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Ethical Behaviour and the Use of Social Media by Undergraduates, University of Ibadan.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Social media use among students is a growing phenomenon in contemporary society. Social media platforms offer them easy way to access and develop networks of friends, family and relevant professionals. Online communities of interest can be found to suit the interests of almost anyone. Such news, found on social media platforms, online discussion forums and blogs (to name a few) is typically rich, numerous and naturally occurring (Nat Cen, 2014). Not surprisingly then, social media platforms such as Twitter, Facebook and Instagram are becoming popular sources of such information in diverse ways such as videos, pictures, audios and the like.

Mil (2001) posits that social media is a form of electronic communication such as websites for social networking and micro blogging, through which users create online communities to share information, personal messages and other contents. It appears through the “forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content” (Merriam Webster 2013). Examples of social media include blogs, Twitter, LinkedIn, Wikipedia, YouTube, podcasts, online forums and Facebook (Kuhn’s 2012) as well as WhatsApp, Instagram, LinkedIn, Imo, skype, and all others.

Social networking sites, video-sharing sites, wikis, blogs, among many others, have evolved as a result of Web 2.0 concepts and new media technologies. Millions of people around the globe, through social networking (internal, external, or mobile), are recently building online local, regional, and global communities to communicate their shared interests and activities, disseminate information, and interact through a variety of web-based tools. The usability of social media is rooted in their nature, that is, their ability to permit use by even people without technical expertise. However, it is because of this

affordability that social media is highly susceptible to misuse and abuse because of the openness of the internet, which places responsibility on the proper use of the social media in the hands of the person engaging with it.

Undergraduates use social media in so many ways which are- to communicate with friends, to get and share information, to stay-up-to-date with news and current events, to share opinions and details of everyday life etc. However, it has been observed through interactions, observations and previous studies that some students abuse the use of social media by engaging in various cybercrimes such as plagiarism, cyber bullying, defamation, piracy, hacking, identity theft, transaction frauds, illegal gambling, cyber war, illegal uploading, downloading, copying, stealing and misuse of intellectual property. etc. This could be that they do not understand the ethical use of social media. Therefore, it is high time now for careful inspection of the ethical aspects of social media as there are not enough guidelines available in this field as compared to those available in conventional branches of librarianship.

Failure to display high level of ethical behavior in the use of social media by undergraduates in University of Ibadan could lead to a situation whereby they could be distracted from their studies by engaging too much with the elements of social media without minding the amount of time dedicated to it, by engaging in cybercrimes and wars knowingly or unknowingly, participating in or helping a fraud business and focusing on other frivolous acts outside their academics. In addition, or perhaps as a prerequisite to, teaching the literacies identified by Jenkins et al. (2006), it is imperative that we prepare students to be wise users of social media platforms. What we need, as Ohler (2010) suggests, is a “whole school approach to behavior that sets the entirety of being digitally active within an overall ethical and behavioral context. This presents an urgent need for an enquiry into the ethical use of social media by undergraduates, using University of Ibadan as a case study.

1.2 Statement of the problem

The rise of social media is arguably the fastest paradigm shift in communication mankind has ever experienced and the benefits cannot be overemphasized especially to undergraduates because of obvious reasons - to network with friends, meet new people, make academic research, participate in online debates, share photos and videos with others, share opinions and details of everyday life, get up-to-date information and entertain themselves. However, despite all these, observations and interactions have shown that most students abuse its use. It could be that they do not know that there are principles guiding the use of social media or they have just decided to ignore them.

For undergraduates in this generation, particularly in University of Ibadan, social networking has become sort of an “addiction”. Ordinarily, a student who has a Facebook account, opens the account daily to check new updates, spends hours checking new updates until he/she realizes that there are more important things to do like school work that has been missed because of logging in unto a social platform. Thus, the importance of the study is to raise the consciousness of the huge amount of time students use in engaging with social media while other things pass by as well as the ethical behavior exhibited in during the time of use.

For university undergraduates, nothing is more important than staying connected through networking, content sharing and messaging but cases of inappropriate text messaging of a sexual nature, watching of pornographic videos and images, obscene pictures upload, irrational amount of time spent engaging with social media, cybercrimes like plagiarism, cyber bullying and cyber extortion, etc. are demonstrations of bad behavioral ethics in the use of social media.

Thus, this study is imperative as it examines undergraduates’ ethical behavior in the use of social media, using University of Ibadan as a case study.

1.3 Objectives of the study

The main objective of the study is to examine the influence of undergraduates’

ethical behavior on their use of social media in University of Ibadan, Nigeria. The specific objectives are to:

- i. ascertain the frequency of social media use by the undergraduates in University of Ibadan;
- ii. find out the purposes of use of social media by the undergraduates in University of Ibadan;
- iii. identify the ethical behavior exhibited by the undergraduates in University of Ibadan;
- iv. ascertain how the use of social media encourage plagiarism among undergraduates in University of Ibadan;
- v. ascertain how the use of social media encourage cyberbullying among undergraduates in University of Ibadan;

1.4 Research questions

The following research questions have been formulated to guide the study:

1. What are the purposes of the use of social media by undergraduates in University of Ibadan, Nigeria?
2. What is the frequency of use of social media by the undergraduates?
3. What is the ethical behavior exhibited by the undergraduates?
4. What is the effect of social media on plagiarism among undergraduates in University of Ibadan?
5. What is the effect of social media on cyberbullying among undergraduates in University of Ibadan?

1.5 Scope of the study

The study will identify the most frequently used types of social media by undergraduates, such as WhatsApp, Facebook, Instagram, Twitter and LinkedIn. The focus of the study will cover full time undergraduate students across all faculties and departments on the main campus of University of Ibadan.

The study will also observe the various ways by which undergraduates demonstrate unethical behavior in the use of social media. Examples of these are plagiarism, cyber bullying and cyber stalking, watching of obscene images and videos, spending a huge amount of time engaging with social media, and cyber extortion.

