result shows that majority of the respondents are Christian.

Table 2: The mean responses on the various categories of social network sites used.

SOCIAL NETWORK SITES	YES	NO	\bar{X}	SD
Facebook	192 (100%)	0 (0%)	2.00	0.55
Twitter	103 (53.6%)	89 (46.4%)	1.5	0.43
Flickr	8 (4.2%)	184 (95.8%)	1.04	0.39
Youtube	181 (94.3%)	11 (5.7%)	1.9	0.51
Google+	192 (100%)	0 (0%)	2.00	0.55
Yahoo Messenger	32 (16.7%)	160 (83.3%)	1.17	0.40
Linkedin	11 (5.7%)	181 (94.2%)	1.05	0.39
Skype	21 (10.9%)	171 (89.4%)	1.1	0.40
My space	7 (3.6%)	185 (96.3%)	1.03	0.43
Instagram	164 (85.4%)	28 (14.6%)	1.8	0.51
Instant Messaging	192 (100%)	0 (0%)	2.00	0.55
Podcast	0 (0%)	192 (100%)	1.00	0.40
Wikispace	1 (0.5%)	191 (99.5%)	1.01	0.39

$\bar{X} = 1.45$ Significant

From table 2, majority of the respondents representing 1.5-2.0 in the items accept Facebook, you tube, Google, twitter, instagram, instant messaging as the various categories of social network sites used by the undergraduate student of Tai Solarin university of Education. From 1.44 -1.0 that are rejected are the various categories of social network sites that are not used by the undergraduate student of Tai Solarin university of Education

Table 3: Social Competence of Undergraduates on Social Networking Sites (SNSs)

S/N	Perceive competence for quitting Social Networking Sites	1	2	3	4	5	6	7	X	SD
1.	I feel confident in my ability to quit Social Networking Sites	34 (17.7%)	21 (10.9%)	21 (10.9%)	4 (2.1%)	76 (39.5%)	23 (11.9%)	13 (6.7%)	4.02	1.4
2.	I feel capable of quitting Social Networking Sites now	26 (13.5%)	11 (5.7%)	11 (5.7%)	5 (2.6%)	88 (45.8%)	28 (14.6%)	23 (11.9%)	3.5	1.0
3.	I am able to quit using Social Networking Sites	32 (16.7%)	17 (8.8%)	12 (6.25%)	4 (2.1%)	76 (39.6%)	19 (9.9%)	32 (16.7%)	3.6	1.0
4.	I am able to meet the challenge of quitting the use of Social Networking Sites	56 (29.2%)	76 (39.6%)	23 (11.9%)	5 (2.6%)	21 (10.9%)	10 (5.2%)	1 (0.5%)	5.56	1.6
S/N	Perceive competence for maintaining Social Networking Sites	1	2	3	4	5	6	7	X	SD
1.	I feel confident in my ability to maintain healthy relationship on Social Networking Sites	21 (10.9%)	32 (16.7%)	12 (6.25%)	10 (5.2%)	72 (37.5%)	33 (17.2%)	12 (6.1%)	3.82	1.3
2.	I feel capable of quitting maintaining a healthy relationship on Social Networking Sites	25 (13.0%)	19 (9.9%)	12 (6.2%)	9 (4.7%)	62 (32.1%)	32 (16.7%)	33 (17.2%)	3.4	1.0
3.	I am able to maintain a healthy Social Networking Sites now	9 (4.7%)	12 (6.3%)	21 (10.9%)	5 (2.6%)	23 (11.9%)	31 (16.1%)	91 (47.2%)	2.5	0.8
4.	I am able to meet the challenge of maintaining a healthy relationship on Social Networking Sites	32 (16.7%)	25 (13%)	12 (6.2%)	9 (4.7%)	78 (40.6%)	32 (16.7%)	4 (2.1%)	4.02	1.4
S/N	Perceive competence for Using Social Networking Sites Responsibly	1	2	3	4	5	6	7	X	SD

