ACTUALIZING SOCIAL MEDIA AND CYBER INVOLVEMENT FOR CAPACITY BUILDING AND SUSTAINABLE ECONOMIC DEVELOPMENT AMONG STUDENTS OF TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract

This study ascertained ways of actualizing social media cyber involvement for capacity building and sustainable economic development among students of tertiary institutions in Delta State. Three research questions guided the study and three null hypotheses were tested. Descriptive survey research design was adopted for the study. The population comprised 3,448 lecturers in 11 public tertiary institutions in Delta State. Using convenience sampling technique, 1724 lecturers were sampled. The instrument for data collection was a 35-item structured questionnaire. The instrument was validated by three experts. Cronbach Alpha was used to determine the internal consistency of the items, which yielded reliability co-efficient values of 0.91, 0.94 and 0.83 for clusters B1 to B3. Mean and standard deviation were used to answer the research questions, while Analysis of Variance was used to test the null hypotheses at 0.05 level of significance. . The findings of the study revealed that the respondents agreed that students engage in cybercrime through social media networks such as Facebook, YouTube amongst others and also agreed with the possible ways to educate students on the negative impact of involving in internet cybercrime which included creation of awareness and education on legal consequences of cybercrime and digital ethics in tertiary institutions and finally agreed with ways to re-direct students on the positive impact of using internet for capacity building and economic sustainability. The study equally revealed significant influence of institution type on respondents' ratings on the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development. The study concluded that tertiary institution students in Delta State are engaging in cybercrime through internet cyberspace, despite the fact that they should be at the forefront enlightening other students and serving as a resource for offering control measures on the use of social media handles.

Keywords: social media, Capacity Building, Sustainable Economic Development, Students of Tertiary Institutions

Introduction

The evolution of information technology and the escalation of social media in Nigeria have in no small measure influenced societal dynamics, especially the youth. Social media refers to a variety of technologies that facilitate the sharing of ideas and information among their users. Globally, social media's preponderance is undeniable - cutting across the boundaries of both developed and developing nations. Social media encompasses diverse platforms, such as Facebook, YouTube, Twitter, WhatsApp and Instagram, designed to facilitate global connectivity, communication and information sharing. No doubt, these platforms have revolutionized how people communicate, interact and share ideas, transcending geographical boundaries and creating unprecedented opportunities for

businesses, education and governance (Allcott & Gentzkow, 2017). Many people have incorporated social media usage into their daily lives. Many Nigerian businesses maintain a presence on social media to engage with customers, drive sales, and identify trends. Governments and organizations utilize social media platforms to disseminate critical information and foster online learning among others. Ufuophu-Biri and Ojoboh (2017) opined that social media is a powerful tool with the capacity to propel social events to go viral. This is however, a function of the easy, seamless and rapid information transmission that is associated with them (Erubami, 2020). Therefore, social media aids in transmitting information ranging from audio, picture, video, audiovisual and documents, among others.

Social media platforms are often divided into six categories: social networking, social bookmarking, social news, media sharing, microblogging and online forums. These diverse platforms serve a vast range of purposes and users' interests. Some appeal to hobbyists, others to people in their work lives. People use them to find others across the globe who share their political or other views. Entertainers use social media to engage with fans, politicians with voters and charities with donors. Educationists utilize social media for online teaching and distance learning. Governments often turn to social media to convey vital information during emergencies. For businesses, social media has become a key marketing tool. Companies use it to find and engage with customers, drive sales through advertising and promotion, identify fast-moving consumer trends, provide customer service or support and collect data on users, sometimes surreptitiously (Investopedia, n.d). One of the social media platforms considered in this study is Internet.

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to link several billion devices worldwide. It is an international network of networks that consists of millions of private, public, academic, business, and government packet switched networks, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (www), the infrastructure to support email, and peer-to-peer networks for file sharing and telephony. Internet and other social media usage have placed the world and people very close to each other and made life easier.