1.6 Significance of the study

The study will encourage the understanding of positive ethical behavior among undergraduates because of the effects of the negative use of social media. Recent studies have shown that employees now make use of social media to cross check candidates before employment. Recruiters can easily access both national and international applicants. That social networking sites help companies to locate and attract applicants while it enables them to run background checks. This will help the employers to check the interactions of people with employment potentials. Hence, this study will ensure that undergraduates thread carefully in their use of social media.

It has also been observed in previous studies that social media makes it a whole lot easier for undergraduates to participate in plagiarism, this is because of the fact that accountability and attribution are two things severely lacking in the use of social media. Most people just directly copy what they need and paste it where they want. This study will expose the need for honest and fair use of social media and the information therein by emphasising that there are penalties when caught in the act, especially in academic environment. In addition, the study will promote good use of social media by revealing how the negative use of social media affects other people. This will also encourage salutary interactions and relationship on various social media platforms.

The study will also bring to light the need for the University community to accentuate more on social media ethics (not only on information ethics) and contribute to the influence of the policy and the curriculum of the department. The general outcome of the study will provide an understanding of the ethical use of social media by undergraduate students because there is definitely a right and wrong way of using social media.

In conclusion, the findings of the study will be of utmost benefits to the society because through the ethical use of social media, students in particular will tend towards complying with ethics in the society. Thus, it will contribute to the body of knowledge of the society.

1.7 Operational definition of terms

The following terms have been operationally defined within the context of the study:

Ethical behavior : This is an action that is considered morally right or proper for a university undergraduate in the use of social media. It is the fair and honest use of social media by the undergraduates.

Social media: These are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expressions via virtual communities and networks. It is characterised by interactive web 2.0 internet based applications and user generated content. Examples are Facebook, Twitter, WhatsApp, LinkedIn, etc.

Undergraduates: These are university students pursuing their first degree (Bachelor or equivalent) in a discipline.

Use: This is the application of social media by university undergraduates to their academic and non-academic tasks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Relevant literature to the study has been reviewed under the following subheadings:

2.2 Use of social media by students

2.3 Relevance of the use of social media by undergraduates

2.4 Social media and fair use

2.5 Plagiarism and Social Media.

2.6 Identity Theft and Social Media

2.7 Cyberbullying and Social Media

2.8 Theory of Planned behavior (TPB)

2.9 Appraisal of literature reviewed

2.2 Use of social media by students

Several nascent definitions of social media have been offered, both within the communication discipline and across related disciplines such as public relations, information science, and mass media. Definitions typically converge around the notion that social media refer to digital technologies emphasizing user-generated content or interaction (e.g., Kaplan & Haenlein, 2010; Terry, 2009). Often social media are referred to by channel characteristics, identifying either directionality of messages (e.g., Kent, 2010) or using specific tools like Facebook or Twitter to exemplify modes of interaction (e.g., Howard & Parks, 2012). Though several definitions exist, there remains a lack of a formal, concise, and mutually-agreed upon definition of social media particularly across disciplines.

The types of social media elements include WhatsApp, Facebook, telegram, twitter, Instagram, LinkedIn, Imo, skype, and all others. The features of these elements are quite different but one theme that stands with all is that they foster networking by leaving room

creation of identity(profile), for personal messages, sharing of videos and pictures and sometimes emoji to display and communicate emotions. Interactivity is what differentiate social media sites from traditional websites. Social media applications encourage users to share experiences, opinions, knowledge, and sometimes location.

This classification of social media into classes has been useful to scholars and individuals for easy identification and study of a particular social media type but today, a difficulty may arise due to the high proliferation of social media and one may wonder which group a new developed social media type fits into. Social media is considered to be the fastest growing web application in the 21st century and this rapid development is being backed by technological advancement (Heyam, 2014). Mankind has enormously benefited and continues to benefit from it and as such cannot underestimate its importance as far as communication is concerned.

The attraction of social media tools in higher education has also been attributed to the affordances that the tools offer. The affordances allow their users to "write their own content (creating their "about me" pages and composing blogs, for example), appropriating others' content (uploading images, videos, and music found elsewhere online), and remixing content" (Vie 2008:20). In fact, today's young people spend more time online, texting, watching TV and movies, and playing video games than they do in school or with their parents. Even those young people who may not have computers and Internet access in their homes are still participants in a shared culture where social media, and digital media distribution and production have become commonplace (Horst, as cited in Ito et al. 2010). "Media no longer just influence our culture. They are our culture" (Thoman and Jolls 2008, 21). It is not simply the amount of media exposure that has changed so dramatically in recent years, it is the nature of this exposure. Young people are no longer just consumers of media; they are producers as well. Jenkins et al. (2006) describe this new environment as a participatory culture. According to this report, a participatory culture has the following characteristics: low barriers for artistic expression and engagement, strong support for

creating and sharing, informal mentorship whereby experienced users pass their knowledge on to novices, an atmosphere that encourages a sense that contributions matter, and an opportunity for social connections.

2.3 Relevance of the use of social media by undergraduates

Today, a conversation over social media can be compared to going over to a friend's house, or meeting a friend for coffee. This accessibility was not available prior to the Internet-based forms of communication (Zemmels, 2012). Social media gives its users a sense of identity and community. Users are able to become active agents in new media environments and produce their own content (Zemmels, 2012). SNSs allow users to maintain connections with friends. "Social voyeurism" is a term used to describe social media users browsing through SNSs and interacting with other users in order to catch up on the goings-on in society (Buckingham, 2008, p. 122). Access to social media on mobile smartphones represents a "lifeline to self-perception, a means of documenting a social life, expressing preferences, creating networks and sharing experiences" (Buckingham, 2008, p. 158). Smart-phones make it possible for students to access and share information independent of physical location. "The mobile is a ubiquitous, pervasive communication device which young people find difficult to be without, whether they like it or hate it, or feel something in between" (Buckingham, 2008, p.146),

What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). Research studies have also been directed at establishing the types of social media tools used by students. The platforms were used largely to network with other students worldwide and to share information on trending issues. Social media has slipped into students' lives so quickly and so pervasively that many people find it overwhelming,

confusing, or even repugnant. Others have embraced it with great enthusiasm, seeing it as an alluring, wide-open canvas for experimentation and innovation.

