

**FACEBOOK AS A TOOL FOR SOCIO-ETHICAL DEVELOPMENT: A STUDY OF
YOUNG ADULTS PERCEPTION IN LAGOS METROPOLIS**

By

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DECLARATION

I hereby declare that this project has been written by me is a record of my own research work. It has not been presented in any previous application for a higher degree of this or any other University. All citations and sources of information are clearly acknowledged by means of reference.

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CERTIFICATION

This project titled, '**Facebook as A Tool for Socio-Ethical Development: A Study of Young Adults Perception in Lagos Metropolis**', prepared and submitted by **ISMAIL TENIOLA BOLUWATIFE** with matriculation number **18020601007** in partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE IN MASS COMMUNICATION**. The original research work was carried out by him under by supervision and is hereby accepted.

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DEDICATION

This Project is completely dedicated to God Almighty and my parents.

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I owe my profound gratitude to God Almighty for the strength, wisdom, divine help, and provision he granted me throughout this work. Also, to my parents for their undying support, motivation, prayers, and unsolicited support throughout this work.

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ABSTRACT

Social media platforms have turned out as major ways of communication and channels of engagement and will continue to be the platform for living in the future. Social media social media platforms have turned out as major ways of communication and channels of engagement and will continue to be the platform for living in the future. Therefore, this research seeks to explore Facebook as a tool for socio-ethical development. It seeks to examine the perception of young people on the much-talked-about dangers of social media to social values. The study made use of questionnaire to collect data from two hundred and twenty-nine respondents. The collected data was analysed and the results presented through tables, frequencies and percentages. The findings of the study revealed that people join Facebook for different reasons, some join as a result of friend referral, and some under peer pressure and sense of belonging. The study recommended that information provided by Facebook users should be properly verified before they are accepted on the social media site. This will limit the number of anonymous and fake accounts that are used in trolling and bullying other users of the social media site.

KEYWORDS: *social media, social ethics, young adults, social-ethical development*

CHAPTER 1

INTRODUCTION

Social Media refers to a collection of applications such as WhatsApp, Facebook, Twitter, LinkedIn, YouTube etc. and websites through which people share information including events that happen around them. Social media has been in advancement since the early part of the 21st century. Social media tools also provide a useful array of opportunities and interactions to learn different foreign languages. With the introduction of social media, the world has become a global village. Through social media platforms, users can connect with other people within seconds, share their ideas, and provide comments on different areas of interest and issues. People of a different cultures can also talk about any issue and also search for information about other countries.

Platforms such as Facebook and Twitter assist individuals to augment their social connections; help people who feel lonely garner social support; assist students to cultivate social capital (Ellison, Steinfield, & Lampe, 2007). The platforms offer users an avenue to realize and build different identities and encourage social engagements. Since the social dimensions of human existence are so important, researchers have placed importance on understanding social media's effects on social life.

1.1 BACKGROUND OF THE STUDY

Certainly, social media platforms have turned out as major ways of communication and channels of engagement and will continue to be the platform for living in the future. Educational institutions, businesses, and other organizational setups as well as individuals have already started to gain leverage through social media platforms. This has created an atmosphere of unnecessary competition among people as studies have shown that comparing one's self to others often results in unfulfilled expectations and issues linked with low self-esteem (Lin, 2015). Unfulfilled anticipations could mean not obtaining a dream job, not being

able to travel on vacations, or the inability to afford the newest clothing trend, amongst other perceived setbacks. On social media, many prospects exist for young adults to participate in activities that include comparing themselves to others who appear to have accomplished their unfulfilled goals, especially when access to social media can be gained through a phone, thus possibly causing an increase in depression (Mossakowski, 2011).

Meanwhile, in a study done by Beckerley (2012), it was discovered that women are more likely to be exposed to “more extreme idealized images from social media than men” and in turn advance, negative feelings conveyed by social comparisons. Social media provides countless opportunities for negative comparisons just as much as it has its positive effects. The growing use of social media especially by young adults raises concern about these effects on the socio-ethical behaviour.

1.2 STATEMENT OF THE PROBLEM

There is limited research on the reasons people are using social media sites, but one study by Whiting and William (2013) was able to come up with ten different themes for social media use. The ten themes of social media use they found in order of most reported to least are as follows: social interaction (88%), information seeking (80%), pass time (76%), entertainment (64%), relaxation (60%), communicatory utility (56%), expression of opinions (56%), convenience utility (52%), information sharing (40%), and surveillance and watching of others (20%) (Whiting & Williams, 2013). The reports above altogether gave a mixed bag of reactions. While they put social media in a good perspective, most of the time they also highlight the downside of excessive use of social media.

According to an article written by Jonathan Glazzard and Samuel Stones (2019) titled "Social Media and Young People's Mental Health", It appears young adults can have access to harmful content online that encourages moral rot and it is a serious cause for concern. The social media content seems to make attempts to “normalize” crime and morally wrong

behaviour and may end in young adults repeating the actions that they have coveted from social media.

