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Influence of Ict Resources Utilization on Social Information Sharing Among Undergraduates In Federal University Oye Ekiti, Nigeria

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Abstract
This study explored how the use of ICT resources impacts social information sharing among undergraduates at Federal University Oye Ekiti, Nigeria. It involved 200 students from the Faculty of Education, selected through simple random sampling. Data was collected using a semi-structured questionnaire and was validated with a Cronbach's alpha score of 0.7 and above. The collected data was analyzed using descriptive statistics, frequency, table, mean, and standard deviation. The formulated hypothesis was analyzed with Spearman rank regression analysis. Results indicated a generally high extent of social information-sharing practices among undergraduates in the selected university with an average mean score of 3.4 on a scale of 4 points. Findings further indicated that Computer (mean = 3.0, RII = 0.9) and Google Meet (mean = 3.0, RII = 0.9) were the most commonly used among the ICT resources used by undergraduates. Others include smartphones (mean = 2.9, RII = 0.9), google (mean = 2.6, RII = 0.8), Software programmes (mean = 2.6, RII= 0.8), emails (mean = 2.6, RII= 0.8), Projectors (mean = 2.2, RII= 0.7), Interactive online teaching platform (mean = 2.2, RII= 0.7) and Slack (mean = 2.1, RII= 0.7). The study revealed a statistically significant influence of ICT resource utilization and social information-sharing practices among undergraduates in the selected university ($F=48.817$, $p<0.05$). The study recommends the university authority promote ICT resource usage and make substantial investments in digital education to elevate the institution and improve its global ranking.

Keywords: *ICT resources, social information sharing, Undergraduate, University*

Introduction

Background and review of related literature

Social information sharing refers to the process of individuals exchanging or disseminating information with others within a social context (Shams & Hasan, 2020). Available litearature (Omotayo & Salami, 2018) have indicated that social information is a fundamental aspect of human communication and plays a crucial role in various aspects of social interaction, such as building relationships, acquiring knowledge (Kolekar et al., 2018), and influencing behavior. In today's digital age, social information sharing has been significantly influenced by social media platforms and online communities (Opele, 2022). According to literature, these platforms provide individuals with the means to share information, ideas, opinions, news, and personal experiences with a wide audience. Some popular social media platforms include

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Facebook (Care, 2020), Twitter, Instagram, LinkedIn, and YouTube (Zhang et al., 2018), (Jain, 2013) (Gurcan & Cagiltay, 2019), (Füller et al., 2004). Social information sharing on these platforms can take various forms such as: Text-based sharing: Individuals can post updates, status messages, comments, and articles to share information or express their thoughts. Multimedia sharing: Users can share photos, videos, and audio recordings to provide a richer and more engaging form of information sharing. Link sharing: By sharing links to articles, websites, or blog posts, individuals can direct others to relevant sources of information. Hashtags and trending topics: Social media platforms often use hashtags or trending topics to categorize and organize information, making it easier for users to discover and share specific content (Senthilnathan, 2019), (Rafique, 2017). Retweeting, sharing, and liking: Users can amplify the reach of information by resharing or liking posts made by others, thereby promoting the spread of information within their social networks.

Benefits of Social information sharing

Social information sharing has come of age and now compete with other human information interaction. The society at large depends on social information to align themselves with the happenings around them. Hence, literature have revealed numerous benefits (Moscatelli et al., 2018); (Hendal, 2019) that social information sharing offers to the society regardless of people social-cultural affiliations:

Knowledge acquisition: this allows individuals to learn from others, access a vast array of information, and stay updated on current events and trends (Shongwe, 2015), (Awogbami et al., 2020).

Social connection: Sharing information fosters social bonds by facilitating communication and interaction with others who share similar interests or concerns (Karim et al., 2020), (Karim et al., 2020).

Influence and persuasion: Information shared through social channels can influence opinions, attitudes, and behaviors, as individuals are often influenced by the perspectives and recommendations of their social connections (Oladele & Opele, 2022).

Collaborative problem-solving: Social information sharing can facilitate collaborative problem-solving by enabling individuals to pool their knowledge, skills, and resources to find solutions to common challenges (Argote et al., 2018). However, it is important to exercise critical thinking and evaluate the reliability and accuracy of the information being shared, particularly in the era of "fake news" and misinformation. Users should be mindful of the sources and verify the credibility of information before accepting and sharing it with others. Overall, social information sharing has transformed the way we communicate, learn, and interact with others, providing both opportunities and challenges in the digital age.

