“THE IMPACT OF SOCIAL MEDIA ON STUDENT’S BEHAVIOR CHANGE IN HIGHER LEARNING INSTITUTIONS: A CASE STUDY OF STUDENTS IN SELECTED UNIVERSITIES, IN LUSAKA”.

BY: COMFORT NTHALA

000-667

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR A BACHELOR’S DEGREE IN JOURNALISM AND MASS COMMUNICATION, AT CAVENDISH UNIVERSITY ZAMBIA.

2019
# Table of Contents

DECLARATION .......................................................................................................................... 5
DEDICATION .............................................................................................................................. 6
ABSTRACT ................................................................................................................................. 7
ACKNOWLEDGEMENT ............................................................................................................... 8
LIST OF TABLES AND FIGURES ............................................................................................ 9

CHAPTER ONE ......................................................................................................................... 10
1.0 Introduction ........................................................................................................................ 10
1.1 Background of the study .................................................................................................... 10
1.2 Problem Statement ............................................................................................................ 11
1.3 Research Purpose ............................................................................................................. 12
1.4 General Objectives .......................................................................................................... 12
  1.4.1 Specific objectives ...................................................................................................... 12
1.5 Research Questions ......................................................................................................... 13
1.6 Significance and Justification of the Study ....................................................................... 13
1.7 Scope of the study ............................................................................................................ 14
1.8 Methodology .................................................................................................................... 14

CHAPTER TWO ...................................................................................................................... 15
LITERATURE REVIEW ............................................................................................................. 15
2.0 INTRODUCTION .............................................................................................................. 15
2.1 Literature review .............................................................................................................. 15
2.2 THEORETICAL FRAMEWORK .................................................................................... 29
  2.2.2 Assumptions of the Theory: ..................................................................................... 29
2.3 Hypodermic Needle theory ............................................................................................... 30
2.4 Technological Determinism Theory .................................................................................. 32
2.5 Klapper Reinforcement or Limited Effects Theory ............................................................. 32
2.6 Relevance of the Theories to the Study ........................................................................... 33

CHAPTER THREE ................................................................................................................ 35
RESEARCH DESIGN AND METHODOLOGY ..................................................................... 35
3.0 Research Method ............................................................................................................. 35
3.1 Research Design ............................................................................................................. 35
DECLARATION
I Comfort Nthala, hereby declare that this research is my original work and has not been submitted before for any academic award either in this or other institutions of higher learning in this country for academic publication or any other purpose. The references used here from other journals or materials are indicated in the references section.

Student ID: 000-667

Signature: ………………………… Date ……. /……. /……..
DEDICATION
I wish to dedicate this work to my mother Margaret Chanda, my father Jimmy Nthala, my sponsor’s starfish, CICA, Pastor Nick and Erica Lugg and my Sister Ruth Nthala whose moral and financial support has remained unrelenting. My dear friend Musonda Zyanbo who had been my rock and steady support system throughout the entire process and to the love of my life who never stopped believing in me and kept pushing me to do my best, thank you God bless you all.
ABSTRACT

This research is aimed at finding out the impact that social media has on student’s behavior change. The research methodology used is both qualitative and quantitative; the sample size is 60 university students and the target population is 4 selected universities in Lusaka, the research design is the descriptive survey design, probability sampling method is used and the data collected is from both secondary and primary data. Literature has shown that there exists a relationship between social media and the impact it has on the behavior of students as it has been noted that, the young generation is growing up having easier ways to stay connected with their loved ones and discover new relationships, they are easily acquiring knowledge and live in a digital world and that some of the online behaviors of students are categorized as risky but in the most cases they are not always associated with negative impacts.

The findings show that majority of the respondents; access to gargets that connects them to these social media platforms, they prefer social media as means of communication, they understand that most of the information spread on these platforms is not credible and that these platforms can impact their behavior negatively and positively depending on how they use them. It has been concluded that social media continues to play a vital role on the behavior change of students, the study has proved that social media has both positive and negative impact on students.