1.	I feel confident in my ability to use Social Networking Sites	10 (5.2%)	3 (1.6%)	12 (6.25%)	5 (2.6%)	11 (5.7%)	21 (16.7%)	130 (67.7%)	1.9	0.6
2.	I feel capable of using Social Networking Sites responsibly now	32 (16.7%)	25 (13.0%)	12 (6.25%)	8 (4.2%)	77 (40.1%)	32 (16.7%)	6 (3.1%)	3.99	1.4
3.	I am able to use Social Networking Sites responsibly now	32 (16.7%)	17 (8.8%)	12 (6.25%)	4 (2.1%)	76 (39.6%)	19 (9.9%)	32 (16.7%)	3.64	1.3
4.	I am able to meet the challenge of using Social Networking Sites responsibly	17 (8.8%)	12 (6.25%)	34 (17.7%)	21 (10.9%)	56 (29.2%)	42 (21.8%)	10 (5.2%)	3.68	1.3
S/N	Perceive competence for Using and Managing Social Networking Sites	1	2	3	4	5	6	7	X	SD
1.	I feel confident in my ability to manage my Social Networking Sites account	6 (3.1%)	4 (2.1%)	22 (11.5%)	11 (5.7%)	54 (28.1%)	30 (15.6%)	65 (33.8%)	2.6	1.1
2.	I am capable of handling my Social Networking Sites account	4 (2.1%)	3 (1.5%)	5 (2.6%)	1 (0.5%)	57 (29.7%)	21 (10.9%)	101 (52.6%)	2.02	0.9
3.	I am able to filter the friends I keep on my Social Networking Sites account now	23 (11.9%)	34 (17.8%)	56 (29.2%)	2 (1.0%)	43 (22.4%)	10 (5.2%)	24 (12.5%)	4.3	1.4
4.	I feel able to meet the challenge of controlling my use of Social Networking Sites.	14 (7.3%)	29 (15.1%)	26 (13.5%)	11 (5.7%)	87 (45.3%)	8 (4.1%)	17 (8.9%)	3.8	1.2
S/N	Perceive competence for Learning on Social Networking Sites	1	2	3	4	5	6	7	X	SD
1.	I feel confident in my ability to treat the Social Networking Sites platform not different from the real world	34 (17.7%)	21 (10.9%)	21 (10.9%)	4 (2.1%)	76 (39.5%)	23 (11.9%)	13 (6.7%)	4.0	1.4
2.	I am capable of learning new	32 (16.7%)	25 (13.0%)	12 (6.2%)	8 (4.2%)	77 (40.1%)	32 (16.7%)	6 (3.1%)	2.9	0.9

	Social Networking Sites.									
3.	I am able to achieve my goals per semester even when using Social Networking Sites	75 (39.0%)	54 (28.1%)	14 (7.3%)	7 (3.6%)	15 (7.8%)	19 (9.9%)	8 (4.2%)	3.0	1.1
4.	I feel able to meet the challenge of performing well even when using Social Networking Sites.	14 (7.3%)	29 (15.1%)	26 (13.5%)	11 (5.7%)	87 (45.3%)	8 (4.2%)	17 (8.8%)	3.4	1.2

Decision Rule: The decision rules states that the item is not significant if the value is 1.44 or below while the item is significant if the value is 1.45 or higher

From table, the decision shows that all items were accepted as to the competence of undergraduates of Tai Solarin University of education on Social Network Sites. In addition, the decision shows that all items were accepted as to the competence of undergraduates of Tai Solarin University of education on maintaining social networking sites except item 3. Also, the table shows that all items were accepted as to the competence of undergraduates of Tai Solarin University of education using Social Networking Sites Responsibly except item 1 which shows that undergraduate are not confident in their ability in using social network sites responsibly even though they perceive they could. In addition, the decision shows that all items were accepted as to the competence of undergraduates of Tai Solarin University of education using and managing social networking sites except item 2 which shows that undergraduate are not capable of not handling their Social Networking Sites account. Lastly, from the table, the decision shows that all items were accepted as to the competence of undergraduates of Tai Solarin University of education for Learning on Social Networking Sites

Table 4: Table showing the challenges of social network sites usage

S/N	CHALLENGES	Yes	No
1.	E-crime	182 (94.8%)	10 (5.2%)
2.	Internet addiction	134 (69.8%)	58 (30.2%)
3.	Unhealthy Relationship	89 (46.3%)	103 (53.6%)
4.	Immoral act like, pornography, prostitution, cyber-bullying	134 (69.9%)	58 (30.2%)
5.	Cyber crime	134 (69.9%)	58 (30.2%)
6.	Copyright infringement	182 (94.8%)	10 (5.2%)
7.	Consumes Time	165 (85.9%)	27 (14.1%)

Source: field survey, 2018

Table 4 showed that 182(94.8%) of the respondents were of opinion that e-crime is part of the challenges of social network sites usage while 10(5.2%) of the respondents disagreed. Also, it was revealed that 134(69.8%) of the respondents were of opinion that internet addiction is another challenge of social network sites usage while 58(30.2%) of the respondents disagreed. Furthermore, the table revealed that 89(46.3%) of the respondents were of opinion that unhealthy relationship is another challenge of social network sites usage while 103(53.6%) of the respondents disagreed.

More so, the table revealed that 134(69.9%) of the respondents were of opinion that immoral act like, pornography, prostitution, cyber-bullying is another challenge of social network sites usage while 58(30.2%) of the respondents disagreed. In addition, the table observed that 134(69.9%) of the respondents were of opinion that cybercrime is another challenge of social network sites usage while 58(30.2%) disagreed. Also, it was revealed that 182(94.8%) of the respondents were of opinion that copyright infringement is another challenge of social network sites usage while 10(5.2%) of the respondents disagreed. Lastly, the table revealed that 165(85.9%) of the respondents were of opinion that consume time is another challenge of social network sites usage while 27(14.1%) of the respondents disagreed.