Virality and Information Cascades: Social media platforms have the potential to facilitate the rapid spread of information, often leading to viral content (Kircaburun et al., 2020). When a piece of information, such as a post, video, or news article, gains significant attention and is widely shared, it can quickly reach a large audience and have a significant impact. This phenomenon is known as an information cascade, where individuals are influenced by the actions and choices of others in sharing or endorsing information (Obrenovic et al., 2020). Information cascades can be powerful in shaping public opinion and behavior, but they can also lead to the rapid dissemination of false or misleading information (Chaulagai et al., 2005).

Privacy and Data Sharing: Social information sharing often involves revealing personal information to others or platforms. Users should be aware of their privacy settings and consider the potential consequences of sharing sensitive or private information. Social media platforms have faced scrutiny regarding data privacy practices and the use of personal information for targeted advertising or other purposes (Chenthara et al., 2020). It is important for individuals to be mindful of the data they share and understand the privacy policies of the platforms they use (Clark et al., 2019).

Filter Bubbles and Echo Chambers: Social media algorithms and user preferences can create filter bubbles and echo chambers, where individuals are exposed primarily to information and viewpoints that align with their existing beliefs and preferences. This can lead to a limited and biased perspective, as users may not be exposed to diverse or conflicting opinions and information. It is crucial to actively seek out diverse sources of information and engage in critical thinking to avoid being trapped in a narrow echo chamber.

User-generated Content and Citizen Journalism: Social media platforms have empowered individuals to become content creators and citizen journalists. Users can share firsthand accounts of events, document news stories in real-time, and provide alternative perspectives that may not be covered by traditional media outlets. User-generated content has the potential to democratize the dissemination of information and challenge traditional media narratives. However, it also raises questions about the credibility and accuracy of information, as not all user-

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generated content undergoes rigorous fact-checking processes.

Social Media Influencers: Social media platforms have given rise to a new breed of influencers who have significant reach and impact through their content. Influencers often have large followings and can shape opinions, trends, and consumer behavior through the information they share. Brands and organizations often collaborate with influencers to promote products or services, leveraging their influence and credibility among their audience (Dong & Wu, 2015). However, it is important for users to critically evaluate the content shared by influencers and consider potential conflicts of interest (Liu et al., 2021), (Thoma et al., 2018).

Microblogging and Real-Time Updates: Microblogging platforms like Twitter have become popular for real-time information sharing. Users can post short messages or updates (tweets) that can include text, images, or links. This format allows for quick dissemination of information, making it valuable during emergencies, live events, or breaking news situations. Hashtags are often used to categorize and track discussions around specific topics, enabling users to follow and participate in ongoing conversations (Jarva et al., 2021).

Crowdsourcing and Collective Intelligence: Social information sharing provides opportunities for crowdsourcing ideas, opinions, and expertise from a large and diverse group of individuals. Online communities and platforms facilitate collective intelligence, where the wisdom and knowledge of the crowd are harnessed to solve problems, make decisions, or generate innovative ideas. Crowdsourcing platforms like Wikipedia or collaborative projects like open-source software development rely on social information sharing to tap into the collective knowledge of contributors.

Social Activism and Awareness: Social media has been instrumental in driving social activism and raising awareness about various issues. It allows individuals and organizations to share information, stories, and campaigns to mobilize support, rally for causes, and promote social change. Hashtags, online petitions, and viral challenges have played a significant role in amplifying social activism and bringing attention to important social, political, and environmental issues.

Digital Divide and Information Inequality: While social information sharing has the potential to democratize access to information, it is important to recognize that not everyone has equal access or technological literacy. The digital divide refers to the gap in access to technology and the internet between different populations, such as those based on socioeconomic status, geographic location, or age. This divide can result in information inequality, where certain groups have limited access to information and are excluded from participating in social information sharing platforms.

Ethical Considerations: Social information sharing raises ethical considerations regarding privacy, consent, and responsible sharing. Users should be mindful of the impact their sharing may have on others, respect privacy settings and boundaries, and obtain consent when sharing personal information or images of others.

1. Social Influence and Persuasion: Social information sharing can have a profound impact on influencing opinions, attitudes, and behaviors. When individuals encounter information shared by their social connections, it can shape their beliefs and decisions. This phenomenon is often referred to as social influence. People are more likely to be influenced by information shared by those they trust, admire, or perceive as experts in a particular domain. Social media platforms leverage this influence through features like endorsements, reviews, and recommendations, which can significantly impact consumer choices and decision-making processes.