The researcher recommends that as the platforms continue to grow all stakeholders especially the Zambia Information Communication and Technology Authorities should come up with ways of filtering information that reaches these platforms. The researcher took an interest in this topic because they noticed that it had become an obvious and usual sight to face not only students but every adolescent being insensitive to a point where they chat in churches, homes when relatives and guests are around, on the road, schools, during lectures and social gatherings wherein they are so preoccupied and immersed into their phones that they do not even bother to look up as to where they are or what is happening around them, which results in their inability to separate what is important and what isn’t. Attention has therefore been shifted from real to the online world and online friends.
AKNOWLEDGEMENT

The development of this research took the effort, support and guidance of a number of people whom I wish to thank. First, I want to thank the Almighty God for bringing me this far and keeping me sound and safe with good life during my four years of study.

I am grateful to my supervisor Mr. Beenwell Mwale for his invaluable guidance, supervisory expertise, encouragement and support throughout the course of my study. I am also grateful to my parents Margaret Chanda and Jimmy Nthala for the emotional and financial support that they gave me throughout my years. This wouldn’t be complete without thanking my sister Ruth Nthala and closest friends Musonda Zyanbo, Wendy Chuulu and Rousseau Nanguzgambo whose moral support has remained unrelenting. My dear friends and class mates for pushing me to do my best and work harder, for helping me get out of my bubble your motivation kept me going thank you Mass Com class of 2015.

I am also so grateful to my sponsors Starfish, CICA, Pastor Nick and Erica Lugg for their financial support throughout my stud. I cannot end this list without paying tribute to the entire Cavendish University Lecturers particularly those from the department of Mass Communication and Media Studies for their constructive training and the knowledge they have imparted in me throughout the four years of study. God bless you all abundantly.
LIST OF TABLES AND FIGURES

TABLES

1 Table 4.4 Level of study of the respondents........................................ 34
2 Table 4.8 Risks that come with the use of social media.............................. 36
3 Table 4.9 Impact of social media students behavior.................................. 37
4 Table 4.10 Why students prefer social media than traditional methods........ 38
5 Table 4.12 Influence of social media.......................................................... 39

FIGURES

1 Figure 4.5.................................................................................................... 35
2 Figure 4.6.................................................................................................... 35
3 Figure 4.7.................................................................................................... 36
4 Figure 4.11.................................................................................................. 39
CHAPTER ONE

1.0 Introduction
This chapter was focused on; the background of the study, statement of the problem and purpose of study. It goes to further cover the objectives, research questions, significance and justification the study and scope of the study. The chapter included the definition of key terms from the major concepts under study.

The research went further to define what is meant by social media and what these platforms are, what their use in the lives of University are and there implications on their behavior, new Information Technology (IT) is almost everywhere in the world and has dramatically changed the way we live, their tools have become valued elements of life in for many simply because they have opened many doors and allowed individuals to interact freely unlike at any other time in history. Despite the unhealthy impact of social media many students are wrapped up in spending most of their hours on social media sites which include the most popular Facebook, Twitter, WhatsApp and Instagram, social media has implanted negative images upon many minds however it has also made a pathway to develop vital knowledge and social skills among students beyond their campus walls (Wang, Chen and Liang, 2011). Social media equally positive or negative aspects but many students are using these sites on a regular basis.

Institutes of higher learning all over the world have been hit by a new generation of students that are coming straight from high school with knowledge about IT and how to go about using its tools, especially smart phones and computers. Despite the fact that any type technology can either be put to beneficial or non-beneficial use, depending on what the user chooses to do with, majority of the parents in this country are buying smartphones and computers for their kids not to be used as a tool of being unproductive but to be used for productive things like school work, research and staying in touch with their friends and families.

1.1 Background of the study
The rate at which the internet has changed how information is sent and received is mind blowing, it has combined the immediacy of broadcast with the in-depth writing of newspapers, resulting in it being the perfect source of disseminating news and other people interest stories. These platforms have made communication between the strangers, family and friends easier than ever, chatting is
one of the most popular activity on the Internet, people can talk to anyone across the world. The introduction of social media platforms is assisting to facilitate communication among individuals and the only catch is they require one to create a profile in order to make the communication possible but in the case of mobile applications(App) like WhatsApp one need to of course be connected to the internet have the App and mobile numbers of the people they wish to stay in touch with, as for platforms like Facebook, Twitter and Instagram having an App to stay connected all they need is to be connected to the internet and create a profile, find old friends from your town or school you attend or attended.

