

 Research Article

The Impact of Digital Platforms on Moral Values: Investigating Opportunities and Challenges among Freshmen at UMYU Katsina

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Abstract

The use of digital platforms by freshmen in the Department of Science and Vocational Education at Umaru Musa Yar'adua University (UMYU), Katsina, regarding their moral convictions is examined in this study. A survey was completed by 200 freshmen chosen using simple random technique as part of a quantitative research approach. Through the questionnaire, data was collected regarding digital platforms use, its benefits and drawbacks, and its purported impact on moral values. A reliability test of the questionnaire was conducted using 30 respondents from a different department, yielding a Cronbach's alpha of 0.85. Descriptive statistics like mean and standard deviation were used in the data analysis. Additionally, Spearman's rank-order correlation was used to establish the link between digital platforms use and moral values. The results demonstrate that digital platforms significantly improve students' communication skills, social relationships, and access to educational resources. However, there are also disadvantages, such as missed time, exposure to explicit material, and addiction, which may affect students' moral conduct. It has been discovered that there is a moderately positive correlation between moral values and digital platforms use ($r = 0.401$, $p = 0.001$), indicating that changes in moral behavior are associated with increased digital platforms use. The poll has raised issues with cyberbullying, cybercrime, health issues, and the financial consequences of digital platforms use. Despite these challenges, respondents acknowledged the potential of digital platforms to foster empathy and raise environmental awareness. Given these results, the study suggests the establishment of digital literacy initiatives, digital platforms risk awareness campaigns, and tactics to encourage the utilization of digital platforms that is balanced in order to reduce its drawbacks and maximize its benefits.

Keywords: Digital Platforms, Social Media, Moral Values, Freshmen (First-Year Students), UMYU

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Received

February 11, 2025

Accepted

May 11, 2025

Published

June 2, 2025

Citation: Atiku, F., & Yusuf, N. A. (2025). The impact of digital platforms on moral values: Investigating opportunities and challenges among freshmen at UMYU Katsina. *Journal of Education for Sustainable Development Studies*, 2(1), 82–91.

DOI: [10.70232/jesds.v2i1.29](https://doi.org/10.70232/jesds.v2i1.29)

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Published by

Scientia Publica Media



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1. INTRODUCTION

Digital Platform is considered as an online community that links users with people locally and internationally (Otubue et al., 2024). Social networking sites including Facebook, Instagram, Twitter, WhatsApp, and TikTok have transformed interaction and communication, establishing an international network of links. Through collaborative virtual applications, these platforms enable users to create, share, and disseminate material (Campbell et al., 2016). In addition to altering interactions, social media's explosive growing has had an enormous impact on people's morals, attitudes, and behaviors (Best et al., 2014).

Moral values serve as a foundation for moral interactions and social harmony by serving as the standards and principles that direct people's decisions and behaviors (Killen et al., 2015). In order to build strong, positive connections and advance the common good, these values—which include honesty, respect,

empathy, and fairness—are essential. But digital platforms’s widespread raises questions about how it could impact these ideals.

Research indicates both advantages and drawbacks of digital platforms. Some studies show that exposure to positive, prosocial content can enhance moral development by promoting values such as empathy and altruism (Alhabash et al., 2017; Best et al., 2014). Conversely, excessive or harmful use of digital platforms has been associated with increased aggression and decreased empathy, leading to negative consequences like cyberbullying, narcissism, and a lack of compassion (Lashire et al., 2024; Mensah et al., 2019; Kiraly et al., 2019; Unterberg & Hedwig, 2017). This duality highlights the complexity of digital platform’s influence on moral values, especially among young adults, including freshmen who frequently use these platforms.

The differing results of these studies underscore the intricate relationship between digital platforms and moral values. While digital platforms can promote positive moral principles, such as social justice and environmental consciousness, excessive use or exposure to harmful content can produce adverse effects. Moreover, social media provides a platform for users to engage with similar-minded individuals, build meaningful social connections, and share interests through various groups and forums.