User Feedback and Ratings: Social information sharing enables users to provide feedback and ratings on products, services, or experiences. Online reviews, ratings, and testimonials shared by users play a crucial role in influencing purchasing decisions. Positive reviews can enhance the reputation and credibility of a product or service, while negative reviews can deter potential customers. User-generated content in the form of testimonials or case studies can also serve as valuable social proof, validating the effectiveness or quality of a particular offering.

Sharing Economy and Collaborative Consumption: Social information sharing has facilitated the rise of the sharing economy, where individuals can share resources, skills, or expertise with others. Platforms like Airbnb, Uber, or TaskRabbit rely on social information sharing mechanisms, such as user reviews and ratings, to establish trust and facilitate transactions between users. Sharing economy platforms leverage the power of social connections and reputation systems to foster collaboration, resource optimization, and community building.

Serendipitous Discovery: Social information sharing can lead to serendipitous discoveries by exposing individuals to new ideas, perspectives, and opportunities they may not have encountered otherwise. Through the shared content of their social connections, users can stumble upon interesting articles, events, or projects that spark their

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curiosity or inspire them to explore new areas of interest. Serendipity in social information sharing can foster creativity, broaden horizons, and facilitate unexpected connections and collaborations.

Online Communities and Knowledge Sharing: Social information sharing nurtures the growth of online communities centered around specific interests, hobbies, or professions (Opele, Jacob Kehinde & Okunoye, 2019). These communities provide a platform for individuals to connect, share knowledge, seek advice, and collaborate with like-minded individuals (Omotayo & Salami, 2018). Online forums, discussion boards, and specialized platforms cater to diverse communities, ranging from technology enthusiasts to health professionals to artists (J. Opele, 2019). Knowledge sharing within these communities enables individuals to learn from each other, solve problems collectively, and stay up-to-date with the latest developments in their respective fields.

Emotional and Social Support: Social information sharing can provide emotional and social support to individuals facing challenges or seeking guidance. Online communities and social media platforms allow people to share their experiences, struggles, and triumphs, allowing others to offer empathy, advice, or encouragement (Bouncken et al., 2020). This support network can be especially valuable for individuals dealing with mental health issues, chronic illnesses, or personal difficulties. Social information sharing platforms create opportunities for connection, validation, and a sense of belonging (Rosaline & Kehinde, 2014).

Information Overload and Filter Fatigue: With the abundance of information available through social media and online platforms, individuals can experience information overload, where they feel overwhelmed by the sheer volume of content (Abrahamson & Goodman-Delahunty, 2014). Constant exposure to a vast array of information can lead to filter fatigue, making it challenging to discern reliable, relevant, and valuable information. Users may need to develop strategies to manage information overload, such as curating their social media feeds, relying on trusted sources, or taking breaks from digital consumption.

Brand Advocacy and Influencer Marketing: Social information sharing has become a powerful tool for brand advocacy and influencer marketing. Users who are passionate about a brand or product often share their positive experiences with others, becoming brand advocates. Their testimonials and recommendations can influence the purchasing decisions of their social connections. Brands also collaborate with social media influencers who have a large following and influence to promote their products or services. Influencer marketing leverages the reach and impact of influencers to increase brand visibility and credibility.

Privacy Concerns and Online Safety: Social information sharing raises privacy concerns and potential risks related to online safety. Users must be cautious about sharing personal information, especially sensitive data like addresses, phone numbers, or financial details. Privacy settings and security measures should be carefully managed to protect personal information. Additionally, users should be aware of online scams, phishing attempts, and malicious activities that can exploit their trust and compromise their privacy and security.

Cultural and Cross-Cultural Exchange: Social information sharing allows for cultural exchange and the sharing of diverse perspectives, ideas, and traditions. Individuals from different cultures and backgrounds can connect, learn from one another, and foster understanding and appreciation for their differences. Online platforms provide opportunities for cross-cultural dialogue, breaking down geographical barriers and promoting global awareness and collaboration.

Social Information Sharing in Education: Social information sharing has also made an impact on education. Online platforms and tools enable students and educators to share educational resources, collaborate on projects, and engage in online discussions. Social learning environments facilitate knowledge sharing, peer feedback, and collaborative learning experiences beyond traditional classroom settings.