This study aims at investigating the perception of young adults on the effect of exposure to social media on socio-ethical behaviour.

1.3 OBJECTIVES OF THE STUDY

1. To examine the perceived effects of social media on ethical behaviour among young people.
2. To examine the perception of young people on the much-talked-about dangers of social media to social values.
3. To investigate empirically how social media is viewed by young adults in terms of its benefits or detriment to social and ethical values.

1.4 SCOPE OF STUDY

It is evident from the studies that social media has both positive and negative impacts on our youths. Youths must be clear on the purpose of using social media and how for long they stay online and on how to make it beneficial to their personal and social networking purpose.

The scope of this study is therefore to identify and bring light to the reality of the strength of social media concerning the socio-ethical development of young adults in the Lagos metropolis in Nigeria.

This study focuses on young adults in the Lagos metropolis of Nigeria, especially as they are among the most ardent users of social media in Nigeria as a whole.

1.5 RESEARCH QUESTIONS

1. What emotions are stirred up in users on seeing their peer's achievement being flaunted on Facebook?
2. What are the perceived major effects of Facebook on social-ethical values?
3. What are perceived as being effective for staying immune to Facebook effects?

1.6 LIMITATIONS OF STUDY

This study is limited to young adults in the Lagos metropolis who are available and willing to participate in the research.

1.7 DEFINITION OF TERMS

Social Media: Refers to a computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities.

Social ethics: This is the collection of values and behaviors of a given culture or group of people.

Young Adult: A person who is in his or her late teenage years or early twenties and whose character and personality are still developing as they gain experience.

Social-ethical development: This is the systematic reflection on the moral dimensions of social structures, systems, issues, and communities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Social media presents the most wide-spread and easy to navigate social network that has ever existed, allowing users to locate and interact with others and join groups faster and more globally than any previous communication and information technology. It can give voice to those who were previously silenced, while simultaneously aiding the spread of distorted information with dire consequences.

However, the rise of social media coverage has brought a seemingly endless number of serious concerns about the negative effects social media has on our general lives; including social influence, spread of misinformation, and governing. There are also growing worries about the long-term impacts of the use of social media on an individual's well-being, including insecurities concerning personal growth in areas of physical appearance, finance, academic achievements, and a host of others.

2.1 CONCEPTUAL FRAMEWORK

2.1.1 THE VITAL ROLES OF SOCIAL MEDIA

There are many possible advantages connected with the use of social media, including opportunities for entertainment and discovery of personality and artistic expression. Among these advantages of social media use is social interaction, with many youths claiming that social media helps them to feel at home. It can also provide resources for some young people to obtain online social support, especially to access similar peer groups. Social media platforms enable youths share their personal and collective experiences in order to give/get support. It helps a person from one side of the earth to communicate and discuss things (no matter how important or seemingly trivial the topic is) with a person on the other side of the earth. One should take advantage of this in order to achieve great outcome in education. Social media offers its users with a platform to get organized.

Students also use social media to promote social consciousness and compassion. Social networking sites can allow young people to get in contact with peers. They also encourage youngsters to live their lives freely. When they have problems, they can easily find others who have encountered the same problems and these experienced people can offer advice or a means of guidance/ help for such individuals.

In reality, several organizations have developed their own Facebook accounts for sharing details with many other people. In addition, its effect on recruiting has indeed been increasing. Through creating profile pages on social media in particular LinkedIn, Facebook, and Twitter, together with the company's website, businesses are seeking suitable applicants for the positions available in their organizations.

2.1.2 TYPES OF SOCIAL MEDIA

When the term “social media” is mentioned, many people think about “Facebook”. However, social networking sites like Facebook only represent one of the various types of social media platform. There are seven different types of social media.

- i. Social networking sites:** These include sites like Facebook, Twitter, and LinkedIn. They help people connect with friends, family, and brands. They encourage knowledge-sharing and are all about personal, human-to-human interaction. Users can share thoughts, curate content, upload photos and videos, form groups based on interests, and participate in lively discussions. They are built around the user and everything that is important to them and their social circles.
- ii. Social review sites:** Review sites like Yelp and TripAdvisor display reviews from community members for all sorts of locations and experiences. This eliminates a lot of guesswork that goes into booking a hotel or restaurant. Businesses can really benefit from studying their reviews- the good and the bad.

- iii. Image sharing sites:** With image sharing sites, users create, curate and share unique images that spark conversation and speak for themselves. A picture can be worth a thousand words to an individual, group, or business. Visual content like images, infographics, and illustrations capture our hearts, eyes and imaginations. These social media platforms include Instagram, Imgur, and Snapchat, and they are designed to amplify the power of image sharing.
- iv. Video hosting sites:** Video hosting platforms like YouTube and Vimeo help creators put together content and share it to a platform optimized for streaming. This accessibility makes video a super important medium. YouTube revolutionized the way we watch, create, and think about video. It transformed the medium into something accessible. Recent improvements in technology and connectivity have helped video go the rest of the way.
- v. Community blogs:** Most times, an image or post is not complex enough for the message a person is about to share, but not everyone on the internet wants to run a blog from a self-hosted website. Shared blogging platforms like Medium and Tumblr give people a space to express their thoughts and help them connect with readers. These community blog sites provide an audience while allowing plenty of room for customization and self-expression.
- vi. Discussion sites:** While heated discussions can happen on Facebook, discussion sites like Reddit and Quora are specifically designed for conversations. Any person has the liberty to ask a question or make a statement and it can attract people with similar interests and enquiries. An added feature is that users can give out information that are not easy to come by or access.
- vii. Sharing economy network:** Sharing economy networks such as AirBnB and Rover bring people who have got something they want to share together with the

people who need it. They are useful spaces to find businesses ranging from cheap holiday rentals to pet sitters.