2.4 Social Media and Fair Use

The negative impact of social media occur when students involves themselves in unethical behaviors on social media platforms; sharing useless information, and posting such images that are injurious to national dignity and foreign relationship of the country (Sekho, 2013). this is to say that unethical behavior in the use of social media will influence how it will negatively affect its users.

According to Karadkar (2015) getting too involved in social media can lead to addiction that inculcates bad habits. Students prefer to chat with friends for hours, and this can lead to a waste of time that could have been used for learning or studying. It is often said that a long-term friendship or relationship is developed when people meet each other, spend time and share their experiences. But this virtual way of communicating with each other does not lead to a natural, friendly atmosphere and experiences and hence cannot produce a healthy relationship with friends. It also tend to terminate easily due to lack of a personal contact. When social media is used without proper awareness it reduces face to face communication, reduces time spent with friends and family, causes time loss, took away from daily chores, and seen as an entertainment (Storm & Storm, 2004; Hinduja & Patchin, 2013).

The study conducted by Owusu and Agatha (2015), titled “use of social media and its impacts on academic performance of tertiary students” revealed that majority of students in Ghana were engrossed in social networking sites. It also brought to light that most users utilized these sites for chatting and downloading purposes only which affected their academic performance negatively. This finding corroborates the revelation of Mingle and Musah (2015), that most respondents in their study experienced negative effects such as poor grammar spelling, late submission of assignments, less study time and poor academic performance.

Different researchers have conducted research to ascertain the influence of social media on users for example, moon (2011) in a study on “impact of Facebook on undergraduate academic performance, averred that social media have negative impact on students. According to the result, the more students use Facebook, the more it affects their academic performance. Similarly, Oye (2012), noted that most of the younger students use social networking sites mainly for socialising activities, rather than for academic purpose. Oye, (2012) further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. In another study conducted by Shana, (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose.

The most important thing in a student’s life should be studying, learning good habits and gaining knowledge to become a person with moral character. But today, as seen in various studies that this optimal learning process is seriously jeopardized by students becoming entrapped in the ploys of social media. Students neglect their studies by spending time on social networking rather than studying or interacting with people in person. In a number of instances, students felt that the tools were more suitable for socialising and informal communication than academic. In the same vein, Karpinski (2009) pointed out that social media users devote lesser time to their studies in comparison to non-users. Social media remains a major distraction of this current generation. Although distractions are a natural part of life and a challenge to learning and cognitive performance, as argued above, we contend that social media has inherent properties that make it especially disrupting.

Academic excellence plays an important role in an individual’s life; be it in the family, at social gatherings, at workplace, in an institution or even among peers. Much emphasis is placed on academic excellence because of the role it plays in an individual’s life as far as a successful life, respect and status is concerned in every part of the world. Due to this, many people are concerned with the ways that they can improve their academic

performance (Kyoshaba, 2009).

Within that vast and exciting world of lightning-speed change, experimentation and innovation lies a dilemma: the appropriate use. We're making up the rules as we go along, like it is not fully comprehended yet. When things start to get out of hand, the policy makers behind platforms like Facebook, Twitter or LinkedIn step in and announce a new set of ground rules. Then, all the end users have to shift gears and the whole dynamic starts again. One could say that social media is one big global communication laboratory, and that every one of us is playing a role in its creation and ultimate use (Serafin 2016). If we can step back from our personal feelings about social media just enough to look at how it affects undergraduates and their studies, just maybe we will encourage behavioral ethics in the use of social media.

2.5 Ethical behavior in the use of social media by undergraduate students

Ethical perspectives act as frameworks around which ethical predispositions that underlie particular ethical choices and the resultant action can be understood. It should, however, be noted that the application of these perspectives in real life may not necessarily be that straight forward because some issues impinge on more than one perspective at the same time. For example, an issue can be ethical with respect to one perspective and unethical when viewed from another angle, at the same time. The other difficulty in the application of the perspectives arises from the fact that people tend to change their ethical standpoints depending on the situation they are in at a particular point in time (Mathiesen 2004; Ocholla 2009:80). Students' primary goal in University is to study. Not surprising that they make use of social media in their academics. They use social media when they search for useful information, get the latest news on class schedule, have academic gist and the like. And this is where plagiarism comes in. Oxford University defined plagiarism as presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and

unpublished materials, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as videos and audios, illustrations, handcrafts etc. It applies equally to published text and data drawn from electronic books and journals, and to unpublished text and data. It is important for students to attribute text, data, or other resources downloaded from social media websites(oxuni.com). Avoiding plagiarism is not simply a matter of making sure one's references are all correct, or changing enough words so the examiner will not notice the paraphrase; it is about deploying academic skills to make a work as good as it could be.

2.6. Plagiarism and Social Media.

Cutting and pasting without clear or no acknowledgement is the most common form of plagiarism online. News spread at the fastest rate on social media and this is because of the audience it attracts, just spreading broadcasts messages (BCs) as they are popularly referred to without checking the authenticity of this news and information before it is passed on. Also, many students are not aware that information gained on social media must be adequately referenced and may even be included in the bibliography if used for academic work. Harper (Nurse Educ Today 2006) noted that the use of social media has enhanced the convenience, flexibility, and efficiency of both preparatory and continuing education. Unfortunately, academic dishonesty, including plagiarism, has shown a positive correlation with the increased use of social media in education. In the same vein, Bassendowski (2005) observed that with the reports of plagiarism in post-secondary institutions and the ease with which students can 'cut and paste' content from online sources and the relevance and applicability of traditional assessment strategies need to be examined in light of these technological advances.

Closely related to the issue of plagiarism is the issue of authenticity. Posting inauthentic material was likely when the person was attempting to promote himself or

herself (Obrien 2012). In such a case, the act could be deliberate. However, it might also happen that the lack of authenticity in materials posted might not be deliberate. This is because social media is prone to "encourage shallow thinking in students" (Obrien 2012). Chen and Bryer (2012) also noted that authenticity could suffer due to students posting inappropriate content. This would likely happen since it has been said that students did not see social media tools as learning tools, but as entertainment tools.