The nature and classification of how people connect is different for each platform, for example on Facebook on user has to send a friend request to the other user in order for them to stay connected, on WhatsApp to stay connected they both need to have the mobile application on their phones and have each other’s mobile numbers but as for Twitter and Instagram, only one user needs to follow the other in-order to stay connected. Through social media, individuals can connect with people from different ethnic groups and learn about their cultures and norms, the plus side is that these platforms also helps them to maintain old friendships, besides establishing these types of connections some social media platforms like LinkedIn helps one to find connections that will create an opportunity for them to find a job and establish business contacts. Other platforms offer features that allow them to design profiles that express and reflect their true selves and personality, which gives them an opportunity to stand out from the rest of the users. It is therefore the aim of this study to establish the impact that these social media has on the young individual’s behavioral change.

1.2 Problem Statement
The study’s aim was to find out the impact that social media has on University student’s behavior, it is well known fact that technology has its major pros but some studies have revealed that when placed in the wrong hands it can be dangerous, researchers have found that when it comes to students, they tend to experiment with behaviors that make them feel good at the moment and allow them to stand out with their peers. Students use social media a lot, which involves them spending a lot of their time on their computers or smart gargets that have access to the internet and this time spent can instead be used to do more productive things. They use Facebook, Twitter, Instagram and WhatsApp etc. more than individuals from any other generation. Presently not much
research has been done in Zambia to determine the impact that social media has on the students despite the observed tremendous use of these social media platforms. What is their purpose for using this type media, what do they share? This study was therefore carried out to determine the impact of social media among students in universities, Lusaka to be precise.

Technology has brought about social media which is seen as a very useful tool but sometimes it is being misused. To have access to these platforms one needs a gadget that can access the internet in this case a phone, tablet or computer, this study went further to establish the impacts these mediums have. Issues that were expected to arise out of this research included exposure to pornographic materials, cyber bullying, and exposition to unnecessary online advertising, exposure to dangerous online behaviors.

1.3 Research Purpose
The goal of this research was to address the impact and implications of social media on the students especially those in university on the way they use these medium and the consequences of that use on their behavior, to highlight the impact social media has on them and to identify the effects it has on their academic and social development. The research is also a partial fulfillment for the award of a Bachelor’s Degree in Journalism and Mass Communication at Cavendish University.

1.4. General Objectives
The overall objective of this study was qualitative in nature which means that it was meant to create an understanding of the ever-changing social scene. The author of this research intended to explore the impact that social media has on the behavior of students in some universities in Lusaka, it was established that the time students spent on their social media platforms continues to decrease the amount of time they have available for their studies and other important activities.

1.4.1 Specific objectives
The researcher was guided by the following objectives;

- To determine if students in university prefer social media as means of communication as opposed to traditional methods.
- To find out how social media has an effect on student’s behavior change.
- To determine the risks that comes with use of social media.
- To determine the usage of specific social media platforms by the students.
To examine the credibility of the information that they receive over from social media platforms.
To study the influence of social media on the personal and professional development of the students.

1.5 Research Questions
The researcher was guided by the following questions in order to meet the objectives of the study.

✓ How has the usage of specific social media platforms influenced university students?
✓ What factors are influencing information credibility that is being received via social media platforms?
✓ How do these social media platforms influence the personal and professional lives of the youth?
✓ Do the students prefer social media as a means of communication as opposed to traditional methods?
✓ How does social media impact behavior change in students?
✓ What risks come with use of social media as a university student?

1.6 Significance and Justification of the Study
Despite the increased use of social media amongst university students in Zambia and other parts of the world, researchers have paid little or no attention to understanding the effect of social media on their social development. Social media has undeniably become a popular and fundamental aspect of the social lives of many students today and hence investigations of all its possible outcomes deserve some attention if not a lot. An increase in the use of smart phones in the Zambian society has increase; Zambia Information and Communication Technology Agency (ZICTA) indicated that 12,017,034 people have mobile phone subscription representing a penetration rate of 74.93%. Therefore, it has been noted that today an ordinary citizen in Zambia has access to a mobile phone and internet this, therefore, means that access to social media platforms has even been made easier than ever before. According to research conducted by ZICTA Zambia’s mobile Internet user subscription is nearly 5,156,365 which represents 32.15% penetration rate. In 2017 the Internet World Statistics in 2017 estimated that 1,400,000 people in Zambia were Facebook subscribers as at June, 2016, representing 8.1% penetration rate. It is evident that a good number of the population has had access to Facebook since 2010/2011 and the majority is university students. Even though
they may engage in various activities off social media, the rate at which they participate in social media platforms seems to be much more of higher percentage, which therefore makes it appropriate to undertake this study (Cheung & Lee, 2010). It was hoped that the findings of this study would bridge the gap of lack of sufficient information on the effects of social media on students and behavior change.