2.1.3 FUNCTIONS AND CHARACTERISTICS OF FACEBOOK

Facebook is one of the most popular free social media platforms, which enable registered customers to create profiles, upload images and send messages while keeping in touch with friends and family. Here are some common functions of Facebook and their characteristics:

- The marketplace enables visitors to post, browse and respond to classified adverts.
- The groups enable members that have shared interests to find one another and socialize.
- The occasions enable members to market an event, encourage guests, and monitor who intends to attend.
- Pages enable members to make and market a people page constructed around a particular topic, business, or group.
- Presence tech enable members to determine which contacts are online and talk.

2.1.4 RISKY PSYCHOLOGICAL EFFECTS OF YOUTH’S ENGAGEMENT ON SOCIAL MEDIA

- i. **Impersonality and loss of self-identity in social media:** Youth have an opportunity to express online their “real” or inner selves, using the relative anonymity of the internet to be the person they want to be and experimenting with their identity and self. (John and Katelyn, 2004). The internet is often used to express unexplored aspects of the self and to create a virtual persona. Cyberspace becomes a place to “act out” unresolved conflicts, to play and replay difficulties, to work on significant personal issues. Turkle (1999) summarizes this position: “We can use the virtual to reflect constructively on the real. Cyberspace opens the possibility for identity play,

but it is very serious play. As some virtual members act out their irrational behavior, other members are inclined to imitate such behaviors. That is why we can see some youth behaving in awkward ways like sagging or boys wear earrings. The virtual space has no norms or culturally define moral standards.

- ii. Social media addiction and anxiety disorder:** The latest statistics show that around 42% of online adults use multiple social networking sites. Perhaps not surprisingly, the majority of social media users are under the age of 30 (Whiteman, 2015). In 2012, Medical News Today reported on a study suggesting that Facebook use may feed anxiety and increase a person's feeling of inadequacy. For example, social media use can be particularly maladaptive when it occurs in the form of ‘passive browsing’. That is, when users spend time on sites like Facebook and Instagram exclusively looking at other people’s photos and profile content, it can trigger a sense of exclusion, envy, and loneliness (Krasnova, et. al, 2013). This sort of online ‘surveillance’ activity can also promote feelings of inadequacy or jealousy in the context of romantic relationships, especially among users who subject themselves to Facebook-stalking; within friendships, excessive monitoring of others’ activities can also trigger feelings of exclusion (e.g., “Why wasn’t I invited to this party?) and, in turn, increase social anxiety. Relatedly, on sites like Facebook, users frequently engage in social comparison processes that can then generate emotional distress.
- iii. Rise in abortion and use of contraceptives:** It was noted by Barak (2005) most youth can easily find contraceptives or sites of abortion from their peers on social media. It is no wonder then that teenage abortions, use of birth contraceptives by minors are on the rise.
- iv. Disregard for human dignity and loss of respect:** Since the advent of the social media, the loss of the sense of dignity is on the increase. Young people in the name

of being the first to know forget the sacredness of human life that we were known with. One discovers nowadays that, in the face of a disaster in which people are maimed, injured or killed, youths rather than coming to their rescue only care about taking pictures or recording the disaster and the victim with their phones and then uploading the images to YouTube, Facebook or other online platforms. This was also noted in Ornstein (2015), where nursing home workers across the country are posting embarrassing and dehumanizing photos of elderly residents on social media networks such as Snapchat, violating their privacy, dignity and, sometimes, the law.

- v. **Encouragement of drugs and alcohol use:** As social media popularity rises, more and more celebrities are signing up for the websites to connect with their fans and share their lives. The most mainstream social sites celebrities are active on are Twitter, Instagram and Facebook. On these sites, celebrities often post pictures of themselves in different social environments, some of which involve drugs or alcohol.

Theoretical Framework

2.2.1 Social Learning Theory

According to Bandura's (1977) Social Learning Theory, children learn social behavior such as aggression through the process of observation learning through watching the behavior of another person. This study has important implications for the effects of Facebook and its influence on youths.

Bandura (1977) illustrated in social learning theory that aggression is learnt from the environment through observation and imitation. This is seen in his famous Bobo doll experiment (Bandura, Ross, & Ross, 1961). Also, Skinner (1957) believed that language is learnt from other people via behavior shaping techniques. Social media provides learning environment for such behaviors which may include vulgar languages and disrespectful languages as used in social media forums.