Despite its numerous advantages of social media, its rapid growth and accessibility have also introduced significant challenges. The ease of communication and relative anonymity of these platforms have facilitated various criminal activities, including cybercrime, online fraud and the dissemination of harmful contents (Omoni & Eze, 2018). Akrami *et al.* (2023) lamented that alongside these benefits of social media, come significant challenges, particularly concerning the adverse effects of social media usage and the prevalence of cybercrime within online educational environments. Akrami *et al.* (2023) revealed that majority of the students engage in social media platforms multiple times a day for academic purposes; indicating a high level of daily interaction. Young people in particular, are often both beneficiaries and victims of social media presence. Social media's influence on youth behaviour is evident in trends such as cyberbullying, drug trafficking, and gang-related violence. Exposure to explicit contents and violent ideologies has desensitized some youths fostering behaviours that contributes to societal concerns (Delta State Cyber Security Task Force, 2020). Cybercrime, as a notable by-product of the digital revolution includes fraud, identity theft, hacking and other malicious acts perpetuated through social media and internet platforms.

Cybercrime encompasses a wide range of criminal activities that are carried out using digital devices and/or networks through mobile phones and computer system using either of the social media handle. These crimes involve the use of technology to commit fraud, identity theft, data breaches, computer viruses, scams and expanded upon in other malicious acts

(Iloanya *et al.,* 2024). Akrami *et al.* (2023) asserted that cybercrime poses a significant threat to the safety and well-being of individuals within the online educational environment. The author further stated that cyberbullying, hacking, and other forms of digital misconduct can have profound effects on students and faculty members, undermining the integrity of the learning experience. Cybercrime occurs in diverse forms across a spectrum of activities. Students in Nigerian tertiary institutions are increasingly involved in these activities, driven by societal pressures, the quest for online validation, and economic challenges. This phenomenon undermines educational outcomes and jeopardizes societal values, as reported by Iloanya *et al*. (2024). Oluwadare *et al.* (2018) admonished that the school management should cooperate with the Law Enforcement Agencies in checkmating the prevalence of the menace among students of tertiary institutions. Iloanya *et al*. (2024) revealed that cybercrime has significant negative effect on students' study habits in tertiary institutions in Enugu State between 2015 and 2023.

Nwokoro *et al.* (2022) noted that yahoo-yahoo is one of the types of cybercrime students perpetrate with the aid of the internet and social media handles, of which Facebook app is mostly used. Moreover, weak censorship and insufficient safeguards on these platforms exacerbate these issues, enabling criminal organizations to exploit young people for illicit purposes and a new form of criminality, known as cybercrime. Johnson and Smith (2020) lamented that over the years, there has been an increase in cybercrime that has now become a preponderance element of the digital age, with youth engaging in various forms of online fraud, hacking, and internet-related criminal activities. Criminal activities such as cybercrime, drug trafficking, and gang-related violence are common ones within this trend.

Factually, the impact of social media on youth criminality is multifaceted and has several implications for the society at large in Nigeria and globally. This is why the Delta State Ministry of Youth and Social Development (2021) submitted that the pervasive presence of social media platforms, introduced a new dimension to the lives of its youth population. While these platforms have facilitated greater connectivity, communication, and access to information on one hand, on the other hand, they have inadvertently fostered an upsurge in various forms of criminal activities among the youth population of the State (Digital Awareness Foundation, 2020). Although social media platforms offer opportunities for information sharing, positive engagement and personal development, they also present significant challenges in terms of increasing the risk of involvement in criminal activities among youths in Delta State and Nigeria in general (Delta State Government, 2021). While the challenges posed by social media are undeniable, it also holds potential as a tool for capacity building and sustainable development.

Capacity-building as defined by United Nation Development Programme (UNDP) is an ongoing process of long-term development involving all stakeholders; including ministries, municipalities, nongovernmental organizations, professionals, community members, researchers and others. Capacity building is defined as the development of knowledge, skills and attitudes for meaningful societal contributions, has been a focus of Nigerian government initiatives like the National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP). These programmes aim to enhance human capacity for job creation and economic growth, addressing unemployment and fostering sustainable development. Sustainable Development is an approach to growth and human development that aims to meet the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development aims to balance the needs of the economy, environment and social well-being (Wikipedia). However, unchecked cybercrime undermines these efforts, necessitating strategies to mitigate its impact while leveraging social media for positive outcomes.