1.7 Scope of the study
The study sought to find out the impacts of social media on students behavior change in universities. While the study recognizes that social media have impacts on individuals other than university students and as much as it limited itself to only students. The study focused on only four universities, as opposed to covering every university in Lusaka or the entire country.

1.8 Methodology
The survey method was used to solicit data and information from a sample of randomly picked individuals. 60 participants were selected. The researcher designed a questionnaire to collect data.

*Key Terms:* Information Technology (IT), Social media platforms; Facebook; Twitter; WhatsApp; Internet.
CHAPTER TWO
LITERATURE REVIEW

2.0 INTRODUCTION
In this section, the study reviewed concepts and theories relating to the problem of study. It examined available literature which other authors have written about the problem of study. It went on to cover literature from global perspective, Africa and then Zambia. The literature was be reviewed and presented thematically according to research objectives.

2.1 Literature review
Social media platforms gives its users an opportunity to create their own personal profile with the choice of their own list of users and thereby connect with them in an altogether public forum that provides them with features such as chatting, blogging, video calling, mobile connectivity and video/photo sharing. People spend more than usual hours on social media platforms to download pictures, browse through updates seek entertainment and chat around with friends to keep themselves connected to one another. It is evident that there exists a relationship between social media and the impact it has on the behavior of students as it has been noted that, the young generation is growing up having easier ways to stay connected with their loved ones and discover new relationships, they are easily acquiring knowledge and live in a digital world. Tapscott (1998) talks of growing up in a digital environment referring to the youth/students as the Net Generation, he further stated that these generations were not only socializing but are also learning innovative ways of creating new languages and practicing multicultural values.

Tapscott suggested that the main characteristics of the N-Gen culture were; independence, emotional and intellectual openness, inclusion, free expressing and strong views, innovative, preoccupation with maturity, pleasure by the investigation, immediacy, and sensitivity to corporate interest, authentication, and trust, this study was based on a theoretical approach that considers students as active agents who can manipulate, adapt, create, and disseminate ideas and products through communication technologies (Berson and Berson, 2005). According to Tapscott (1998), the digital literacy possessed by students, has given power to them in their relations with adults as well as independence in the world, technological modern developments have contributed to the democratization of the family, especially in countries that are pioneers in Information Communication Technologies (ICT.) The domestication of media used by students can be seen
across diverse individuals versus socially stratified culture, and nationally versus global identities and community (Livingstone and Bober, 2005).

The anxieties about the friendless nature of new media use are well-known by worries about lost community traditions and values (Livingstone & Bober, 2005). The simple use of internet cannot predict risk (Enhancing Child Safety & Online Technologies, 2008 for Internet & Society at Harvard University, 2008). From the development perspective, it can be argued in relation to the use of the internet by students that the numerous physical participations are demanding on thinking resources and can overwhelm their capacity to engage in thoughtful decision making (Berson and Berson, 2005). Looking at this from Berson and Berson’s perspective they tried to look looked at how when as children one cannot realize or be aware of certain risks and we require adult supervision as we go through the stages heading to adulthood there are still some choices that we make that are still under development. In fact, students have especially been often considered as vulnerable to risky behaviors like the consumption of drugs or alcohol.

However, some of the online behaviors by students categorized as risky behaviors should be better categorized as online challenging behaviors, since these online behaviors are commonly practiced by students of today and in the most cases these behaviors are not always associated with negative consequences, many of these behaviors are encouraged or reinforced by the very structural characteristics of the virtual space, and sometimes the manifestation of certain behaviors is necessary in order to participate with others in cyberspace and enjoy the full benefits of online applications (i.e., publish photos in social networks, chat, interact or build associations or groups with strangers). Social media has an impact on students in various ways. For instance, with regard to exposure to obscene materials, the Internet has changed the way the consumption of pornography takes place, people have greater possibility to access pornography through their own initiative or accidentally.