It can therefore be concluded that e-crime, copyright infringement, consumes time, internet addiction, immoral act like, pornography, prostitution, cyber-bullying, cybercrime and unhealthy

relationship are the challenges of social network sites usage among undergraduates of Tai Solarin University of Education.

RESULTS AND DISCUSSIONS OF FINDINGS

The study examined to investigate social competence as correlates of social network sites (SNS) usage by Library and Information Science undergraduates. Sequel to the data gotten from the field of study, it was discovered that various categories of social networking sites used by undergraduate students of TASUED. The mean response score representing the rate of agreement in the questionnaire reveal that the Categories of social networking site used by undergraduate student include Facebook, Google, YouTube, instagram and instant messaging. This is in agreement with the study of Chris (2010) whose findings revealed that some social networking sites such as Facebook, fall in the ‘‘general’’ categories, they accommodate folks of all interest and backgrounds. On this type of Social Networking Websites, members can often include their interest and they locate members with similar interests by searching for key words and key phrases. The study further revealed that the main purposes of general social networking websites is to serve as a social platform where people can reunite with old friends; stay connected with current ones and even make new acquaintances. Similarly, Odugbesan (2011) documents that. The major social networking sites includes a Explore, facebookfaceparty, face.com, flister, friends, frienster, Gather.com, Google Buzz, linkedin, MEET, in my space, Netlog, Orku, Pingsta, Twitter, Yoruneo, Xing

Also, the mean response score on the extent of the usage of social networking sites by undergraduate students of TASUED, favour facebook youtube, google, Whatsapp, Google, Youtube, Instagram, instant messaging. Responses have it that these social networking sites are used in great extent. This is in congruence with the study of Haneeta and Sumitha(2011) who noted that the large number of undergraduate students use the social networking site Facebook, and that a great percentage make their profile publicly available with the resultant reveal of personal information that entails and also that youth is recorded the highest population that make use of Facebook and even other social networking sites like google and youtube.

In addition to the findings, it was discovered that undergraduate students are capable of quitting social networking sites if the need arises and they are able to meet the challenges of quitting the

use of social networking sites. The study also revealed that majority of the undergraduate are not able to maintain a healthy Social Networking Sites now and not confident in their ability to use social networking sites. Also the findings revealed that the undergraduate are competence enough to use and manage social networking sites. Lastly, it was discovered that undergraduate thought the use of social networking sites learning so many things both in academics and non-academics line.

On the challenges associated with social networking sites and from the responses gathers from questionnaire, E-crime, Internet addiction, unhealthy relationship, cybercrime, time consummation and Immoral act like, pornography, prostitution, cyber-bullying where identified. The findings revealed that one of the dangers of social networking sites includes cybercrime. Ahmed (2011) reported that one of the cybercrimes perpetrated through the social networking is copyright infringement. According to Ahmed, copyright infringement also remains a serious case in dealing with social Networking sites (SNSs) especially about the video clips for instance in the YouTube. Users without considering the terms can easily upload download or watch any kind of video clip. YouTube for instance was sued several times on these issues. For example Viacom sued YouTube claiming one billion dollar for uploading 160 thousand videos belonging to Viacom without their permission as did the French independent labels collecting society (SPPF) in 2009 over disputed 100 music clips claiming to be originally theirs but uploaded onto YouTube. Also according to Wikipedia (2011), Social Networking causes Internet addiction. Lastly through the hypotheses tested, it was discovered that there is a significant relationship between social competence of undergraduates and their use of Social Network Sites (SNS) and no significance difference in gender use of Social Network sites by the undergraduates of Library and Information Science.

CONCLUSION

Also, the mean response score on the extent of the usage of social networking sites by undergraduate students of TASUED, favour Facebook, youtube, google, Whatsapp, Google, Youtube, Instagram, instant messaging. Responses have it that these social networking sites are used in great extent. This is in congruence with the study of Haneeta and Sumitha (2011) who noted that the large number of undergraduate students use the social networking site Facebook, and that a great percentage make their profile publicly available with the resultant reveal of personal information that entails and also that youth is recorded the highest population that make use of Facebook and even other social networking sites like google and youtube.

Ahmed (2011) reported that one of the cybercrimes perpetrated through the social networking is copyright infringement. According to Ahmed, copyright infringement also remains a serious case in dealing with social Networking sites (SNSs) especially about the video clips for instance in the YouTube. Users without considering the terms can easily upload, download or watch any kind of video clip. YouTube for instance was sued several times on these issues. For example Viacom sued YouTube claiming one billion dollar for uploading 160 thousand videos belonging to Viacom without their permission as did the French independent labels collecting society (SPPF) in 2009 over disputed 100 music clips claiming to be originally theirs but uploaded onto YouTube.

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