Given the dual impact of social media, it is imperative to examine its roles in shaping youth's involvement in cybercrime and its implication for capacity building and development in Nigeria and Delta State in particular.

The influencing factor on actualizing social media and cyber involvement for capacity building and sustainable economic development among students of tertiary institutions could be type of institution (University, polytechnic or college of education) where students coordinate themselves and are most likely to be influenced into cybercrime activities. Odo and Odo (2015) reported that students' involvement in cybercrime is dependent on the institution type. Akrami *et al.* (2023) stated that there was no significant difference in the views of lecturers in universities, polytechnics and colleges of education on the internet cyberspace through which students engage in cybercrime in tertiary institutions. Iwuji and Amah (2021) found significant influence of the implications of students' involvement in cybercrime on the educational sector of Nigeria. In light of these, there is need to examine actualizing social media and cyber involvement for capacity building and sustainable economic development among students of tertiary institutions in Delta State.

Statement of the Problem

The rise of social media in Nigeria has created jobs for many individuals through content creation, marketing a brand and free advert of products, skills, talents, videos, photographs and other activities. Business owners likely use social media to generate insights, stimulate demand, reach out to customers and create targeted product offerings. These are achievable using social media networks such as Internet, Facebook, WhatsApp, Instagram and YouTube among others which have the highest users' traffic because it's relatively free with minimal rules and regulations. the increasing penetration of social media and cyber-internet has created opportunities for capacity building and sustainable economic development among students. Makinde (2020) revealed that most Nigerian Youths are addicted to social media usage. At the cyberspace, these social media addicts engage in blackmailing, cybercrime and other criminal activities. They also act as impostors to defraud foreigners, hack into bank accounts and impersonate government agencies among others.

This addiction is very common between the ages of 14 to 26 years (Adeyemi, 2019). At this age range, the students could be in secondary school and or at higher institution of learning. It is glaring that if this menace is not promptly addressed and arrested, these students would graduate as champions of crime and fraudsters. On this, the government of Nigeria through the Economic and Financial Crime Commission (EFCC) is doing everything possible to clamp down on cyber internet and social media fraudsters. This is evident in the recent arrest of 17 years old boy who was able to open the laptop and quote the bank account including the Bank Verification Number (BVN) of the EFCC chairman. Makinde (2020) concur that the government and social media owners are making tireless efforts to checkmate what the youths are doing online and to regulate their activities. The question is, how can the Nigerian youth transform the knowledge and skills they developed for internet fraud to creating legitimate online businesses using any of the social media handle to develop Nigerian economy? On this backdrop, the study ascertained ways of actualizing social media and cyber involvement for capacity building and sustainable economic development among students of tertiary institutions in Delta State.

Research Questions

The following research questions were raised to guide the study:

1. What are the internet cyberspace through which students engage in cybercrime?

2. What are the possible ways to educate students on the negative impact of involving in internet cybercrime?
3. What are the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Lecturers on the internet cyberspace through which students engage in cybercrime with respect to institution type.
2. University, Polytechnic and College of Education Lecturers do not differ significantly in their mean ratings on possible ways to educate students on the negative impact of involving in internet cybercrime with respect to institution type.
3. There is no significant difference in the mean ratings of Lecturers on the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development with respect to institution type.

Method

The study adopted descriptive survey design. The population of the study comprised 3,448 lecturers in 11 public tertiary institutions in Delta State. Convenience sampling technique was used to select a sample size of 1,724 lecturers from the eleven public tertiary institutions in Delta State. Data for this study was collected using a 35-item structured questionnaire. The respondents were requested to rate the items on a 4-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point respectively. The instrument was validated by three experts in Computer Department and Measurement and Evaluation Unit. Cronbach Alpha method was used to establish the items reliability of the instrument. The reliability coefficient values of 0.91, 0.94 and 0.83 was obtained for clusters B1 to B3 respectively, indicating that the instrument is reliable for the study. Out of the 1724 copies of the questionnaire distributed to the respondents, 1714 copies (representing 99 percent) were retrieved with an attrition rate of 10 copies (representing 1 percent) and used for data analysis. Data collected were analyzed using mean and standard deviation to answer research questions while AVOVA was used to test the null hypotheses at 0.05 alpha level. For the null hypotheses, p-value was used for decision making. Where the p-value was less than the stipulated level of significance 0.05 ($p < 0.05$), it implies that there was a significant difference between respondents' mean scores and the null hypothesis is rejected. On the other hand, if the p-value is greater than or equal to the alpha level of 0.05 ($p \geq 0.05$), it means that there was no significant difference in the respondents mean scores and is not rejected.