Research has revealed that 57% of social media users have come into contact with online pornography, their encounters with pornography happened in different ways; the most common was in pop-up advert, open porn site accidentally when clicking on what they want and another window opens up instead. Also 22% of the daily and weekly users have accidentally ended up on a site with violent or gruesome pictures and 9% on a site that is hostile or hateful to a group of people (Livingstone and Bober, 2005). Additionally, a survey of risk, impact and prevention found
that using the internet all the time, taking risks online, going to chat rooms, and using other
groups’ phones or computers are the most predictive behaviors associated with exposure to sexual
material on the internet. In addition, exposition to advertising and consumption of virtual items is
also on the rise. Hence, we find that every social media users are in constant exposure to obscene
materials when they just log on to the internet.

Over the past two decades, social media has gained so much popularity worldwide to the point
where many researchers have become interested in learning a bit more about these platforms and
what effects they have on their communities. Despite the fact that almost everyone is connected to
at least one type of social media platform, students are the ones leading and are the most funs of
social media to a point that they use these platforms in class or even in church, it is to this light that
researchers have found that these social sites impact or influence the lives of students in society at a
great deal in terms of morals, behavior, and even education wise. These platforms have held an
addiction wherein they find it difficult to concentrate on their work and prefer logging in and
jumping across one site to another. Some have derived benefit out of these platforms whereas some
have become academically challenged by the use of these websites, other individuals have set their
own limits as to when and when not to access these websites but very few out of the lot are
witnessed to not access or make use of the platforms at all, these platforms have also brought about
online sexual victimization not only on students but every user.

The Youth Internet Safety Survey, conducted by Crimes Against Children Research Center at the
University of New Hampshire interviewed 1,501 individuals aged 10 to 17 years that frequently
use the internet and found that the 19% of them have received an unwanted sexual solicitation via
the internet of which 77% were 14 years or older. Only 24% of these told a parent about the
solicitation, 29% told a peer; and 75% of them were not worried by the sexual online solicitation,
as a result, harassment among peers has become unlimited thanks to the easy access to the modern
technologies, things like bullying has occurred in a new territory, online (Li, 2006). This
technology has also resulted in the development of dangerous online behavior. Thus, not only the
exhibition to unwanted material has been considered as a serious risk, but also the participation and
the facility to become a member of controversial groups. Some students may identify strongly with
this sort of material and they may feel validated and encouraged to practice it (Wolak, et al., 2003).
According to Ybarra et al., (2007) engaging in online risky behavior takes place while an individual is using the internet with friends or peers 40%, other forms of dangerous online behavior include bullying. Studies have often found an overlap between cyber bullying offenders and victims. Although, it is recognized that adults bullied minors, it is not precisely known how common it is (Wolak et al, 2006). Other studies point out that minors are usually harassed by people of their same age (Hinduja and Patchin, 2009 in Enhancing Child Safety & Online Technologies, 2008 for Internet & Society at Harvard). It is obvious that social media has led to increased online socialization among students, and such connections have paved a way for establishing new relationships and strengthening old ones. Chats, forums, web pages and the most recent web 2.0 technologies allow people to interchange information and socialize in very creative ways.

Evaluating the amount of research that surrounds the usage of social media in the education system, it is important to determine whether or not, have these platforms lead to any impact on student engagement and achievement. This paper will therefore be able to review the available literature to study and present both the positive and negative impacts of social media on students. The researcher tried to portray, social media platforms such as Facebook, WhatsApp and Instagram are gaining popularity with the pace of time and due to their attractive features students are fascinated towards them.

2.1.1 History of New Media
New media refers to the type of media that one can gain access to content at anytime, anywhere on any smart gadget, can provide an interactive user feedback forum, creative and active participation and allows for creation of a community around its contents. Most of the technologies categorized as the new media are digital and have the ability to be influential, networkable, impenetrable, compressible, and interactive. Until the 1980s media relied on print and analog broadcast models like radio and television. For the last 25 years the media have witnessed the migration of the media from analog to digital, just a few years back Zambia also joined the rest of the world in the migration.

Scholar Andrew L. Shapiro (1999) argued that with these new digital technologies signals a potentially major shift of who is in control of information, experience and resources (Shapiro cited in Croteau and Hoynes 2003). W. Russell Neuman (1991) suggested that whilst the new media
have technical capabilities to pull in one direction, economic and social forces pull back in the opposite direction. According to Neuman, “We are witnessing the evolution of a universal interconnected network of audio, video, and electronic text communications that will blur the distinction between interpersonal and mass communication and between public and private communication” (Neuman cited in Croteau and Hoynes 2003).