2.7. Identity Theft and Social Media

One of the ethical concerns in the use of social media is the silent crime also known as Identity theft, which according to the Federal Bureau of Investigation FBI, involves getting an individual's personal information, then using that information to either use their financial resources without their consent, or to open new financial or credit accounts, enabling the identity thief to use the victim's credit without their knowledge. Information commonly stolen to make these crimes possible include the individual's name, date of birth, social security number, and/or credit card numbers. According to technician.com, while such information can be physically obtained from written records, such as credit applications discarded by a retailer, it is frequently stolen through breaches in people's computer security, upload of confidential demographic data online, spyware, and viruses. It was reported in 2017 according to Feral Trade Commission that identity theft is the second most popular crime on social media. In due of this, students have the possible means to participate in cyber extortion, which literally means using other people's information to gain financially or to blackmail them with certain incriminating information. It's so in depth that the person being exploited and the person doing the exploiting do not need to meet physically. It looks so unreal but the Police Special Anti-Robbery Squad (SARS) reported that students are the most involved population in the "yahoo yahoo" crime. An example of cyber extortion.

2.7 Cyberbullying and Social Media

The participatory nature of social media gives room for anonymity. Students can remain anonymous on websites or create false profiles to cause atrocities on the web. cyberbullying has become a serious issue (Mesch, 2009). One of the detrimental effects of the misuse of ICT for social communication with young people is the phenomenon of cyberbullying. Livingstone and Brake (2010) defines Cyberbullying as “the use of information and communications technology to intimidate, harass, victimize, or bully an individual or a group of individuals” (Bhat, 2008. p.54). Hinduja and Patchin (2009) define cyberbullying as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (p.5). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Cyberbullying occurs when someone uses the internet, a cell phone, email, instant messaging, chat rooms, or social networks, such as Facebook and Twitter, to harass, demean, embarrass, or intimidate someone else. It is commonly a crime committed by kids and teens, as their growing access to electronic communication makes it possible to make fun of or ostracize others. The problem spreads like wildfire as the bully can hide behind the anonymity of a login identity, while encouraging other kids to join in the “fun” of harassing the victim. It should be noted, however, that cyberbullying is not the exclusive domain of adolescents, but is committed by, and on adults.

Cyber bullying, internet and game addiction are some of the unwanted consequences of too much time spent on social media without appropriate awareness (Spada, 2014). Cyberbullying is a crime, garnering such criminal charges as harassment, libel, assault, and even terrorism. In addition to criminal charges, cyberbullies may be held responsible for the damage they do in a civil lawsuit, where they may be ordered to pay medical bills and other expenses, as well as money for pain and suffering and mental anguish. Livingstone and Brake (2010) encouraged that young users of ICT for social purposes should be fully conversant with acceptable and unacceptable ways of using such

technology. Cyberbullying is gaining momentum, keeping pace with the rapid increase in the use of the internet and mobile phones as social interaction tools.

Ethical issues that predominate when using social media include privacy, accuracy, property and access issues (Mason 1986). Issues on privacy pertain to conditions under which information about a person is revealed to others; accuracy issues focus on circumstances that surround the authenticity of information that has been posted online; property issues centre on rights of ownership as well as use of intellectual property and access issues centre on conditions that foster or hinder one from obtaining information. These ethical issues and their aspects have been of concern to a number of authors writing on social media use in higher education. The rapid development of technology has led to new definitions of privacy especially in the online environment. Every new technological generation created new and challenging issues related to privacy. A social network represents a service provided through the means of the internet which allows users to create a public or semi-public profile within a limited system. From this perspective, social networks seem to have an oxymoronic character, meaning that their participation to the virtual world aims, mainly, the exchange of information, most of it having a private character. One of the reasons why users frequently post things on the internet is the ubiquity on the social networks, the friendship with other users and the need to prove themselves.

2.8 Theory of Planned behavior (TPB)

Among the authors that focused on attitudes and perspectives are Chiang and Lee (2008) who studied the information ethics of teenage users when using information technology. They used the Theory of Planned behavior (TPB). The ethical dimensions they focused on were egoism and altruism. They concluded by calling for ethics education so that students develop "self-beliefs [for] rejecting illegal use in the digital world" (Chiang and Lee 2008:14). Foltz, Schwager and Anderson (2008:709) studied factors that influenced students' behavior to read computer usage policies that outlined the legal, security and rights issues that pertained to the proper use of computers. The study was

based on the TPB and the variables were social trust and apathy. The findings were that positive opinion of the policy was more likely to result in reading of the policy and apathy reduced the likelihood of reading the policy, that is, individual internal factors more than the subjective norms, opinion of others, affected the behavioral intention. The study did not support the influence of perceived behavioral control on intention and behavior as is proposed by the TPB.

However, the thrust of studies on attitudes and perspectives was to show the factors that underlie behavioral intentions and the subsequent behavior. Their premise was that behavior is dependent on the belief structure, which includes information ethical beliefs. This study was modelled along these premises. Cognisance and awareness of information ethical issues surrounding use of social media platforms is of essence if students are to lead in the adoption of the social media tools.

2.6.Appraisal of literature reviewed

In recent studies, the number of people engaging with social media has exploded. Social Media platforms are now utilized as key locations for networking, socializing and importantly, for reflecting on all aspects of everyday life. Such online spaces therefore hold vast quantities of naturally occurring data on any number of topics, from community gist, to vital information, to political views and preferences and even academic topics. This provides students with a huge opportunity to gather data that would otherwise have taken much time and resource to obtain. Yet this opportunity is accompanied by responsibility to ensure that how we obtain and reuse such data is done to the highest possible ethical standards. There emerged numerous questions regarding the ethical and legal uses of social media. In social media, the right etiquette equals acting the right way. There definitely is a right way and a wrong way to use social media as revealed by previous studies.

It was discovered in other previous studies that students and young people tend to use social media more than the other age groups. On a positive note, there are good and beneficial advantages in the use of social media – access to timely information, daily

contact with friends, update of class notes and so on. But other research studies suggested that in the use of social media, there are clear risks involved in the use of social media by students and young people mostly because of the participatory factor.