Results

Research Question 1: What are the internet cyberspace through which students engage in cybercrime?

Table 1: *Respondents' mean ratings on the internet cyberspace through which students engage in cybercrime. N=1714*

S/N	Items	$\bar{X}$	SD	Remarks
1.	Facebook could be used by students for phishing, scams and spreading malware through messages and			

	fake accounts	3.68	0.57	Strongly Agree
2.	Instagram could be used by students for identity theft, scamming and spreading deceptive links in comments or DMs	3.18	0.69	Agree
3.	Snapchat could be used by students for exploitative cyberbullying and sharing explicit content without consent	3.27	0.66	Agree
4.	TikTok can be powerful tools for marketing products but most students used it for scams and promoting illegal activities through viral challenges	2.84	0.84	Agree
5.	WhatsApp could be engaged by students for phishing and scams through hoax or group chats	3.41	0.61	Agree
6.	YouTube videos could be used by students to promote scams or provide tutorials on illegal activities	3.41	0.61	Agree
7.	Reddit could be engaged by students for sharing hacking techniques and discussing illegal activities in certain sub-reddits	3.31	0.64	Agree
8.	Students could use internet cyberspace for hacking: unauthorized access to systems or networks for stealing information	2.97	0.78	Agree
9.	Students use Internet to serve as soft ground scamming activities through fake websites for financial gain	3.57	0.59	Strongly Agree
10.	Students could obtain sensitive information from the internet to impersonate someone for financial gain	3.43	0.60	Agree
	Grand Mean	**3.31**		**Agree**

Table 1 shows that out of the ten items on internet cyberspace through which students engage on cybercrime, two items were rated strongly agree with mean ratings ranging from 3.57 and 3.68 and the remaining eight items were rated agree and have mean ratings ranging from 2.84 to 3.43. The Table further shows the grand mean score of 3.31 indicating that the respondents agreed that students engage on cybercrime through internet cyberspace. The standard deviation of 0.57 to 0.84 showed that respondents are not wide apart in their mean ratings which indicate homogeneity.

Research Question 2: What are the possible ways to educate students on the negative impact of involving in internet cybercrime?

Table 2: *Respondents' mean ratings on the possible ways to educate students on the negative impact of involving in internet cybercrime. N=1714*

S/N	Items	X	SD	Remarks
11.	Creates awareness and education on legal consequences of cybercrime and digital ethics for students to desist from cybercrime	3.49	0.64	Agree
12.	Campaigns on awareness of policies regarding cyberbullying, Impostor and online misconduct could help students play safe in online environment	3.52	0.58	Strongly Agree
13.	Enforces disciplinary measures in deterring cybercrime among students could make them desist from cybercrime	3.43	0.67	Agree
14.	Encourages students to report cybercrime incidents to school authorities is a measure for discouraging cybercrime involvement	3.55	0.60	Strongly Agree
15.	Provides mentorship programmes to students with			

Career guidance which encourages students to avoid cybercrime	3.37	0.71	Agree
16. Provides Internship programmes in legitimate industries give students the opportunity to gain practical experience	3.56	0.59	Strongly Agree
17. Provides students with peer education programmes to educate each other about the dangers of cybercrime	3.57	0.54	Strongly Agree
18. Provides career development workshops to equip students with the necessary skills to pursue legitimate job opportunities	3.66	0.53	Strongly Agree
19. Cybercrime prevention campaigns in tertiary institutions raise awareness about the impact of illegal online activities	3.49	0.64	Agree
20. Creates success stories of individuals who avoided cybercrime could inspire students to desist from cybercrime	3.52	0.58	Strongly Agree
Grand Mean	**3.52**		**Strongly Agree**