2.1.2 Interactivity and the New Media
Merging of the new methods of communication with the new technologies has created a shift in the models of mass communication, and completely reshaped the ways in which people interact with each other, the development of these technologies has paved a new way for artists to share their work and interact with their fans. Interactivity is the concept that can be used to understand the concept of new media, nevertheless every media form possess a different degree of interactivity, whilst some other forms are not in fact interactive at all. The new media have created a virtual world that is becoming an extension of the real world and it keeps on changing because it is constantly adjusted and redefined by user interactions, emerging technologies, cultural changes, etc.

2.1.3 Social Media and students
There has been a simulated bang of the use of technology in making interpersonal connections; this is particularly the case for young people. As early as primary school, many students are carrying cell phones, with ready access to the internet and mobile phone technology; social networking has become a spectacle of exceptional amounts and is increasing the concept of a social network. Livingstone (2008) describes social media as platforms that enables communication among ever-widening circles of contacts, inviting merging among the previously separate activities of email, messaging, website creation, diaries, photo albums and music or video uploading and downloading. From the user’s viewpoint, more than ever before, using media means creating as well as receiving, with user control extending far beyond selecting ready-made, mass-produced content. As student culture adapts to communication technology, the rapid pace of change makes it difficult to grasp the nature and scope of what is happening, never mind appreciating all the positive and negative implications.
2.1.4 Use of Social Media
In 2006, Bryant, Sanders-Jackson, and Smallwood reported that the main findings related to student’s use of media platforms were:

- Students are using social media platforms to improve communication among friends and family, to make plans with one another and to maintain social contact outside their day-to-day, face-to-face interactions.
- These platforms are being adopted by them quietly quickly because they are more convenient, less expensive and faster than traditional forms of communication.
- Research in this field has shown that although preference for using social media platforms to communicate is definitely on the rise, the use of these platforms have surpassed that of email, although some students still tend to hold in-depth, important conversations offline.

2.1.5 about Social Network Sites
Social network sites across the world are growing at a rapid rate, a July 2010 report in the New York Times indicated that Facebook had grown its online population from 200 million to nearly 500 million users in a short period of 15 months. Available evidence suggests that most internet users probably visit social network sites daily or at least every other day (Ofcom, 2008), and young people lead the pack.

As defined by Boyd and Ellison (2007), social network sites are web-based services that allow individuals to:

- Construct a public or semi-public profile within a bounded system.
- Have a list of other users with whom they share a connection.
- View and go through their list of connections and those made by others within the system.

The nature and jargon of these connections may vary from site to site. These researchers go on to emphasize that while the terms "social network site" and "social networking sites" often are used interchangeably, they differ in emphasis and scope. They stress that: social network emphasizes relationship initiation, often between strangers, while social networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication. What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to be expressive and make visible
their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal. On many of the large social network sites, participants are not necessarily networking or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. An example of social networking sites is Facebook and an example of a social network site is WhatsApp.

2.1.6 Influence of social media
As the popularity of social media keeps on spreading all over the world, there have been some mixed feelings about these platforms and how they influence students. To answer the question of how social media has influenced students, the researcher had to look at both the negative and positive impacts of social media. The positive impact of social media on students includes keeping them up to date with events happening around them and in other places. The use of social media has its positive and negative influence on the students; social media has been rooted into our society to such an extent that it is now almost impossible for people to have a proper face-to-face conversation for long periods of time. Social media has turned the world to a global village; individuals can interact with people from other parts of the world by just a click of a button, through these interactions they share ideas, acquire information and also be exposed to many opportunities.