Impact of social media used on education and knowledge sharing

The use of the vast social media platforms has enhanced knowledge sharing across all level of education globally today. According to several studies, (Delam & Eidi, 2020), (Weber et al., 2020), (Ansari & Khan, 2020), (Aladesusi et al., 2021) the use of social media has enhanced knowledge creation, sharing and application via virtual platforms. Students and teachers can communicate easily with the use of social media regardless of their location

Open Educational Resources (OER): Social information sharing has facilitated the widespread availability and access to open educational resources. OER are freely available educational materials, such as textbooks, lecture notes, videos, and interactive modules, that can be shared, reused, and modified. Platforms like OpenStax, Khan Academy, and MIT Open Courseware host OER, allowing educators and students to access high-

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quality learning materials at no cost. Social information sharing has played a significant role in promoting the adoption and dissemination of OER, enabling educators to share resources and collaborate across institutions and geographical boundaries.

Online Collaborative Learning: Social information sharing platforms have transformed the way students collaborate and learn together. Tools like discussion forums, wikis, and online project management platforms facilitate communication, knowledge sharing, and collective problem-solving. Students can engage in asynchronous discussions, share resources, provide feedback, and work collaboratively on assignments or projects (Hart et al., 2019)s. Social information sharing in online collaborative learning environments promotes active participation, peer learning, and the development of critical thinking and collaboration skills.

Professional Development and Teacher Communities: Social information sharing has revolutionized professional development opportunities for educators. Online platforms and communities, such as Edutopia, Teachers Pay Teachers, and Twitter chats, allow educators to share teaching strategies, resources, and best practices. Educators can engage in discussions, attend webinars, and access a wealth of information and insights from their peers worldwide. Social information sharing empowers educators to stay current with educational trends, expand their knowledge, and continuously improve their teaching practices.

Student-Generated Content and Knowledge Sharing: Social information sharing platforms provide students with opportunities to create and share their own content and knowledge. Students can create blogs, podcasts, videos, or digital portfolios to showcase their learning, reflect on their experiences, and share their expertise with others. Peer feedback and collaboration can further enhance the learning process, as students engage in constructive discussions and provide support to their peers. Social information sharing empowers students as content creators and active participants in the educational community.

Global Connections and Cultural Exchange: Social information sharing platforms enable students to connect and engage with peers from different cultural backgrounds and geographical locations. Through online discussions, video conferences, or collaborative projects, students can share their perspectives, learn about different cultures, and foster global awareness and understanding. Social information sharing in education promotes intercultural competence, empathy, and the development of a global mindset.

Peer Learning and Support: Social information sharing platforms facilitate peer learning and support among students. Online forums, discussion boards, and chat groups provide spaces for students to ask questions, share their understanding of concepts, and help each other. Peer learning promotes active engagement, deeper understanding, and the development of communication and collaboration skills. Students can benefit from diverse perspectives, alternative explanations, and peer feedback, enhancing their learning experience.

Personalized Learning and Adaptive Technologies: Social information sharing contributes to personalized learning experiences through the use of adaptive technologies. These technologies leverage data and algorithms to tailor educational content and activities to individual learners' needs. Social information sharing platforms can gather information about learners' preferences, strengths, and weaknesses, enabling personalized recommendations and adaptive learning paths. Learners can benefit from targeted resources, adaptive assessments, and individualized feedback, enhancing their learning outcomes.

Virtual Learning Communities: Social information sharing has facilitated the formation of virtual learning communities, bringing together educators, students, and experts in specific domains. These communities can exist on platforms like Facebook groups, educational forums, or dedicated learning management systems. Virtual learning communities provide spaces for ongoing discussions, resource sharing, and collaboration beyond the confines of physical classrooms. They foster a sense of belonging, enable continuous learning, and promote professional growth for educators.

Citizen Science and Collaborative Research: Social information sharing has expanded opportunities for citizen science and collaborative research in educational settings. Students can participate in scientific projects, collect data, and contribute to research initiatives through online platforms. Social information sharing allows students to engage with scientists, collaborate with peers, and contribute to real-world scientific discoveries. This hands-on involvement in research promotes scientific literacy, critical thinking, and a deeper understanding of scientific processes.