However, what these previous studies have failed to cover is the link and connection between undergraduate students and the ethical use of social media. There are various issues concerning the ethical use of social media by undergraduates in University of Ibadan. These include but are not limited to cyberbullying, plagiarism, participating in fraudulent acts, spending a whole lot of time on social media which could lead to poor academic performance, loss of attention, embarrassment, distraction and the likes. In addition, this study has improved on other previous studies by filling the gap that was omitted in previous studies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the method and procedure that was applied in this study.

3.2 Research design

The research design adopted for the study is a descriptive survey. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument and well defined study concepts and related variables.

This design will help elicit honest response from undergraduates regarding their ethical behavior towards the use of social media.

3.3 Population of the study

The population of this study comprises the full time undergraduate students in the University of Ibadan (main campus) in 2017/2018 session. According to the data collected from the Academic Planning Unit, the total number of undergraduate students is 14,493, hence this is the population of the study (Table 3.1)

Table 3.1 Population of the study

S/N	FACULTY	NUMBER OF UNDERGRADUATES
1	Agriculture and Forestry	1,382
2	Arts	1,993
3	Basic Medical Sciences	671
4	Clinical Sciences	1,256
5	Dentistry	212
6	Education	2,199

7	Law	775
8	Pharmacy	343
9	Public Health	215
10	Renewable Natural Resources	285
11	Science	2,168
12	Social Science	1,070
13	Technology	1,448
14	Veterinary	476
	Total	14,493

3.4 Sampling technique and sample size

Multi-stage random sampling technique was used for the study. Based on a sampling fraction of 36% and with the use of the balloting method, six faculties were randomly selected at the first stage. The six faculties are, Dentistry, Pharmacy, Public health, Renewable natural resources and the Social sciences. At the last stage, a sampling fraction of 10% was used to get the sample size of 213 (Table 3.2)

Table 3.2 Sample size of the study

SN	FACULTY	POPULATION	SAMPLE SIZE (10%)
1	Dentistry	212	21
2	Pharmacy	343	34
3	Public health	215	22
4	Renewable natural resources	285	28
5	Social sciences	1070	107
TOTAL		2125	213

3.5 Research instrument

Based on the literature, a self-developed questionnaire titled Undergraduates' Ethical Behavior and Social Media Use" (UEBSMU) was used to get the desired information from the students. The questionnaire was divided into three sections (A, B and C). Section A which was based on demographic variables have six (6) questions. Section B highlighted questions on the use of social media, which consisted of the purpose and frequency of social media use as well as challenges to the use. Section C highlighted questions on ethical behavior exhibited by undergraduates which includes questions on the appropriate and polite use of social media.

3.6 Validity and reliability of the instrument

To ensure the validity of the instrument, the questionnaire was subjected to scrutiny by the project supervisor, who read through and made necessary corrections in determining its suitability and appropriateness. The relevant suggestions provided on how to improve the content of the questionnaire was effected accordingly before administration took place.

3.7 Method of data collection

The researcher collected the needed data through questionnaire administration in the selected faculties between the hours of 8am-4pm. The questionnaire distribution cut across all selected faculties and departments (where applicable to the undergraduates as well as all levels of study.

3.8 Method of data analysis

Data analysis was done with the use of descriptive statistics of frequency counts and percentages. The results were presented in Tables and inferences was drawn from them. The Statistical Package for the Social Sciences (SPSS) version 21 was the software used for data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with the data presentation and analysis of the results obtained from the administered questionnaire.

4.2 Questionnaire administration and return rate

A total of 213 copies of the questionnaire were administered in the five selected faculties in University of Ibadan. 213 copies were returned and found useful for analysis giving a response rate of 100.0%. The response rate of the administered questionnaire is as shown in Table 4.1.

Table 4.1: Distribution of questionnaire administration and returns rate

S/N	Selected Faculties	Distribution	Returns
1	Dentistry	21	21
2	Pharmacy	34	34
3	Public Health	22	22
4	Renewable Natural Resources	29	29
5	Social Science	107	107
Total		213	213

4.3 Demographic information of the respondents

Socio-demographic profiles of respondents such as age group, gender, family type, faculty and level were analyzed using descriptive statistics of frequency counts and percentages and the result is as presented in Table 4.2.

Table 4.2: The demographic characteristics of the respondents

Variable	Frequency	Percentage (%)
Age		

16 – 20	67	31.5
21 – 25	129	60.6
26 & above	17	8.0
Total	213	100.0
Gender		
Male	89	41.8
Female	124	58.2
Total	213	100.0
Family Type		
Monogamy	185	86.9
Polygamy	24	11.3
Others	4	1.9
Total	213	100.0
Faculty		
Dentistry	21	9.9
Pharmacy	34	16.0
Public Health	22	10.3
Renewable Natural Resources	29	13.6
Social Science	107	50.2
Total	213	100.0
Level		
100	17	8.0
200	59	27.7
300	66	31.0
400	56	26.3
500	15	7.0
Total	213	100.0

Table 4.2 showed that most of the respondents were between the age group of 21-25 (60.6%) followed by age group 16-20 (31.5), age group 26 and above (8.0%) were least represented. Female respondents accounted for 124 (58.2%) while their male counterparts 89 (41.8%). Respondents from a monogamy family dominated with 185 (86.9%). Faculty of the social science 107 (50.2%) accounted for half of the respondents, followed by pharmacy 34 (16.0%), renewable natural resources 29 (13.6%), public health 22 (10.3%) and dentistry 21 (9.9%) respectively. Respondents in 300 level 66 (31.0%) were the bane of the study followed by 200 level 59 (27.7%) and 400 level 56 (26.3%) respectively.

4.4 Answers to research questions

Research question one

What are the purposes of the use of social media by undergraduates in University of Ibadan, Nigeria?

Table 4.3 indicates the purposes of the use of social media by undergraduates in University of Ibadan, Nigeria. The responses of the respondents were provided on a 4-point Likert scale of strongly agreed, agree, disagree and strongly disagree as shown in Table 4.3.