It also creates opportunities for professional networking, including job searches and business connections. Additionally, many social media platforms provide extra features that enable users to showcase their identity through personalized profile pages. However, the inconsistent effects of digital platforms use on moral values highlight the need for a more comprehensive understanding of its impact. Therefore, further research is essential to thoroughly investigate how digital platforms affects moral values, especially among freshmen, and to devise strategies for promoting positive moral values while reducing potential risks.

1.1. Theoretical Framework

The Social Learning Theory, introduced by Bandura (1977), provides a fundamental framework for examining the connection between social media and moral values. This theory emphasizes that individuals learn behaviors and values through observation, imitation, and reinforcement. On digital platforms, young adults are exposed to a wide range of behaviors and attitudes, ranging from prosocial actions, such as charitable campaigns, to antisocial behaviors, such as cyberbullying. Observational learning is further reinforced by features such as likes, shares, and comments, which provide immediate feedback and validation for certain behaviors.

The Media Effects Theory, articulated by Bryant and Thompson (2002), further elaborates on how media exposure shapes perceptions, attitudes, and behaviors. Digital platforms, as a dynamic form of media, plays a critical role in influencing moral values through its content. For instance, exposure to uplifting narratives, such as environmental activism or social justice campaigns, can foster empathy and promote moral reasoning. Conversely, harmful content, including hate speech and sensationalized narratives, may distort moral values, leading to aggression or unethical behavior. digital platforms also reinforce moral attitudes and behaviors by providing a platform for self-expression and feedback, shaping how young adults perceive and respond to moral issues.

Kohlberg’s Moral Development Theory (1981) offers a cognitive perspective on the progression of moral reasoning. According to this theory, individuals advance through six stages of moral development, from basic self-centered reasoning to complex principled reasoning. Digital platforms influence this progression by presenting young adults with scenarios that challenge their moral reasoning. For example, engaging in online debates or witnessing acts of kindness may encourage higher-level moral reasoning, while exposure to negative content may hinder moral growth.

Collectively, these theories offer a thorough framework for evaluating the impact of digital platforms on the moral values of freshmen at UMYUK. By combining observational learning, media effects, and cognitive moral development, the study reflects the complex ways in which digital platforms influence moral behavior.

1.2. Statement of the Problem

In recent years, digital platforms have become a vital component of everyday life for freshmen, especially those at UMYUK. These platforms offer vast opportunities for connection, communication, and self-expression, but they also present challenges, particularly in terms of their influence on moral values and behavior. While some studies suggest that digital platforms can promote positive moral values such as empathy, altruism, and social justice (Lashire et al., 2024; Alhabash et al., 2017 & Best et al., 2014), others highlight the detrimental effects of excessive use, including cyberbullying, narcissism, and a decline in empathy (Hinduja et al., 2012). The varied findings of existing research bring into question the impact of digital platforms usage on the moral values of freshmen at UMYUK.

Freshmen are especially sensitive to the impact of digital platforms, as their cognitive and emotional development is still evolving. As such, their exposure to online content, whether positive or negative, can significantly influence their moral reasoning and behavior. However, despite the growing body of literature on digital platforms and moral values, there remains a lack of comprehensive research focusing specifically on how these platforms affect the moral values and decision-making of freshmen in UMYUK. The findings of this study will offer important insights into the intricate connection between digital platforms use and moral values, aiding in the development of strategies to encourage positive online behavior and reduce potential risks.

1.3. Research Objectives

1. To analyze the influence of digital platforms on the moral values of freshmen at UMYUK.
2. To identify the risks linked to digital platforms usage and their impact on the moral values of freshmen at UMYUK

1.4. Research Questions

1. How does digital platforms influence the moral values of freshmen at UMYUK?
2. What risks does digital platforms usage pose to freshmen at UMYUK?