Informal Learning and Lifelong Learning: Social information sharing extends beyond formal educational settings, supporting informal and lifelong learning. Online communities, social media platforms, and content-sharing

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websites offer a wealth of educational resources, tutorials, and expert insights. Learners can pursue their interests, explore new topics, and engage in self-directed learning through social information sharing. This democratization of learning opportunities promotes continuous skill development and lifelong learning habits.

Parent-Teacher Communication and Engagement: Social information sharing platforms provide avenues for effective parent-teacher communication and engagement. Online portals, messaging apps, or social media groups allow parents and teachers to share updates, discuss student progress, and collaborate on supporting students' learning. Social information sharing strengthens the home-school partnership, enhances parental involvement, and fosters a supportive learning environment for students.

These examples demonstrate the wide-ranging impact of social information sharing on education, including peer learning, personalized learning, virtual communities, citizen science, informal learning, parent-teacher communication, and lifelong learning. Social information sharing has transformed traditional educational practices, expanding access to resources, fostering collaboration, and empowering learners to take an active role in their education journey. These examples highlight how social information sharing has transformed education by fostering open access to resources, enabling collaboration, supporting professional development, empowering students as content creators, and promoting global connections and cultural exchange. Social information sharing has expanded the possibilities for teaching and learning, providing educators and students with new avenues to engage, connect, and share knowledge. This study therefore provide answers to the following critical research questions;

Research questions

The following research questions were

1. What is the extent of social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?
2. What are the ICT resources commonly used for social Information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?
3. What are the benefits of ICT resources used for social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?
4. What are the problems associated with the use of ICT for social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?

Methodology

The study employed the descriptive survey design. The population comprises all undergraduates in the faculty of education at Federal University Oye Ekiti. A total of 200 students participated in this study by means of a simple random sampling technique. The main instrument for data collection was a semi-structured question which was validated with a Cronbach's alpha score of 0.7 and above. Data collected from respondents was analyzed using descriptive statistics, frequency, table, mean, and standard deviation. The formulated hypothesis was analyzed with Spearman rank regression analysis. All of these were achieved by means of a statistical package for social sciences Results

Results

Research question one: What is the extent of social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?

Table 1: The extent of social information sharing among undergraduates

Survey items	Mean	RII	Rank
Information about trending news within the campus	3.8	0.9	1st
Photo sharing	3.6	0.9	2nd
Computer use	3.6	0.9	2nd
Social Network use	3.5	0.8	4th
Information about trending news current happening in the world	3.4	0.8	4th
WhatsApp Messages	3.4	0.8	4th
Connecting with loved ones	3.4	0.8	4th
Smartphone use	3.4	0.8	4th
Signals sharing	3.4	0.8	4th
Obtaining information about lecture update	3.3	0.7	10th
Text messages to relay crucial information to colleagues	3.2	0.7	10th
Obtaining research information	3.2	0.7	10th
Social interaction	3.2	0.7	10th
Average mean score	3.4	0.8	

Table 1 indicates a generally high extent of social information-sharing practices among undergraduates in the selected university with an average mean score of 3.4 on a scale of 4 points. However, ranked first in terms of relative importance was Information about trending news within the campus (Mean = 3.8, RII = 0.9), closely followed by photo sharing which was ranked 2nd (Mean = 3.6, RII = 0.9). Others include Computer use (Mean = 3.6, RII = 0.9), Social Network use (mean = 2.5, RII = 0.8), information about trending news current happening in the world (mean = 3.4, RII = 0.8), WhatsApp Messages (mean = 3.4, RII = 0.8), Connecting with loved ones (mean = 3.4, RII = 0.8), Smartphone use (mean = 3.4, RII = 0.8), Signals sharing (mean = 3.4, RII = 0.8), Obtaining

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information about lecture update (mean = 3.3, RII =0.7), Text messages to relay crucial information to colleagues (mean = 3.2, RII = 0.7), obtaining research information(mean (mean = 3.2, RII = 0.7) and lastly, Social interaction (mean = 3.2, RII = 0.7).

Research question two: What are the ICT resources commonly used for social Information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?