Table 4.3: Purposes of the use of social media by undergraduates in University of Ibadan

S/N	I Use Social Media for:	Strongly Agree	Agree	Disagree	Strongly disagree	Mean
1	Assignments	197 (92.5%)	15 (7.0%)	1 (0.5%)	0 (0.0%)	3.92
2	Group discussions	87 (40.8%)	125 (58.7%)	1 (0.5%)	0 (0.0%)	3.40
3	Getting news on class schedule	131 (61.5%)	78 (36.6%)	4 (1.9%)	0 (0.0%)	3.60
4	Collaborating with peers	122 (57.3%)	89 (41.8%)	2 (0.9%)	0 (0.0%)	3.56
5	Chatting with family and friends	126 (59.2%)	86 (40.4%)	1 (0.5%)	0 (0.0%)	3.59
6	Meeting new people	112 (52.6%)	96 (45.1%)	3 (1.4%)	2 (0.9%)	3.49
7	Reading up class notes	135 (63.4%)	69 (32.4%)	9 (4.2%)	0 (0.0%)	3.57
8	Latest News	115 (54.0%)	98 (46.0%)	0 (0.0%)	0 (0.0%)	3.54
9	Political Gist	122 (57.3%)	81 (38.0%)	8 (3.8%)	2 (0.9%)	3.52
10	Social enhancement	118 (55.4%)	87 (40.8%)	7 (3.3%)	1 (0.5%)	3.51
11	Sharing pictures or videos	128 (60.1%)	81 (28.0%)	4 (1.9%)	0 (0.0%)	3.58

Result on the purposes of the use of social media by undergraduates in university of Ibadan as shown in Table 4.3 revealed that use of social media for assignment ranked highest in terms of mean score with a mean score of 3.92. It also reveals that 197 (92.5%) of the respondents strongly agreed with this statement, 15 (7.0%) agreed, 1(0.5%) disagreed and 0(0.0%) strongly disagreed. This was followed by use of social media for getting news on class schedule had the second highest score in terms of mean with a score of 3.60. This is evident in the responses given where 131 (61.5%) strongly agreed with the statement and 78 (36.6%) agreed, 4 (1.9%) disagreed while 0 (0.0%) strongly disagreed. Also, chatting with family and

Social Media Platforms	Always	Sometimes	Occasionally	Never	Mean
WhatsApp	197 (92.5%)	14 (6.6%)	2 (0.9%)	0 (0.0%)	3.92
Facebook	116 (54.5%)	77 (36.2%)	18 (8.5%)	2 (0.9%)	3.44
Twitter	102 (47.9%)	71 (33.3%)	21 (9.9%)	19 (8.9%)	3.20
Snapchat	71 (33.3%)	81 (38.0%)	44 (20.7%)	17 (8.0%)	2.97
Instagram	80 (37.6%)	77 (36.2%)	47 (22.1%)	9 (4.2%)	3.07
Telegram	36 (16.9%)	90 (42.3%)	56 (26.3%)	31 (14.6%)	2.62
LinkedIn	45 (21.1%)	78 (36.6%)	57 (26.8%)	33 (15.5%)	2.63
Imo	33 (15.5%)	75 (35.2%)	59 (27.7%)	46 (21.6%)	2.44
YouTube	56 (26.3%)	79 (37.1%)	62 (29.1%)	16 (7.5%)	2.82
Pinterest	44 (20.7%)	58 (27.2%)	79 (37.1%)	32 (15.0%)	2.54
Skype	35 (16.4%)	35 (16.4%)	35 (16.4%)	108 (50.7%)	1.99

friends had a mean of 3.59 which was evident in the response given where 126 (59.2%) strongly agreed, 86 (40.4%) agreed, 1 (0.5%) disagreed while 0 (0.0%).

Research question two

What is the frequency of use of social media by the undergraduates?

Table 4.4 indicates the frequency of use of social media by the undergraduates in University of Ibadan, Nigeria. The responses of the respondents were provided on a 4-point scale of always, sometimes, occasionally and never as shown in Table 4.4.

Table 4.4: frequency of use of social media by the undergraduates

Results on the frequency of use of social media by undergraduates in University of Ibadan as shown in Table 4.4 revealed that WhatsApp ranked highest in terms of mean score with a mean score of 3.92. It also revealed that 197 (92.5%) of the respondents always use it, 14 (6.6%) sometimes, 2 (0.9%) occasionally while 0 (0.0%) never. This was followed by Facebook which had the second highest score in terms of mean with a score of 3.44. This is evident in the responses given where 116 (54.5%) always use it, 77 (36.2%) sometimes, 18 (8.5%) occasionally while 2 (0.9%) never. Twitter was third in terms of mean score with 3.20. This is evident in the responses given where 102 (47.9%) always use it, 71 (33.3%) sometimes, 21 (9.9%) occasionally while 19 (8.9%) never

Research Question Three

What is the ethical behavior exhibited by the undergraduates?

Table 4.5 indicates ethical behavior exhibited by the undergraduates. The responses of the respondents were provided on a 4-point Likert scale of strongly agreed, agree, disagree and strongly disagree as shown in Table 4.5.

Table 4.5: Ethical behavior exhibited by the undergraduates

Ethical Behavior in the use of Social Media	Strongly agree	Agree	Disagree	Strongly disagree	Mean
Reference the websites used for my academic work	113 (53.1%)	32 (15.0%)	19 (8.9%)	49 (23.0%)	2.98
Share broadcasts and messages when I don't know the source	49 (23.0%)	106 (49.8%)	48 (22.5%)	10 (4.7%)	2.91
Upload, use or send nude pictures or videos	34 (16.0%)	72 (33.8%)	72 (33.8%)	35 (16.4%)	2.49
Respect other people's privacy	42 (19.7%)	100 (46.9%)	53 (24.9%)	18 (8.5%)	2.78
Use other people's online information to blackmail them	34 (16.0%)	57 (26.8%)	82 (38.5%)	40 (18.8%)	2.40
Use other people's online information to bully them	21 (9.9%)	84 (39.4%)	67 (31.5%)	41 (19.2%)	2.40
Spend less than 3 hours daily	36 (16.9%)	44 (20.7%)	70 (32.9%)	63 (29.6%)	2.25
Read through the terms and conditions of social media platforms	33 (15.5%)	59 (27.7%)	71 (33.3%)	50 (23.5%)	2.35
Turn on or off privacy of social media	40 (18.8%)	56 (26.3%)	73 (34.3%)	44 (20.7%)	2.43
Personalise or patent my pictures, videos, and audio before posting them on social media	32 (15.0%)	50 (23.5%)	86 (40.4%)	45 (21.1%)	2.32
Am aware of how my actions can bully or extort from people online	45 (21.1%)	56 (26.3%)	62 (29.1%)	50 (23.5%)	2.45
Am aware of how my posting on social media infringe on someone else privacy	32 (15.0%)	56 (26.3%)	72 (33.8%)	53 (24.9%)	2.31
Ignore people with bad behavior al ethics because I don't know what to do	41 (19.2%)	57 (26.8%)	70 (32.9%)	45 (21.1%)	2.44