1.5. Research Hypothesis

H₀: There is no significant relationship between digital platforms usage and the moral values of freshmen at UMYUK

2. METHODOLOGY

2.1. Research Design

This study adopted a descriptive survey research design, appropriate for assessing existing conditions, opinions, or relationships within a population without manipulation of variables. Specifically, the research aimed to examine the relationship between digital platform usage and moral values among freshmen students at Umaru Musa Yar'adua University (UMYU), Katsina.

2.2. Sample and Sampling Technique

A simple random sampling technique was used to ensure each student had an equal chance of being selected, thereby reducing sampling bias. The sampling frame included all registered freshmen in the Department of Science and Vocational Education who were actively using at least one digital platform (e.g., WhatsApp, YouTube, Instagram, etc.). Inclusion criteria involved being a full-time freshman, aged 18 and above, and consenting to participate in the study. No student was excluded based on gender or academic program. To ensure randomness, a list of eligible students was obtained from departmental records, and a random number generator was used to select 200 participants. This method allowed for a diverse

representation in terms of digital media exposure and social experiences, aligning with recommendations by Teddlie and Yu (2007) for probability sampling in social research.

2.3. Data Collection Instrument

The primary instrument used for data collection was a structured questionnaire comprising three main sections: demographic information (such as age, gender, and course), digital platform usage (measuring frequency, platform type, and content engagement), and a moral values scale adapted from Njoroge (2013). The moral values items assessed attitudes related to honesty, empathy, respect, responsibility, and digital ethics. The instrument was adapted from previously validated scales and was pilot-tested with 30 students from a different department to determine its internal consistency. The pilot study yielded a Cronbach's alpha value of 0.85, indicating high reliability (Field, 2018). Based on the pilot results, minor modifications were made to ensure clarity and contextual suitability for the student population at UMYU.

2.4. Data Collection Procedure

Participants were recruited through their respective level advisors and departmental class WhatsApp groups. A brief orientation was provided before the questionnaire was administered. Participation was voluntary, and informed consent was obtained. To reduce bias, anonymity was assured, and no incentives were offered.

2.5. Data Analysis Procedure

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize demographic variables, platform usage, and moral values. For inferential statistics, Spearman's Rank Order Correlation (ρ) was used to examine the relationship between digital platform usage and moral values. This non-parametric method was selected due to the ordinal nature of the data (Bryman, 2016). Data analysis was performed using SPSS (Version 25).

3. RESULTS

The participants in this study were 200 freshmen from the department of science and vocational education at UMYU Katsina. Of the respondents, the majority ($n = 200$; 56%) were male. This gender imbalance is unlikely to impact the study, as the research focus and the questions posed were not gender-specific, and any potential errors arising from this imbalance are expected to be minimal and tolerable.

Table 1. Respondents' Distribution by Gender, Age and Course Undertaken

Variables	Sub-Scales	Frequency	Percentage %
Gender	Male	112	56
	Female	88	44
	Total	200	100
Age	Above 30years	17	8.5
	25-30years	126	63
	Below 25years	57	28.5
	Total	200	100
Course Undertaken	BSc. Ed. Biology	84	42
	BSc. Ed. Chemistry	62	31
	BSc. Ed. Physics	13	6.5
	BSc. Ed. Geography	41	20.5
	Total	200	100

The responses showed that the majority (n=200; 63%) were aged between 25 and 30 years, followed by 28.5% who were under 25 years old. The study successfully included respondents from various age groups, which likely places them at different stages of development and socialization. This diversity in representation may enhance the study, as the findings will reflect the perspectives and opinions of individuals from different respondent categories.

Table 1 also shows the summary of the findings based on the course undertaken by freshers. 42% were taking BSc. Ed. Biology, 31% were in BSc. Ed. Chemistry, 6.5% were taking BSc. Ed. Physics, and 20.5% were taking BSc. Ed. Geography.