Table 2 shows that out of the ten items on the possible ways to educate students on the negative impact of involving in internet cybercrime, six items were rated strongly agree with mean ratings ranging from 3.52 to 3.66 and the remaining four items were rated agree and have mean ratings ranging from 3.37 to 3.49. The Table further shows the grand mean score of 3.52 indicating that the respondents strongly agreed with the possible ways to educate students on the negative impact of involving in internet cybercrime. The standard deviation of 0.53 to 0.71 showed that respondents are not wide apart in their mean ratings which indicate homogeneity.

Research Question 3: What are the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development?

Table 3: *Respondents' mean ratings on the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development. N=1714*

S/N Items	$\overline{X}$	SD	Remarks
21. Engages students in online courses that help them acquire skills relevant to start a profitable venture	3.15	0.63	Agree
22. Encourages students offer their skills through freelancing platforms such as Upwork, Fiverr and Freelancer	3.13	0.68	Agree
23. Encourages students monetize content on platforms like YouTube, TikTok, or Instagram by creating engaging videos or posts	3.20	0.64	Agree
24. Encourages students to capitalize on their specialized abilities by offering coaching in subjects such as economics, commerce among others	2.82	0.74	Agree
25. Teaches students blog creation can enable them earn income through sponsored posts and advertising	2.88	0.70	Agree
26. Facilitates networking events that connect students with professional in the tech industry for career development	3.13	0.68	Agree
27. Schools should provide financial literacy programs where students learn financial management and online entrepreneurship to empower them economically	3.14	0.67	Agree

28.	Research and development initiatives to encourage students' engagement in research projects that explore innovative solutions to cyber-related challenges	2.74	0.78	Agree
29.	Encourages students to engage in content creation focusing on sharing positive content related to academic and personal growth	3.32	0.61	Agree
30.	Encourages students to share resources about using social media for job searching, networking and professional branding	3.35	0.59	Agree
31.	Schools to promote initiatives that encourage students to share success stories, achievements and constructive discussions on social media usage	3.13	0.68	Agree
32.	Engages students in campaigns that educate the community about internet safety and the impact of cybercrime	3.20	0.64	Agree
33.	Engages schools to host entrepreneurial competitors that encourage students to develop business ideas	2.82	0.74	Agree
34.	Encourage schools to create programs focused on developing digital skills such as coding web development for the students	2.88	0.70	Agree
35.	Creates positive online communities as platform for students to collaborate on projects that contribute to social economic issues	3.13	0.64	Agree
	Grand Mean	**3.07**		**Agree**

Table 3 shows that all the ten items on the listed ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development were rated agree with mean ratings ranging from 2.74 to 3.35. The Table further shows the grand mean score of 3.07 indicating that the respondents agreed with the listed ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development. The standard deviation of 0.59 to 0.74 showed that respondents are not wide apart in their mean ratings which indicate homogeneity.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the mean ratings of Lecturers on the internet cyberspace through which students engage in cybercrime with respect to institution type.

Table 4: *Analysis of Variance in the mean ratings of University, Polytechnic and College of Education Lecturers on the internet cyberspace through which students engage in cybercrime.*

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.150	2	.575	1.149	.319
Within Groups	114.127	1711	.501		
Total	115.277	1713			

Table 4 reveals the F-ratio (df: 2/1711) is 1.149 and the p-value (.319) is greater than the stipulated 0.05 level of significance (P-value > Alpha level). This means that there is no significant difference in the mean ratings of lecturers in University, Polytechnic and College of Education regarding the internet cyberspace through which students engage in cybercrime in Delta State based on institution type. Therefore, the null hypothesis is not rejected.

Hypothesis 2: University, Polytechnic and College of Education Lecturers do not differ significantly in their mean ratings on possible ways to educate students on the negative impact of involving in internet cybercrime with respect to institution type.