Results on the ethical behavior exhibited by undergraduates in University of Ibadan as shown in Table 4.5 revealed that they reference the websites used for academic work ranked highest in terms of mean score with a mean score of 2.98. It also reveals that 113 (53.1%) of the respondents strongly agreed with this statement, 32 (15.0%) agreed, 19 (8.9%) disagreed and 49 (23.0%) strongly disagreed. This was followed by “sharing of broadcast and messages

when I don't know the source" had the second highest score in terms of mean with a score of 2.91. This is evident in the responses given where 49 (23.0%) strongly agreed with the statement and 106 (36.6%) agreed, 48 (22.5%) disagreed while 10 (4.7%) strongly disagreed. Also, "respect other people's privacy" had a mean of 2.78 which was evident in the response given where 42 (19.7%) strongly agreed, 100 (46.9%) agreed, 53 (24.9%) disagreed while 18 (8.5%).

Research Question Four:

What is the level (good, fair, bad) of ethical behavior by the undergraduates?

The Table 4.6 below indicates the level of ethical behavior by the undergraduates in University of Ibadan, Nigeria.

Maximum score obtainable for the level of ethical behavior by the undergraduates

Maximum scores obtainable from the 13-item scale on ethical behavior (3 x 13) = 39
 Interval score (39/3) = 13

Table 4.6: Interval table for ethical behavior by the undergraduates

Interval	Remarks
0-13	Bad
14-26	Fair
27-39	Good

Using a norm scale where a maximum obtainable score was 39 (3 x 13 items). Setting a mean range of 0 – 13 to represent a bad level, 14 – 26 denotes a fair level while 27 – 39 represents a good level of ethical behavior in undergraduate use of social media. It therefore follows that a mean score of 32.51 (see table 4.5) which falls within the good

range. It is therefore submitted that there is a good level of ethical behavior in the use of social media by the undergraduates.

Research Question Five

What are the challenges to the use of social media by the undergraduates?

Table 4.7 below indicates the challenges to the use of social media by the undergraduates in University of Ibadan, Nigeria. The responses of the respondents were provided on a 4-point Likert scale of strongly agreed, agree, disagree and strongly disagree as shown in Table 4.7.

Table 4.7: Challenges to the use of social media by the undergraduates

Challenges to use of Social Media	Strongly agree	Agree	Disagree	Strongly disagree	Mean
Erratic power supply	150 (70.4%)	50 (23.5%)	9 (4.2%)	4 (1.9%)	3.62
Poor internet connectivity	102 (47.9%)	101 (47.4%)	9 (4.2%)	1 (0.5%)	3.43
Gadgets	90 (42.3%)	100 (46.9%)	17 (8.0%)	6 (2.8%)	3.29
I don't have many online friends to chat with	36 (16.9%)	39 (18.3%)	73 (34.3%)	65 (30.5%)	2.22
Data or wifi are expensive	83 (39.0%)	97 (45.5%)	26 (12.2%)	7 (3.3%)	3.20
Unusability of assistive technology for users with disabilities	100 (46.9%)	76 (35.7%)	20 (9.4%)	17 (8.0%)	3.22

Results on the challenges to the use of social media by undergraduates in university of Ibadan as shown in Table 4.7 revealed that erratic power supply ranked highest in terms of mean score with a mean score of 3.62. It also reveals that 150 (70.4%) of the respondents strongly

agreed with this statement, 50 (23.5%) agreed, 9(4.2%) disagreed and 4(1.9%) strongly disagreed. This was followed by poor internet connectivity had the second highest score in terms of mean with a score of 3.43. This is evident in the responses given where 102 (47.9%) strongly agreed with the statement and 101 (47.4%) agreed, 9 (4.2%) disagreed while 1 (0.5%) strongly disagreed. Also, gadgets had a mean of 3.29 which was evident in the response given where 90 (42.3%) strongly agreed, 100 (46.9%) agreed, 17 (8.0%) disagreed while 6 (2.8%).

Research question six

What is the relationship between the undergraduates’ ethical behavior and their use of social media?

The Table 4.8 below shows the Pearson correlation to determine the relationship between undergraduates’ ethical behavior and their use of social media. The result is presented below.

Table 4.8: Pearson correlation result for relationship between the undergraduates’ ethical behavior and their use of social media

		<i>Ethical Behavior</i>	<i>Use of Social Media</i>	<i>Significance</i>
<i>Ethical Behavior</i>	Pearson Correlation	1	0.119	Not
	Sig. (2-tailed)		0.083	Significant
	N	213	213	
<i>Use of Social Media</i>	Pearson Correlation	0.119	1	
	Sig. (2-tailed)	0.083		
	N	213	213	

The result of the relationship between the undergraduates’ ethical behavior and their use of social media using the Pearson Correlation Coefficient (r) revealed that the relationship between undergraduates’ ethical behavior and their use of social media was positive and not significant (r=0.119; P = 0.083). Since the P = 0.083 which is less

than 0.05 level of significance, this means that there is no significant relationship between undergraduates' ethical behavior and their use of social media.

4.5 Discussion of findings

This section discussed the findings of the study in accordance with the results from previous studies.