Kohlberg's Model of Moral Development

The Theory of Moral Development has been developed by psychologist Lawrence Kohlberg (1958). This theory made us understand that morality starts from the early childhood years and can be affected by several factors.

Morality can be developed either negatively or positively, depending on how an individual accomplishes the tasks before him during each stage of moral development across his lifespan. Morality itself has only been a serious subject of research for about fifty years, since Lawrence Kohlberg first studied how children develop moral reasoning.

Kohlberg's work identifies six stages of moral development, as summarized by Johnston (2013) starting with the desire to avoid punishment (Stage I) and the desire to obtain rewards (Stage II), which are then followed by a wish to fit in and conform in order to please others (Stage III) and a duty to follow rules, laws and social codes (Stage IV). Last comes the sense of participating in a social contract (Stage V) and, finally, a morality that looks to universal ethical principles of justice and the equality and dignity of all people (Stage VI). The distinctions between Stages IV, V and VI are best illustrated by looking at how each views laws: to Stage IV, a law is an absolute that must be obeyed in all circumstances; to Stage V, a law is seen as an expression of the will of the people, and may be altered (formally or informally) if enough people agree to it; to Stage VI laws are only to be obeyed if they are seen as being just in the light of universal ethical principles.

To begin with, all of our moral behavior is learned (Johnston, 2013), and much of what we learn about the world comes from media. We may learn what kind of behavior is punished (Stage I) or what kind is rewarded (II); we certainly learn the values of our society (Stage III) at least in part from media, as well as social codes such as expectations for gender behavior (Stage IV). It is necessary to raise kids to be morally productive members of society, but if other parents do not do the same and their kids turn out to be immoral sociopaths, then it is

not going to help one's kid's lives if they end up mixing with them in school. Thus, it is required that moral teaching to be made across all society.

Empirical Review of Literature

In a study conducted by Alshare, Alkhaldeh and Eneizan (2019) on social media impact on moral and social behavior of university students. The study was based on universities students in Jordan. The survey research design was employed and adopted for the study. Structured questionnaires were developed and distributed as means of collecting primary data that was used in the study. The simple random sampling technique was used in selecting the respondents. The study found out that controlling the social media websites and spreading the awareness among students about the importance of using social media websites and not sitting for long periods because of health risks, reducing their negative effects, wasting of production capacity resulting from web addiction that may cause wasting their future. It further recommended that social media usage should be controlled effectively and reduces the level of non-ethical usage of it among students in order to no harm their future.

Ben and Kathy (2010) studied the relationship between ethics and social networking sites. The study mainly focused on the use of Facebook. The study was qualitative in nature with the use of participant observation. The observation period lapses for two years. Empirically, the research found out that Facebook allow anonymity which could result in its users creating fake or fictional profiles and sometime duplicated profiles of another and this gives room for people to harm others, check the ethical orientation of people and make them believe otherwise and sometimes aids identity fraudsters since the software does not provide means to readily differentiate a fake user from a real one. It was recommended that Governance measures that will require the developers of social networking sites to revise their designs that fails to address the diffuse nature of ethical responsibility in this case should be put in place.

The role of social networking sites in the creation of moral crisis was researched by Al-Smadi (2017). A descriptive and analytical approach was used in the research. A research questionnaire was used in collating primary data used for the study and it was used in making decisions in the study. The findings of the research revealed that moral crisis will continue to be a problem with the use of social media like Facebook, Twitter etc. unless it upholds ethical norms as being a prominent factor of progress and stability for individuals and communities, to embed it in the young through the educational institutions. It further found out that social networking sites have become the mode and way in which young people and youths turn to as the medium for sharing, spreading and exchanging behavioral models, ideas, views and opinions and this could be bad as the social networking sites are full of unethical practices and encourages it.

Conclusion

It can be concluded from this chapter that social media is well explained and the roles, types of social media is well explained and understood. The psychological effects of youth engagement on social media was equally explained. Social learning theory and Kohlberg's Model of Moral Development were adopted and used as the theoretical framework. Past literatures and journals in relations to the topic was also reviewed. From the empirical evidence, it can be said that social networking sites are full of unethical practices and there are lot of fake users which they encourage.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

In this chapter, the method and procedure used in conducting this research is explained. The chapter describes the research design, area of study, population of the study, sampling frame, determination of sample size and sampling procedures, research instruments, test of validity and reliability of research instruments, methods of data collection, ethical consideration and methods of data analysis.

3.1 RESEARCH DESIGN

Research design is the overall plan or strategy for conducting or carrying out the research (Oso & Onen, 2008). The research design is a strategy that supports the researcher in planning and conducting the research efficiently. The research design serves as a road map for the research study.

The resolve of this research is to study the effects on Facebook and how it contributes to enlightenment. It is also aimed at finding ways of protecting young adults from negative content through a quantitative (survey and content analysis) approach.

As such, it uses survey design that involves online distribution of questionnaires to respondents to collect data for analysis. This will increase the area of coverage and reduce the chances of loss of questionnaires. It will also make the spread of the forms easier and faster.