RQ1: What are the impacts of digital platforms on the moral behavior of freshers in UMYUK?

Table 2. Freshmen Responses on the Impact of Digital Platforms on Moral Values

Items	Responses (Frequency)						Mean	Std Dev.
	Not at All	Little Extent	Moderate Extent	Large Extent	Very Large Extent			
Section A: Positive Impacts of digital platforms								
1 Digital platforms allow me to stay in touch with old friends and make new ones.	-	3	19	117	61	4.18	0.55	
2 Digital platforms simplify the process of organizing and coordinating events with friends and family.	15	34	29	73	49	3.54	1.24	
3 Digital platforms help me save money on traveling to see family and friends.	3	1	13	62	121	4.49	0.77	
4 I use digital platforms to access and submit school assignments, making academic work more efficient.	7	39	37	101	16	3.4	1.00	
5 Digital platforms have reduced my reliance on purchasing stationery by digitizing tasks.	45	71	43	19	22	2.51	1.24	
6 Digital platforms help me stay informed about current and trending issues.	-	5	111	48	36	3.58	0.81	
7 Digital platforms boost my confidence by giving me opportunities for self-expression.	-	32	36	82	50	3.75	1.00	
8 Digital platforms improve my social skills by enabling better communication and interaction.	2	11	36	41	110	4.23	0.99	
9 Digital platforms platform makes it easier to learn about and support social justice causes.	23	35	34	42	66	3.47	1.40	
10 Online research and educational resources available through digital platforms are fast and reliable.	-	23	12	68	97	4.2	0.98	
Section B: Negative Impacts of digital platforms								
11 I often waste time on digital platforms that could be used for more productive activities.	34	26	66	42	32	3.06	1.29	
12 Over-reliance on digital platforms has reduced my motivation to engage in physical or offline activities.	9	16	85	72	18	3.37	0.92	
13 I spend more time chatting on digital platforms than participating in meaningful or productive activities.	-	29	15	116	40	3.84	0.91	
14 Digital platforms expose inappropriate or harmful content to children and other vulnerable groups.	-	17	47	90	46	3.83	0.88	
15 Spending too much time on digital platforms has led to a decrease in my interpersonal communication skills.	59	63	54	13	11	2.27	1.12	
16 Digital platforms encourage unrealistic comparisons, affecting self-esteem negatively.	2	40	73	39	46	3.44	1.08	
17 Overuse of digital platforms creates feelings of boredom or disengagement in meaningful activities.	7	26	23	103	41	3.73	1.04	
18 Excessive use of digital platforms lowers the amount of in-person interaction with friends and family.	45	77	13	52	13	2.56	1.27	

	Items	Responses (Frequency)					Mean	Std Dev.
		Not at All	Little Extent	Moderate Extent	Large Extent	Very Large Extent		
19	Digital platforms distract me from focusing on important goals or tasks.	70	52	33	17	28	2.41	1.40
20	Digital platforms platform sometimes promote content that contradicts moral values or cultural norms.	69	43	42	39	7	2.366	1.23

The analysis reveals that digital platforms plays a positive role in users' lives, as reflected in the high mean scores for items such as maintaining connections with old and new friends ($\bar{x} = 4.18$, $SD = 0.72$), saving money on travel ($\bar{x} = 4.49$, $SD = 0.71$), and accessing fast and reliable online educational resources ($\bar{x} = 4.29$, $SD = 0.81$). Similarly, users acknowledge digital platform role in boosting confidence ($\bar{x} = 3.92$, $SD = 0.86$) and improving social skills ($\bar{x} = 4.24$, $SD = 0.93$). However, concerns arise from moderate mean scores on time wastage ($\bar{x} = 3.00$, $SD = 1.27$) and exposure to inappropriate content ($\bar{x} = 3.43$, $SD = 0.98$), highlighting potential negative impacts. Lower scores for reduced interpersonal communication ($\bar{x} = 2.29$, $SD = 1.18$) and distractions from important tasks ($\bar{x} = 2.43$, $SD = 1.41$) suggest that while some users recognize these drawbacks, the effects may not be uniformly felt. These indices underline the need for balanced strategies to optimize the benefits of digital platforms while mitigating its adverse effects.