Table 2: ICT resources commonly used for social Information sharing among undergraduates

ICT Resources	Mean	RII	Rank
Computer	3.0	0.9	1st
Google meets	3.0	0.9	1st
Smart phone	2.9	0.9	1st
Google	2.7	0.9	4th
Software programmes	2.6	0.8	5th
Emails	2.6	0.8	5th
Projectors	2.2	0.7	7th
Interactive online teaching platform	2.2	0.7	7th
Slack	2.1	0.7	7th

Table 2 indicates that computer (mean = 3.0, RII = 0.9) and google meets (mean = 3.0, RII = 0.9) were the most commonly use among the ICT resources investigated in the study on the scale of 4points. This was closely followed by Smart phone (mean = 2.9, RII = 0.9), google (mean = 2.6, RII = 0.8), Software programmes (mean = 2.6, RII= 0.8), emails (mean = 2.6, RII= 0.8), Projectors (mean = 2.2, RII= 0.7), Interactive online teaching platform (mean = 2.2, RII= 0.7) and Slack (mean = 2.1, RII= 0.7).

Research question three: What are the benefits of ICT resources used for social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?

Table 3: Benefits of ICT resources used for social information sharing among undergraduates

Benefits of ICT resources used	Mean	RII	Rank
Reduces knowledge sharing barrier	3.6	0.9	1st
Knowledge sharing benefits	3.5	0.8	2nd
Fast communication	3.4	0.8	2nd
Time saving	3.3	0.8	2nd
Sharing of information resources	3.3	0.8	2nd
Saves time	3.3	0.8	2nd
Data security benefits	3.1	0.7	7th

Table 3 revealed that top among the benefits of ICT resources used for social information sharing among undergraduates were a reduced knowledge sharing barrier (mean = 3.6, RII = 0.9), followed by knowledge sharing benefits (mean = 3.5, RII = 0.8), fast communication (mean = 3.4, RII = 0.8). Others include Time saving (mean = 3.3, RII = 0.8), Sharing of information resources (mean = 3.3, RII = 0.8) and data security benefits (mean = 3.3, RII =0.7).

Research question three: What are the problems associated with the use of ICT for social information sharing among undergraduates of Faculty of Education Federal University Oye-Ekiti?

Table 4: The problems associated with the use of ICT for social information sharing among undergraduates

Items	Mean	RII	Rank
Unsteady power supply	3.2	0.8	1st
Poor internet facilities	3.1	0.8	7th
Paucity of ICT resources	3.0	0.8	2nd
Poor media literacy skill	2.9	0.7	2nd
Inability to use ICTs	2.9	0.7	2nd
Infrastructure challenge	2.9	0.7	2nd
High cost of owing ICT devices	2.8	0.7	2nd

As shown in table 4, three most reported problems associated with the use of ICT for social information sharing among undergraduates was unsteady power supply (mean = 3.2, RII = 0.8), poor internet facilities (mean = 3.1, RII= 0.5) and paucity of ICT resources (mean = 3.0, RII = 0.8). Others include Poor media literacy skill (mean = 2.9, RII = 0.7), Inability to use ICTs(mean = 2.9, RII = 0.7), Infrastructure challenge (mean = 2.9, RII = 0.7), and lastly High cost of owing ICT devices(mean = 2.8, RII = 0.7).

Testing of Hypothesis

ICT resources will not significantly influence social information sharing among undergraduates in Federal University Oye Ekiti, Nigeria

Table 5: Least square regression analysis showing the influence of ICT resources on social information sharing among undergraduates in Federal University Oye Ekiti, Niger

Model	Unstandardized Coefficients		Standardized Coefficients	t		95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	51.399	1.880		27.337	.000	47.691	55.108
Google meets	-4.125	.836	-.295	-4.932	.000	-5.775	-2.476

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Software programmes	1.992	.341	.503	5.836	.000	1.319	2.665
Emails	-3.126	.354	-.853	-8.837	.000	-3.823	-2.428
Projectors	1.811	.244	.668	7.418	.000	1.329	2.292
Interactive online teaching platform	1.074	.347	.349	3.093	.002	.389	1.758
Slack	-2.207	.349	-.706	-6.320	.000	-2.895	-1.518
Google	2.287	.226	.709	10.109	.000	1.841	2.733
Smart phone	.081	.330	.013	.246	.806	-.570	.732

a. Dependent Variable: social information sharing

R Square	0.672	**Df**	199
Adjusted R Square	0.658	**Mean Square**	64.260:1.316
Std. Error of the regression Estimate	1.14732	**F statistics**	48.817
Sum of Squares	765.500	**Prob. (F statistics)**	0.000