3.2 POPULATION OF STUDY

Creswell (2014) defined a population as the full set of elements from which a representative sample is taken as a target of participants. This survey is aimed at Nigerian young adults' resident in Lagos who are users of Facebook and as such, have an active presence and are directly impacted by it. The total population for this study is derived from a Facebook group created by youths in Lagos for Lagos and the population is 537.

3.3 SAMPLE SIZE

A sample is a collection of items taken from a sampling frame and examined to determine the characteristics of a population. The formula $n = \frac{N}{(1+Ne^2)}$ from Yamane (1967) was applied. The sample size for this study was calculated as follows: n = sample size, N = population size, e = margin of error, and e = 0.05. The calculation is as follows:

$$n = \frac{537}{1+537(0.05)^2}$$

n = 229.

Therefore, the sample size is two hundred and twenty-nine (229) Lagos youths.

3.4 SAMPLING TECHNIQUE

The researcher employed the convenience sampling method. This is because the participants have a Facebook account and the questionnaire can easily be disseminated to various groups on the platform or through direct messages or emails. The people are easy to access and are mostly online which makes it convenient for the researcher.

3.5 Research Instrument

For the purpose of this research, the instrument for the data collection was a questionnaire. The instrument was constructed by the research based on the research questions, objectives and hypotheses. Specifically, the questionnaire was in two parts namely, Section A, which comprises the respondents' demographics and Section B which has both open and close-ended questions, formulated based on the research questions.

3.5.2 Validity and Reliability of Research Instruments

Validity in relation to questionnaires refers to the ability of the questionnaire to measure what you intend to measure while reliability of the research instrument is concerned with the robustness of the questionnaire and, in particular, whether or not it will produce consistent measures at different times and under different conditions (Saunders, Lewis & Thornhill, 2009).

The instrument was validated by the researcher's supervisor who examined and corrected some statements in the questionnaires for approval. The corrections made by the supervisor were incorporated into the draft and the final copy was reproduced for administration. To ensure the reliability of the instruments used in this study, a pre-test was carried out to ensure that the reliability of the measuring instrument is secured.

3.6 Methods of Data Collection

The validated Google form questionnaire was sent as direct messages to the respondents during their free time. All sections in the questionnaires were to be completely and accurately filled by the respondents in order to avoid invalid questionnaires.

3.7 Method of Data Analysis

The data collected through the use of the questionnaire was analyzed statistically using the Statistical Package for Social Science (SPSS) because of its ability to present data or information better through graphical presentation.

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATIONS

4.1 Preamble

This chapter focuses on the presentation, analysis and interpretation of data collected through the use of a Google form that was filled by the selected sample of members of Lagos youths, who are members of a Facebook group named Jaurat youths Lagos state. The chapter shows the results of the data analysis, comments on the data collected and conclusion based on the data collected. Two hundred and twenty-nine (229) is the sample size however two hundred and fourteen responses were received and analysed.

4.2 Socio-Demographic Characteristics of the Respondents

Table 4.2.1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	116	54.2	54.2	54.2
Female	98	45.8	45.8	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 54.2% of the respondents are male and the remaining 45.8% are female. This implies that the majority of the respondents are male.

Table 4.2.2: Age Range

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-22 years	49	22.9	22.9	22.9
22-26 years	81	37.9	37.9	60.7
27-30 years	47	22.0	22.0	82.7
31 – 35 years	9	4.2	4.2	86.9
36 – 40 years	13	6.1	6.1	93.0
above 40 years	15	7.0	7.0	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 22.9% of the respondents are aged between 18-22 years, 37.9% are aged from 22-26 years, 22% from 27-30 years, 4.2% are aged 31-35 years, 6.1% aged 36-40 years and the remaining 7% are aged above 40 years. This implies that the respondents are young and mature.

Table 4.2.3: How long have you been using Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 5 years	84	39.3	39.3	39.3

6-10 years	101	47.2	47.2	86.4
More than 10 years	29	13.6	13.6	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 39.3% of the respondents have been on Facebook for less than 5 years, 47.2% have been there for 6-10 years and the remaining 13.6% have been there for more than 10 years.

Table 4.2.4: How you became a Facebook user

	Frequency	Percent	Valid Percent	Cumulative Percent
Friend Referral	38	17.8	17.8	17.8
Peer Pressure	70	32.7	32.7	50.5
Exploring	23	10.7	10.7	61.2
Valid Advertisement	20	9.3	9.3	70.6
Sense of Belonging	37	17.3	17.3	87.9
Interaction	26	12.1	12.1	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 17.8% of the respondents became a Facebook user via friend referral, 32.7% via peer pressure, 10.7% via exploring, 9.3% via advertisement. 17.3% via sense of belonging and the remaining 12.1% as a result of interaction.

4.3: Respondents' View on Facebook as a tool for socio-ethical development

Table 4.3.1: Do you have more than one (1) account on Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	90	42.1	42.1	42.1
No	124	57.9	57.9	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 42.1% of the respondents have more than one account on Facebook and the remaining 57.9% just have one Facebook account.