RQ2: What are the risks associated with digital platforms usage for freshers in UMYUK?

Table 3. Freshmen Responses on Risks Associated with Digital Platforms Usage

Items		Responses (Frequency)					Mean	Std Dev.
		Not at All	Little Extent	Moderate Extent	Large Extent	Very Large Extent		
1	Digital platforms have played a role in the rise of cyberbullying.	1	6	13	97	83	4.3	0.8
2	A lot of young people have accidentally come across pornographic content on digital platforms.	34	50	52	31	33	2.9	1.3
3	digital platforms usage has contributed to a rise in laziness among young people.	87	31	40	22	20	2.3	1.4
4	Excessive use of digital platforms has made young people less physically and socially active.	11	23	2	49	13	2.1	1.5
5	Early exposure to explicit content and peer influence through digital platforms have contributed to risky sexual behaviors among adolescents.	3	11	45	53	91	4.1	0.9
6	Many unsuspecting youths and adolescents have fallen victim to online sexual predators.	13	34	38	82	33	3.4	1.1
7	Young people spend excessive time playing online games and chatting on social networks, leading to unproductive habits.	4	11	13	91	81	4.2	0.9
8	Mobile phones and computers have become very addictive, making it hard for people to unplug.	-	22	51	26	101	4.0	1.1
9	The high cost of purchasing internet data and advanced smartphones has placed financial strain on users.	27	21	77	31	44	3.2	1.3
10	Digital platforms have contributed to a rise in cybercrime activities.	1	-	17	84	98	4.3	0.7

	Items	Responses (Frequency)					Mean	Std Dev.
		Not at All	Little Extent	Moderate Extent	Large Extent	Very Large Extent		
11	The use of digital platforms has played a role in relationship and marital breakdowns.	72	60	16	31	21	2.4	1.4
12	Prolonged exposure to digital platforms has led to psychological manipulation and ideological brainwashing.	63	45	41	11	40	2.6	1.5
13	Excessive use of devices has been associated with health problems like tennis elbow and digital eye strain.	-	-	39	57	104	4.3	0.8
14	digital platforms have heightened security risks by providing an easy communication channel for terrorists.	3	16	19	107	55	3.9	0.9
15	The misuse of digital platforms has fueled negative ethnic divisions and social polarization.	43	61	12	39	45	2.9	1.5

The analysis of the risks linked to digital platforms usage among freshmen shows varying levels of concern across different areas. Notably, the respondents strongly agreed that digital platforms have contributed to an increase in cyberbullying ($\bar{x} = 4.275$, $SD = 0.755$) and cybercrime activities ($\bar{x} = 4.390$, $SD = 0.684$), highlighting a clear awareness of online threats. Similarly, concerns regarding health issues like digital eye strain and tennis elbow were also significant, with a high mean score ($\bar{x} = 4.325$, $SD = 0.781$), indicating that excessive screen time poses physical risks.