Table 4.11 reveals that the Adj. R-squared of 65.8% indicates that variability in social information sharing practices among undergraduates is explained by ICT resources utilization among the students. The table shows a significant relationship between ICT resources utilization and social information sharing practices among undergraduates in the selected university ($F=48.817$, $p<0.05$). Hence, the null hypothesis is rejected and alternative hypothesis accepted and restated as "ICT resources has a significant influence on social information sharing practices among undergraduates in Federal University Oye Ekiti, Nigeria. In addition, the table indicated that Google meet ($\beta = -4.125$, $p < 0.05$, $t = -4.932$, 95.0% CI = -5.775-2.476), Software programmes, ($\beta = 1.992$, $p < 0.05$, $t = 5.836$, 95.0% CI = 1.319-2.665), Emails ($\beta = -3.126$, $p < 0.05$, $t = -8.837$, 95.0% CI = -3.823-2.428), Projectors ($\beta = 1.811$, $p < 0.05$, $t = 7.418$, 95.0% CI = 1.329-2.292), Interactive online teaching platform ($\beta = 1.074$, $p < 0.05$, $t = 3.093$, 95.0% CI = .389-1.758), Slack ($\beta = -2.207$, $p < 0.05$, $t = -6.320$, 95.0% CI = -2.895--1.518), Google ($\beta = 2.287$, $p < 0.05$, $t = 10.109$, 95.0% CI = 1.841-2.733) and Smart phone ($\beta = .081$, $p < 0.05$, $t = .246$, 95.0% CI = -.570-.732) significantly predicted social information sharing among undergraduates in Federal University Oye Ekiti, Nigeria. The implication of these results is that ICT utilization among the students remains a significant influencer of social information sharing practices among undergraduates in the study area

Discussion

This study provides answers to four main research questions

as indicated below:

- *With regards to the extent of social information sharing among undergraduates of the Faculty of Education Federal University Oye-Ekiti*. Findings from the study revealed a generally high extent of social information-sharing practices among undergraduates in the selected university with an average mean score of 3.4 on a scale of 4 points. In other words, the findings show that the undergraduates in the study area regularly engaged in the use of social information sharing among themselves. This tallies with the findings of several studies such as (Abu-sharab et al., 2014), (Mavodza & Ngulube, 2012), (Blau et al., 2020), (Rafique, 2017). These scholars attested that university students are the leading users of various social media platforms which is helpful in their academic careers. These findings are expected as most students now have access to their personal ICT resources which is being used essentially for their various academic activities.

- *As regards ICT resources commonly used for social information sharing among undergraduates of the Faculty of Education Federal University Oye-Ekiti*. Results from the current study, computers, and Google meet to the list of commonly used ICT resources among the students. Others include smartphones, google, Software programmes, emails, projectors, Interactive online teaching platforms, and Slack. These findings agree with studies of other authors such as (Immaculate et al., 2018), (M. Agba & R. Daniel, 2021), (Onuoha et al., 2020), (Nwosu et al., 2018). The findings indicate that students of the selected university are on the same pedestal as other students in the global community

- *With regards to the benefits of ICT resources used for social information sharing among undergraduates of the Faculty of Education Federal University Oye-Ekiti,* findings from the current study indicated that the benefits are numerous to both the students is the entire university community. Besides, findings from the current study revealed that the benefits of ICT use are enormous including the potential *to* reduce knowledge-sharing barriers, fast communication Time saving, sharing of information resources and data security benefits. Similar benefits has been *illustrated in the literature* (Ankamah, 2019), (Cripps & Standing, 2011), (Olofin & Raji, 2014).

- *As regards the problems associated with the use of ICT for social information sharing among undergraduates of the Faculty of Education Federal*

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University Oye-Ekiti. The results revealed that unsteady power supply, poor internet facilities and paucity of ICT resources, poor media literacy skills, inability to use ICTs, infrastructure challenges, and lastly high cost of owing ICT devices among some of the students. It is rather worrisome that a university in the 21st century still battles with an unsteady power supply which is critical for the growth of the university and its programmes.

- *Lastly, the study revealed a statistically* significant relationship between ICT resource utilization and social information-sharing practices among undergraduates in the selected university ($F=48.817$, $p<0.05$). Hence, the null hypothesis is rejected and the alternative hypothesis is accepted and restated as "ICT resources utilization has a significant influence on social information sharing practices among undergraduates in Federal University Oye Ekiti, Nigeria.

Conclusion

The study concluded that the use of ICT resources should be encouraged by the university authority with a view to move the institution to the next level through massive investment in digital educational transformation which has the potential to boost the ranking of the university among its contemporaries across the globe.

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