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Table 5: *Analysis of Variance in the mean ratings of University, Polytechnic and College of Education Lecturers on possible ways to educate students on the negative impact of involving in internet cybercrime.*

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.613	2	.806	1.890	.153
Within Groups	97.274	1711	.427		
Total	98.887	1713			

Table 5 shows the F-ratio (df: 2/1711) is 1.890 and the p-value (.153) is greater than the stipulated 0.05 level of significance (P-value > Alpha level). This implies that there is no significant difference in the mean ratings of lecturers in University, Polytechnic and College of Education regarding the possible ways to educate students on the negative impact of involving in internet cybercrime in Delta State based on institution type. Therefore, the null hypothesis is not rejected.

Hypothesis 3: There is no significant difference in the mean ratings of Lecturers on the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development with respect to institution type.

Table 6: *Analysis of Variance in the mean ratings of University, Polytechnic and College of Education Lecturers on the* ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.033	2	1.516	3.315	.038
Within Groups	104.303	1711	0.457		
Total	107.335	1713			

Table 6 shows the F-ratio (df: 2/1711) is 3.315 and the p-value (.038) is less than the stipulated 0.05 level of significance (P-value < Alpha level). This means that there is a significant difference in the mean ratings of lecturers in University, Polytechnic and College of Education regarding the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development in Delta State. Therefore, the null hypothesis is rejected. Since the ANOVA test was significant, a Scheffe Post Hoc test was carried out to identify where the significant difference existed and presented in Table 7 below.

Table 7: *Schaffe Post-Hoc Test on possible ways to* re-direct students on the positive impact of using internet for capacity building and sustainable economic development

Institution type	**Institution type**	**Mean**	**P-value**

		Difference	
Universities	Polytechnics	-.27474*	.002
	Coll. of Education	-.25234*	.000
Polytechnics	Universities	.10926*	.002
	Colleges of Education	-.25234*	.000
Colleges of Education	Universities	.10927*	.000
	Polytechnics	.27474*	.000

A Schaffe Post hoc test in Table 7 indicates that the mean comparison revealed significant difference between lecturers mean ratings in Colleges of Education, Universities (mean difference = 0.25234) as well as Polytechnic (mean difference = 0.27474). This mean that the mean ratings of lecturers in Colleges of Education were significantly lower than those in the Universities and those in the Universities had higher significant mean ratings followed by those in the Polytechnic.

Discussion

Findings of the first research question revealed that respondents agreed that students engage in cybercrime through internet cyberspace in tertiary institutions in Delta State. This implies that social media has long been a popular platform for cybercrime activities in tertiary institutions. This finding is in line with that of Akrami *et al.* (2023), who revealed that majority of the students engage in social media platforms multiple times a day for academic purposes, indicating a high level of daily interaction. The findings also align with the submission of Nwokoro *et al.* (2022), that yahoo-yahoo is a type of cybercrime students perpetrate with the aid of the internet and social media handles, of which the Facebook app is mostly used. This means that cybercrime poses a significant threat to the safety and well-being of individuals within the online educational environment. Furthermore, cyberbullying, hacking, and other forms of digital misconduct can have profound effects on students and faculty members, undermining the integrity of the learning experience.

The results of the study further revealed that there was no significant difference in the mean ratings of University, Polytechnic and College of Education Lecturers on the internet cyberspace through which students engage in cybercrime in tertiary institutions in Delta State. This agrees with the findings of Akrami *et al.* (2023) who stated that there was no significant difference in the views of lecturers in universities, polytechnics and colleges of education on the internet cyberspace through which students engage in cybercrime in tertiary institutions. The reason for the similarities in test of hypothesis is because lecturers in universities, polytechnics and colleges of education often complain about students' involvement in cyberbullying, hacking, and other forms of digital misconducts which have profound negative effects on their academic performances.