Digital platforms addiction also surfaced as a significant concern, as reflected by strong agreement that mobile phones and computers have become highly addictive ($\bar{x} = 4.030$, $SD = 1.095$). Additionally, the financial burden of maintaining an active digital platforms presence was acknowledged, as seen in the responses regarding the high cost of internet data and advanced smartphones ($\bar{x} = 3.220$, $SD = 1.277$). A significant proportion of respondents also agreed that digital platforms facilitate negative security risks, such as terrorist communication ($\bar{x} = 3.975$, $SD = 0.908$) and fuels negative ethnic divisions and social polarization ($\bar{x} = 2.910$, $SD = 1.501$). The data further suggests that early exposure to explicit content and peer influence have contributed to risky sexual behaviors among adolescents ($\bar{x} = 4.120$, $SD = 0.941$), strengthening concerns about the impact of digital platforms on shaping youth behavior. Conversely, lower mean scores were recorded for items related to digital platforms causing relationship and marital breakups ($\bar{x} = 2.345$, $SD = 1.373$) and psychological manipulation or ideological brainwashing ($\bar{x} = 2.600$, $SD = 1.476$), indicating that respondents were less inclined to view digital platforms as a direct cause of these problems. Additionally, there was moderate agreement that digital platforms have made youth lazier ($\bar{x} = 2.285$, $SD = 1.376$) and less physically active ($\bar{x} = 2.130$, $SD = 1.457$), suggesting that while these concerns exist, they are not universally perceived as major risks.

H_0 : There is no significant relationship between digital platforms usage and the moral values of freshmen at UMYUK

Table 4. Spearman's Correlation Co-efficient (rho)

		Digital Platforms	Moral Values
Spearman's rho	Digital Platforms	Correlation Coefficient	.998
		Sig. (2-tailed)	.401
		N	200
	Moral Values	Correlation Coefficient	.401
		Sig. (2-tailed)	.001
		N	200

* Correlation is Significant at 0.05 level (2-tailed)

The results show a positive correlation between digital platforms usage and moral values, $r(200) = 0.401$, $p = 0.001$. Given that the significance value ($p = 0.001$) is below the alpha level of 0.05, the null hypothesis (H_0 : There is no significant relationship between digital platforms usage and moral values) is rejected. This indicates that there is a statistically significant relationship between digital platforms usage and moral values among freshmen at UMYUK.

4. DISCUSSION

The findings of this study underscore the dualistic nature of digital platform usage among freshmen students. While digital platforms provide valuable opportunities for education, communication, and self-expression, they also introduce ethical challenges that can influence moral development in nuanced ways. Consistent with Hermansyah et al. (2024), this study affirms that digital platforms can foster empathy, environmental concern, and social awareness. Platforms such as YouTube, TikTok, and WhatsApp were frequently mentioned by respondents as spaces where students accessed motivational speeches, religious teachings, and community discussions that encouraged ethical reflection and social responsibility. These findings echo Bandura's (2001) Social Cognitive Theory, which emphasizes the role of observational learning in shaping moral reasoning through vicarious experiences.

However, a critical pattern emerged regarding the negative moral consequences of digital exposure. Students cited increased exposure to cyberbullying, online sexual predators, and inappropriate content particularly on Instagram, Facebook, and X (formerly Twitter) as morally compromising. This aligns with the work of Livingstone and Smith (2014), who emphasized that unmoderated online environments can foster antisocial behaviors, normalize aggression, and undermine moral standards among adolescents. One notable contradiction is that while students reported moral threats such as addiction, screen-related health problems, and data-induced financial stress, many still believed digital platforms enhanced their confidence and social skills. This paradox reflects what scholars like Turkle (2011) describe as the "illusion of connection," where users feel socially empowered while becoming increasingly isolated and morally desensitized.

The correlation analysis further adds complexity. A moderate positive correlation ($r = 0.401$) between digital platform usage and moral values suggests that increased engagement may sometimes reinforce, rather than erode, ethical behavior depending on the nature of content and platform affordances. This aligns with Shokri et al. (2024), who found that new media literacy, rather than mere usage, predicts ethical awareness among Gen Z users. Interestingly, interactive messaging platforms (e.g., WhatsApp, Telegram) appear to be less influential in shaping individual moral values than content-driven platforms like YouTube, TikTok, and Instagram, whose algorithms actively curate content that may either challenge or reinforce prevailing ethical standards. As argued by Pariser (2011), such platforms foster filter bubbles, reinforcing users' biases and potentially skewing their moral compass.