Table 4.3.2: Do you have an account with a fake name on Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	72	33.6	33.6	33.6
No	142	66.4	66.4	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 33.6% of the respondents have an account with a fake name on Facebook and 66.4% do not have an account with a fake name.

Table 4.3.3: Do you have account(s) impersonating known public figures/celebrities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	66	30.8	30.8	30.8
Valid No	148	69.2	69.2	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 30.8% of the respondents have accounts impersonating known public figures/celebrities, 69.2% do not have such an account.

Table 4.3.4: Is your personal information incorrect and/or inaccurate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	79	36.9	36.9	36.9
Valid No	135	63.1	63.1	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 36.9% of the respondents did not use their accurate personal information and 63.1% uses their accurate personal information.

Table 4.3.5:

S/N	STATEMENTS		Always	Sometimes	Never	Total
Q1.	Do you insult or use vulgar language on users	F	17	116	81	214
		%	7.9	54.6	34.9	100
Q2.	Do you publish posts that belong to other users without giving them credit	F	28	121	65	214
		%	13.1	56.5	30.4	100
Q3.	Do you share posts which have a negative effect on others	F	9	115	90	214
		%	4.2	53.7	42.1	100
Q4.	Do you share posts which have a negative effect on any religion/organization/group/society	F	14	99	101	214
		%	6.5	46.3	47.2	100
Q5.	Do you publish your friends' pictures/videos without their permission	F	37	107	70	214
		%	17.3	50.0	32.7	100
Q6.	Do you send private messages to annoy or intrude on some of your friends	F	17	103	93	214
		%	7.9	48.1	43.9	100
Q7.	Do you comment on your friends' posts freely without paying attention to being polite or respectful	F	18	98	98	214
		%	8.4	45.8	45.8	100
Q8.	Do you manage pages that attack some groups with different beliefs than yours	F	32	82	100	214
		%	15	38.3	46.7	100

Q9.	Do you hack your friends' account(s)	F	17	42	155	214
		%	7.9	19.6	72.4	100
Q10.	Do you hack other users' account(s)	F	15	92	107	214
		%	7	43	50	100
Q11.	If your friend request is rejected, do you send a message to ask why	F	48	110	56	214
		%	22.4	51.4	26.2	100
Q12.	Do you add your friends to new groups without their permission	F	25	92	97	214
		%	11.7	43.0	45.3	100
Q13.	Do you troll or bully users online	F	45	91	78	214
		%	21.0	42.5	36.4	100

Source: Field Survey, 2022.

The table above shows that 7.9% of the respondents always insult or use vulgar language on users, 54.2% sometimes and 37.9% never use them on other users.

The table above shows that 13.1% of the respondents always publish posts that belong to other users without giving them credit, 56.5% sometimes and 30.4% never do that.

The table above shows that 4.2% of the respondents always share posts which have a negative effect on others, 53.7% sometimes and 42.1% never do that.

The table above shows that 6.5% of the respondents always share posts which have negative effect on other religion/organization/group or a society, 46.3% sometimes do that and 47.2% never do that.

The table above shows that 17.3% of the respondents always publish their friends' pictures or videos without their permission, 50% sometimes and 32.7% never do that.

The table above shows that 7.9% of the respondents always send private message to intrude or annoy some of their friends, 48.1% sometimes and 43.9% never do that.

The table above shows that 8.4% of the respondents always comment on their friends' post without trying to be polite or respectful, 45.8% sometimes and 45.8% never.

The table above shows that 15% of the respondents always manage pages that attack groups with a varying belief, 38.3% sometimes and 46.7% never do that.

The table above shows that 7.9% of the respondents do hack their friend's account, 19.6% sometimes and 72.4% never do that.

The table above shows that 7% of the respondents always hack another users' account, 43% sometimes and 50% never do that.

The table above shows that 22.4% of the respondents always send a message to ask why a friend request was rejected, 51.4% sometimes and 26.2% never do that.

The table above shows that 11.7% of the respondents always add their friends to new groups without asking them for permission, 43% sometimes and 45.3% never do that.

The table above shows that 21% of the respondents always troll or bully users online, 42.5% sometimes and 36.4% never do that.

Table 4.3.6: How's your mood anytime you log in to Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent

	Happy	81	37.9	37.9	37.9
	Sad	17	7.9	7.9	45.8
Valid	Angry	5	2.3	2.3	48.1
	Normal	111	51.9	51.9	100.0
	Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 37.9% of the respondents are happy whenever they log in to Facebook, 7.9% sad, 2.3% angry and 51.9% feel normal.

Table 4.3.7: How do you feel when you see posts about wealth

	Frequency	Percent	Valid Percent	Cumulative Percent
	Happy	31	14.5	14.5
	Sad	79	36.9	51.4
Valid	Angry	72	33.6	85.0
	Normal	32	15.0	100.0
	Total	214	100.0	100.0

Source: Field Survey, 2022.