The findings of the second research question revealed that respondents agreed with the possible ways to educate students on the negative impact of involving in internet cybercrime in tertiary institutions in Delta State. This implies that, for students to report cybercrime incidents to school authorities is a measure for discouraging cybercrime involvement among others and as well help to educate students on the negative impact of involving in internet cybercrime in tertiary institutions. This finding is in line with that of Oluwadare *et al.* (2018) who reported that school management should cooperate with the Law Enforcement Agencies in checkmating the prevalence of the cybercrime among students of tertiary institutions. The findings also agreed with Iloanya *et al.* (2024) who revealed that cybercrime has significant negative effect on students' study habits in tertiary institutions in Enugu State between 2015

and 2023. Iloanya *et al.* further revealed that cybercrime has significant negative effect on students' learning outcome and finally, Nigerian value system, social status amongst others are some of the factors responsible for students' involvement in cybercrime in tertiary institutions. This means that cybercrime among the students of tertiary institutions must be addressed seriously as it is affecting the image of the country in the outside world and causing damage to the educational system.

The results of the study further revealed that there was no significant difference in the mean ratings of University, Polytechnic and College of Education Lecturers on the possible ways to educate students on the negative impact of involving in internet cybercrime in Delta State. This aligns with the findings of Odo and Odo (2015) who stated that students' involvement in cybercrime is dependent on the institution type in tertiary institutions. The reason for the similarities in test of hypothesis is because lecturers in universities, polytechnics and colleges of education often complain about students' involvement in cyberbullying, hacking, and other forms of digital misconduct, which have profound negative effects on their academic performances. It also means that government, as well as educational communities should intensify campaigns on cybercrime awareness among Nigerian undergraduate students in order to make them understand that cybercrime is a criminal offence punishable under the criminal act with attendant adverse consequence of jeopardizing their educational accomplishment when convicted.

The findings of the third research question revealed that respondents agreed with the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development in tertiary institutions in Delta State. This implies that creating awareness to students that hard-work brings prosperity as well as progress; engage students in online courses that would help them acquire skills relevant to start a profitable venture; encourage students to share resources about using social media for job searching, networking and professional branding and other security agencies to be re-trained on cybercrime detection using technology as opposed to the current stop and search which is intruding into personal privacy and embarrassing the innocent citizens are some of the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development. This finding is in line with that of Mupila *et al.* (2023) who revealed that awareness raising activities should be targeted towards older aged groups and developing education and training programmes that target individuals in lower-paying occupations. This means that as students, social media can be used to generate insights, stimulate demand, reach out to customers, create targeted product offerings, e-marketing, content creation of monetary value and for research purposes.

The results of the study further revealed that there was a significant difference in the mean ratings of University, Polytechnic and College of Education Lecturers on the ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development in Delta State. The post hoc test mean comparison revealed that lecturers in Colleges of Education were significantly lower than those in the Universities and those in the Universities had higher significant mean ratings followed by those in the Polytechnic. This agrees with the findings of Iwuji and Amah (2021), who revealed that there was significant influence of the implications of students' involvement in cybercrime on the educational sector of Nigeria.

Conclusion

Based on the findings of this study, it was concluded that tertiary institution students in Delta State are being severely engaged in cybercrime through internet cyberspace, despite the fact that they should be at the forefront enlightening other students and serving as a

resource for offering control measures on the use of social media handles. Instead, they are becoming casualties of social media's detrimental effects. As a result of the foregoing, some possible ways to educate students on the negative impact of involving in internet cybercrime and ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development in tertiary institutions in Delta State were presented. On this ground, the time spent on social media cybercrime through internet cyberspace instead of studying could barely be made up, which hurts their academic attainment in the institutions as they resort to illegitimate means of wealth generation and other cybercrimes. Another conclusion is that University, Polytechnic and College of Education Lecturers differ significantly on ways to re-direct students on the positive impact of using internet for capacity building and sustainable economic development in tertiary institutions in Delta State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. There is a critical need for school administrators and educational authorities to provide proper guidance and education to assist tertiary institutions students in utilizing social media in a manner that supports their academic objectives rather than engaging in frivolous activities that do not contribute to their academic progress.
2. Government should organize cyber-training programmes that are targeted at sensitizing and educating the youths bordering on how to use social media for legally profitable activities rather than criminal ones.
3. The law enforcement agency should set up efficient security mechanisms that will ensure that perpetrators of cybercrime are caught and punished to serve as deterrence to other youths in the State.

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