4.5.1 The purposes of the use of social media by the undergraduates

The result of the purposes of the use of social media by the undergraduates revealed that most students use the social media for getting assignments done, getting news on class schedules, chatting with family and friends, collaboration with peers as well as sharing pictures and videos. This is in line with the findings of Common Sense Media (2009) which revealed that today's young people spend more time online, texting, watching TV and movies, and playing video games. The findings also correlate with the findings of Nicole (2007), who found out that students have especially recognized these social media platforms as tools to be able to contact their peers, share information, improve academically, reinvent their personas and showcase their social life. Students have consistently been the heaviest users of social media by a substantial margin, and today that's even truer as a staggering 90% of them use social media, according to a 2015 Pew Research Center study. That's a 78% increase from the 12% who were using social media back in 2005.

4.5.2 The frequency of use of social media by the undergraduates

The result of the frequency of use of social media by the undergraduates revealed that social media is being used heavily by the students with WhatsApp, Facebook, Twitter, Instagram and Snapchat among the most used tools. This is in line with a Pew study which found that 82% of young adults that are online use Facebook, and about 55% of this same crowd uses Instagram at the same time, says the Pew study. Rounding out the mediums

covered by the report is Twitter, used by about 32% of this population. Even those young people who may not have computers and Internet access in their homes are still participants in a shared culture where social media, and digital media distribution and production have become commonplace (Horst, as cited in Ito et al. 2010)

The heavy use of social media by undergraduate could be underpinned to them being born into a digital world which explains why social media is also more likely to be used by the undergraduates as they use them more often and the number of friends they have on the platform is higher than that of older people (Park, 2010).

4.5.3 The Level of ethical behavior exhibited by the undergraduates

There was a high level of ethical behavior exhibited by the undergraduates according to the results obtained which indicated that the students are well versed in their use and conduct on social media. Harper (2006) found out that many students are not aware that information gained on social media must be adequately referenced and may even be included in the bibliography if used for academic work. This is not true of this study as findings revealed that the students are well aware of referencing websites used for their academic works. One of the detrimental effects of the misuse of ICT for social communication with young people is the phenomenon of cyber-bullying according to Livingstone and Brake (2010) Cyber-bullying is defined as “the use of information and communications technology to intimidate, harass, victimize, or bully an individual or a group of individuals”. The result showed that there is still an element of bullying amongst the students though not rampant due to the anonymous nature of the internet but most are still aware of the consequences so they stay clear off.

The result also showed there is no marked difference between the number of students who sends or watch nudes or pornography. This conforms to the report by techknowhow.com which found out that 56% of young adults watch adult videos online while 36.8% of young adults participate, either by uploading individually or working with a group.

4.5.4 The relationship between the undergraduates' ethical behavior and their use of social media

A test of the relationship between undergraduates' ethical behavior and their use of social media indicated that undergraduates' ethical behavior had positive correlations with the use of social media by the undergraduates. The study establishes that there is no significant relationship between undergraduates' ethical behavior and their use of social media. Özpınar et al. (2010) concluded that the reasons for displaying unethical behaviors on social networks were caused by the environmental and social circle factors, as well as the sense of anonymity created by users who post under pseudonyms and fake profiles. Jenkins et al. (2006) suggest that the social media literacy required for participation in this new world are all essentially social skills, including: play, performance, simulation, appropriation, multitasking, distributed cognition, collective intelligence, judgement, social media navigation, networking, and negotiation. Chen and Bryer (2012) also found privacy and security issues to be central for researchers in deciding whether to use social media tools in their study. This negates with the findings which revealed that undergraduates' ethical behavior does not affect their social media use.

The ability to use social media and the digital content and digital literacy contributes to the frequent use of social media by students. (Chen and Bryer 2012; Gaffar, Singh and Thomas 2011: 142). Access was also curtailed by the absence of guidelines on how to use social media tools (Shapiro and Ossorio 2013). Guidelines act as an empowering tool to social media users because they spell out the proper way of how one can use social media as well as explain the nature of rights that a user would have when he or she uses social media.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion drawn from the study and recommendations proffered.

5.2 Summary of findings

The study examined the influence of undergraduates' ethical behavior on their use of social media in university of Ibadan, Nigeria. Arising from the results of the analysis of data obtained from the field, the followings were the major findings of the study:

1. The purpose of the use of social media by undergraduates in university of Ibadan was mostly for assignment, getting news on class schedules, chatting with family and friends. Collaboration with peers and sharing pictures or videos respectively.
2. Social media is heavily used by the undergraduates with WhatsApp, Facebook, Twitter, Instagram and Snapchat among the most used social media networks.
3. The ethical behavior exhibited by the undergraduate students was found to be good
4. The challenges facing the undergraduate students use of social media is majorly erratic power supply and poor internet connectivity.
5. There is no significant relationship between undergraduates' ethical behavior and their use of social media.

5.3 Conclusion

The proliferation of the use of the internet and the rapid technological advancement has birthed a lot of innovation among which is the social media which has changed the way people relate and communicate. Social media has also gained rapid growth over the years with millions all over the world signing up to enable them have the latest information at their fingertips. This rapid growth has also been beneficial to students alike which have

made communication, access to information, and recreational activities easier for them. Through social media, students can now complete and submit assignments, get news on class schedules, chat with family and friends and so on.

In all these, social media has its downsides especially in the areas of ethical behavior which guides the students on the right way to use it. Most of these ethical considerations like bullying, lack of references, nudity, spending all day on social media and extortion are being clamped down upon which was evident in the result of the study in which the level of ethical behavior exhibited by the undergraduates was found to be good. This connotes that students are now well aware of the dangers of over indulging in social media. However, there are still some challenges which inhibit the effective use of social media by the students.

5.4 Recommendations

In view of the findings, the following recommendations were made:

1. Continuous user education should be put in place for the students on how to use social media for their educational improvement and sounding warning to them on the over-indulgence in social media which could have a negative influence on their performance
2. There is an urgent need for the management of academic institutions in Nigeria to improve on the low bandwidth and limited Internet connection in their institutions which would aid access to social media through the internet.
3. Concerted efforts should also be made by the management of these institutions to provide alternative sources of power by using generators/inverters so as to prevent frequent interruptions in their use.
4. There should be mild punishment for students who indulge in unethical use of social media to bully or extort others.

5. Lecturers can adopt new strategies by channelling assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work.
6. Students must minimize the time they spend on social media to avoid being obsessed by these sites for unnecessary chatting.

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