The table above shows that 14.5% of the respondents are happy when they see posts about success, 36.9% are sad, 33.6% are angry and 15% feel normal.

Table 4.3.8: How do how you feel when you see posts about success

	Frequency	Percent	Valid Percent	Cumulative Percent
Happy	135	63.1	63.1	63.1
Valid Normal	79	36.9	36.9	100.0
Total	214	100.0	100.0	

Source: Field Survey, 2022.

The table above shows that 63.1% of the respondents feel happy when they see people's posts about success and the remaining 36.9% feel normal.

4.4: Discussion of Findings

The study revealed that people join Facebook for different reasons, some join as a result of friend referral, and some under peer pressure and sense of belonging. These are the reasons for most acceptance by respondents in this analysis. It was revealed that some respondents have more than one Facebook account that they use with a fake name and impersonate celebrities and other famous people. They did not upload the right and accurate personal information in their profile in order not to be seen or traced or for some other reasons known to them. Bernhard et.al (2009) asserts that users of social media sites tend to upload and use wrong information regarding themselves some do that as a result of privacy invasion, and some of them did it because of the wicked acts that they want to exhibit.

The research question of the perceived effect of Facebook on socio-ethical values can be seen in the study that some people use vulgar words on users of the app, some people do it just for the fun of it and to make themselves happy, they copy other people's posts without giving

credit, spread negativity among them and on their timeline, upload and share their friend's picture without permission, just live their life without following and obeying rules or caring about what others do. They do it as long as they are cool and happy with it. LaRose et. al (2011) opined that people use social media for different reasons and purposes, some people use it just for causing issues and causing damage to other users.

They even make comments on their friend's posts with less attention to the content or what they are saying as being polite and respectful or abusive.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Preamble

In this chapter, the findings of the study are discussed, summarized and recommendations were made based on these findings. Limitations and suggestions for further studies were also made.

5.2 Summary

This study provides an in-depth understanding of Facebook as a tool for socio-ethical development. It focuses on young adults in Lagos and a group of Lagos youths on Facebook was used as the case study and a google form link was sent to the admin of the group who in turn shared it with the group members to gather data relating to the problem. Issues that led to carrying out this study include: the conflicting or inconclusive results that emanated from previous empirical studies.

This study was structured into five chapters. Chapter one looked into the background of the study, identified the problems of the study, objectives of the study were defined and research questions to guide the investigation were formulated, the study limitations were equally stated and the terms used in the study were defined. In summary, the chapter serves as the introduction to the study.

Chapter two dealt with three basic components of the study. These are the conceptual framework which dealt with the concept of socio-ethical development and Facebook which include; the vital roles of social media, types of social media, functions and characteristics of Facebook and risky psychological effects of youth's engagement on social media. The theoretical framework hinged on Social Learning Theory, which was propounded by Bandura

(1977) and Kohlberg's (1958) model of moral development propounded by Lawrence Kohlberg (1958); empirical review for in-depth knowledge of previous efforts in providing insights and in-depth understanding on Facebook and socio-ethical development was also provided. The review broadened the researcher's knowledge of the scope of the subject matter of study interest and pointed out existing gaps now filled by the current research effort.

Chapter three presented the methodology for the study. Essentially, the chapter discussed the design and population of the study. An Appropriate sample size was determined and selected using random sampling method. Type and source of data were also discussed, instruments of data collection and measurement of variables.

Chapter four which is the core of the study, dealt with the presentation and analysis of data collected through the google forms filled by members of Jaurat Lagos youths on Facebook. The data collected were presented in tabular form and simple percentages method was used in interpreting the data.

5.3 Conclusion

The study concluded that there are varying reasons why people use Facebook but the most common reason is as a result of peer pressure. Everybody wants to feel among and be a part of something everyone is doing so as not to be seen or addressed as an outdated individual who does not know the current things in vogue. They create accounts that are not real and keep track of people, they sometimes engage in vulgar languages and share posts that are full of negativity and have negative effects on people, organizations or religion. They do things to get access to other people's accounts in the same space as them among other things.

The following are the findings for each of the research questions:

1. From the first research question which states that “What emotions are stirred up in users on seeing their peer's achievement being flaunted on Facebook?” As seen in table 4.3.8, 63.1% of the respondents feel happy when they see others post about success.
2. The second research question which states that “What are the perceived major negative and positive effects of Facebook on social-ethical values?”, as seen in table 4.3.5 question 7, majority of the respondents sometimes comment on people’s post without thinking if they’re being disrespectful or not polite.
3. The third research question which states that “What are perceived as being effective for staying immune to Facebook effects?”, table 4.3.5 question 13 shows that users on the Facebook platform troll and bully other users, this is a negative impact on social-ethical values.

It was concluded that trolling and bullying other users of Facebook is not seen as a big deal on the social media page as loads of people get themselves involved in doing it and they do it for fun without giving it second thoughts, if it is disrespectful or not polite. They make comments on friends' posts that could be hurting them and don't care about it. It was also concluded that people log into Facebook with different moods but the majority log into the social media site when they feel normal and happy, and they feel angry sometimes when they see posts that is displaying other people’s wealth and are happy and feel normal when people post their success stories on the social media page.