The study also revealed that while many students recognize the dangers of misinformation, ideological manipulation was not widely seen as a major concern. This gap in awareness mirrors findings by Tamboer and van Zoonen (2022), who noted that younger users often lack the metacognitive skills needed to evaluate persuasive or manipulative content online. As such, their moral judgments may be subtly influenced without conscious recognition of bias or distortion. This research extends current literature by situating digital moral experiences within the specific context of Nigerian college freshmen, highlighting cultural dynamics that may mediate moral interpretations. For instance, Otubue et al. (2024) reported that in Nigeria, the moral decline among youth is intensified by weak regulatory frameworks and peer pressure to conform to online trends, which are often morally ambiguous or deviant.

The findings have important implications for educational institutions and policymakers. Schools and colleges must integrate digital citizenship and ethics education into their curricula, focusing not only on the technical skills of digital literacy but also on ethical discernment, media accountability, and self-regulation (Ribble, 2012). Moreover, curriculum planners should promote active reflection on digital experiences, using case studies and real-life scenarios to help students evaluate moral dilemmas encountered online. Policymakers should collaborate with technology companies to enforce age-appropriate content filtering and promote algorithmic transparency, especially on platforms frequented by youths. Community-based interventions can also reinforce offline moral values through peer mentoring and guided digital

engagements. By showing how specific digital platforms interact with students' ethical development, this study contributes a contextualized understanding of digital morality, offering a platform for future research on platform specific moral impacts, longitudinal changes, and interventions for values-based digital engagement.

5. CONCLUSION

Overall, the results show that although freshmen appreciate the advantages of social media, they also comprehend the serious hazards, especially those associated with addiction, cybersecurity, exposure to bad content online, and social polarization. The very high standard deviation for some items suggests that respondents had differing views, particularly with regard to the financial cost of digital platforms use and how it affects relationships. According to these findings, raising awareness and putting digital literacy initiatives into place are crucial to minimizing digital platform's drawbacks and maximizing its benefits.

6. RECOMMENDATIONS

- **Encourage Digital Literacy and Responsible Digital Platforms Use:** Because digital platforms have a twofold impact on moral ideals, educational institutions ought to include digital literacy and digital platforms ethics in their curricula. This will help students, particularly freshmen, establish appropriate online conduct, sharpen their critical thinking abilities, and become aware of the benefits and possible drawbacks of using digital platforms.
- **Implement Awareness Campaigns on Digital Platforms Risks:** In order to lessen the negative effects of digital platforms, organizations should run awareness campaigns about exposure to hazardous information, online safety, and cyberbullying. Students should learn how to identify, steer clear of, and reduce the risks associated with excessive or inappropriate usage of digital platforms through these programs.
- **Encourage Balanced digital platforms Engagement:** Given the significant university influence of digital platforms on moral values, students should be encouraged to cultivate healthy digital habits and maintain a balance between online and offline activities can facilitate this by promoting in-person interactions, encouraging participation in extracurricular activities, and providing counseling services to help students develop a balanced relationship with digital platforms.
- **Future Research:** Future research could examine specific aspects of digital platforms usage, such as the nature of consumed content and its influence on moral values, to gain deeper insights into its impact on students' behavior.

Acknowledgment. The authors would like to express their sincere gratitude to the Department of Science and Vocational Education at Umaru Musa Yar'adua University for their support throughout the research process. Special thanks also go to the undergraduate students who participated in the study and the academic staff who facilitated the data collection phase.

Research Ethics. All procedures performed in this study were conducted in accordance with institutional and national ethical standards. Ethical approval for the research was obtained from the Department of Science and Vocational Education Research Committee, Umaru Musa Yar'adua University.

Data Availability Statement. The datasets generated and analysed during the current study are available from the corresponding author upon reasonable request.

Conflicts of Interest. The authors declare no conflict of interest, financial or otherwise, related to this study.

Funding. No funding was received for the conduct of this research.

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