5.4 Recommendations

Based on the findings of the study, the study deems it fit to make some necessary recommendations;

- i.** Management of Facebook should ensure people cannot create fake accounts or copy a celebrity profile and adopt it as theirs while creating a wrong impression that they are who they are not.
- ii.** Information provided by Facebook users should be properly verified before they are accepted on the social media site. This will limit the number of anonymous and fake accounts that are used in trolling and bullying other users of the social media site.
- iii.** Accounts that post and make comments that are vulgar and disrespectful on the social media page should be banned from using it. This way the level of negativity on the app will be reduced.
- iv.** Contents that are displaying people's success and achievements should be what Facebook algorithms share to people's timelines the most as they make users happy and could be a source of inspiration to them.

5.5 Contribution to Knowledge

This study has contributed to the literature by filling the gap in the previous research to examine how Facebook is a socio-ethical development. This has helped us to an understanding of different things that people do on the social media site and some of their reactions to contents shared on the social media site.

Furthermore, this study has also updated research of this nature. Hence, the study provides policymakers and regulators with further knowledge and valuable information that could be utilized as they make relevant decisions.

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**FACEBOOK AS A TOOL FOR SOCIO-ETHICAL DEVELOPMENT: A STUDY OF
YOUNG ADULTS PERCEPTION IN LAGOS METROPOLIS**

Dear respondent,

My name is Ismail Teniola, a final year student of the department of Mass Communication, Mountain Top University. I am currently researching on FACEBOOK AS A TOOL FOR SOCIO-ETHICAL DEVELOPMENT: A STUDY OF YOUNG ADULTS PERCEPTION IN LAGOS METROPOLIS. Kindly provide answers to the following questions on the next page of this form as this is in partial fulfillment of my academic pursuit in earning a B.Sc Hons Degree in Mass communication.

All information given are treated as confidential and it will only be used for the research purpose and nothing else.

Thanks in anticipation,

Yours Faithfully,

Ismail Teniola.

**FACEBOOK AS A TOOL FOR SOCIO-ETHICAL DEVELOPMENT: A STUDY OF
YOUNG ADULTS PERCEPTION IN LAGOS METROPOLIS**

SECTION A

Kindly tick as appropriate [√] in the spaces provided below;

- 1. Gender:** Male [] Female []
- 2. Age Range:** 18-22 years [] 22-26 years [] 27-30 years [] 31 – 35 years []
36 – 40 years [] above 40 years []
- 3. How long you have been using Facebook:** Below 5 years [] 6-10 years [] More than 10 years []
- 4. How you became a Facebook user:** Friend Referral [] Peer Pressure [] Exploring [] advertisement [] Sense of Belonging [] Interaction [] News Purpose [] To follow trends [] Others []

Please state the reason; _____

SECTION B

Instruction: Please tick (√) the appropriate option from each of the following;

1. Do you have more than one (1) account on Facebook?
 YES
 NO
2. Do you have an account with a fake name on Facebook?
 YES
 NO
3. Do you have account(s) impersonating known public figures/celebrities?
 YES

NO

4. Is your personal information incorrect and/or inaccurate?

YES

NO

5. Do you insult or use vulgar language on users?

ALWAYS

SOMETIMES

NEVER

6. Do you publish posts that belong to other users without giving them credit?

ALWAYS

SOMETIMES

NEVER

7. Do you share posts which have a negative effect on others?

ALWAYS

SOMETIMES

NEVER

8. Do you share posts which have a negative effect on any
religion/organization/group/society?

ALWAYS

SOMETIMES

NEVER

9. Do you publish your friends' pictures/videos without their permission?

ALWAYS

SOMETIMES

NEVER

10. Do you send private messages to annoy or intrude on some of your friends?

ALWAYS

SOMETIMES

NEVER

11. Do you comment on your friends' posts freely without paying attention to being polite or respectful?

ALWAYS

SOMETIMES

NEVER

12. Do you manage pages that attack some groups with different beliefs than yours?

ALWAYS

SOMETIMES

NEVER

13. Do you hack your friends' account(s)?

ALWAYS

SOMETIMES

NEVER

14. Do you hack other users' account(s)?

ALWAYS

SOMETIMES

NEVER

15. If your friend request is rejected, do you send a message to ask why?

ALWAYS

SOMETIMES

NEVER

16. Do you add your friends to new groups without their permission?

ALWAYS

SOMETIMES

NEVER

17. Do you troll or bully users online?

ALWAYS

SOMETIMES

NEVER

18. How's your mood anytime you log in to Facebook?

- HAPPY**
- SAD**
- ANGRY**
- NORMAL**

19. How do you feel when you see posts about wealth?

- HAPPY**
- SAD**
- ANGRY**
- NORMAL**

20. How do how you feel when you see posts about success?

- HAPPY**
- SAD**
- ANGRY**
- NORMAL**

Thank You.