Social media has given students Avenue and opportunity to make new friends and also maintain old friendships, with social media they can trace their former friends by simply typing their names or indicating the school they attended, then the network will do its job and link them to all the people they went to school with or the town they grew up together in. Apart from socializing, social media has become the frontier for corporate world to advertise their goods and services, which offers opportunities for students to be hired by the corporations, but it depends on the following that they have on social media; they are offered the opportunity to become brand ambassadors online. In addition they can earn a considerable amount of money by running podcasts and vlogs (video blogs). Social media is also an avenue where they can showcase their talents, for instance all these new comedians that are coming up in Zambia, they use their social media accounts to make videos of them cracking jokes and they grow a following, which then starts presenting them with opportunities to host events as masters of ceremony at events. A good example of creating an online presence that has brought opportunities for students in Zambia is a Copperbelt
University (CBU) student who was using his account to advertise his goods in a funny but eye-catching way that would make one believe that the goods he was selling could actually do what he was saying they would, companies saw his talent for advertising and decided to hire him. Therefore this shows that the students can run their businesses through social media and get a wider coverage. On the negative side social media is an unregulated world that has no form of morals or laws to abide to; users are exposed to uncensored material which when consumed for a long time can lead to serious mental breakdowns.

Too much social media can also lead to addiction; the world today is filled with individuals who can seat next to each other but not talking but just staring at their phones. Students are spending more time on social media than doing school work, house work or any productive activities. In a bid to get famous they are engaging in activities that might affect their future, by making inappropriate videos or taking provocative pictures which only end up exposing themselves to predators. These social platforms are risky and dangerous, most people on social media are fake in both their personas and personal information, which has even made it easy for crimes like cyber bullying, while most people may argue that it is not a serious crime and young people are just having fun, the truth of the matter remains that some if not most people get affected.

Furthermore, it is very easy to trace anyone using their social media information, such as location, school they attended and place of work. Social media has taken away empathy, when people are getting into trouble instead of helping they record their misfortune and post the footage on social media just to get views. Albert Einstein once said, “I fear the day that technology will surpass our human interaction, the world will have a generation of idiots.” Social media is a great way to pass time and see what is happening around the world, it may be interesting but also addictive. Social media has proved to have both positive and negative effects, individuals should make conclusions whether to go on using the platforms or stop or even moderate their usage.

2.1.7 Credibility of information over Social Media
Every day people receive information that is far more than they can possibly use. Information from the mass media, from friends, from books and lately from the internet, influences people in their decision making process and their perceptions of event and happenings around them. People regularly stay glued to their smart phones or computers to get information. Even, in a situation where information is spread around in a society; it does not carry any grain of credibility until such
information is confirmed by the traditional media. For several decades, the mass media especially television, radio and newspaper have been a major source of information dissemination such that they assumed the pivotal role of the “fourth estate” and also, the societal watchdog.

In recent years, new communication technology and the rise of the internet have opened up a new scene of information dissemination that has never been experienced before. It, especially the internet, has penetrated people’s daily lives in ways that before were unimaginable. The growth of the internet since the 1980’s has been faster than the growth of any other communication medium (Fogg et al, 2001). The emergence of a new medium often affects existing media (Liu, 2003) in several ways such as audience base, credibility and production process.

Social media provides a different medium that allows individuals to express themselves freely and comment on what is happening around them unlike the limited access that is provided by the mainstream media like Television, radio and newspapers, where freedom of expression is limited and what type of information that is shared with the public have to be held by government or the owner of the media house’s standards. The new media have transformed people from being passive and at the receiving end of one way mass communication to becoming producers and transmitters of information (Creeber and Martin, 2009; Bennett, 2003). With this perception, social media and the news media have assumed great importance and popularity in the society as people are free to create their own news comment on issues and get the other side of a story (Rosenstiel, 2005).

As the new media platforms assume an important source of information dissemination and expression of opinion, the level to which people place trust and credibility in both the mainstream media and the news media becomes an issue of concern and investigation. Gangadharbatla, in his study on social media using a survey method that concluded young adults were more likely to obtain their news information from social media more so than from the traditional media sources (Gangadharbatla, 2012). Johnson and Kaye in their study of the usage of the internet for political information by individuals found that online media are more highly credible than traditional media (Johnson and Kaye, 1998). However, concerns and skepticism have been raised on the credibility of social media and online news content because of the questions of professionalism, anonymity of sender location, etc. (Hilingoss and Rieh, 2008; Fogg, 2003; Kiousis, 2001).
Another factor in the discussion of the credibility of news on social media is whether the definition of what is news on the mainstream media is the same as the concept of news on the social media. Also, does the news pass through the gatekeeping/ filtering process as that of the mainstream media and if it does, is there any platform of attributing the source of news to a particular person? Social media provides first-hand information but one pressing problem is distinguishing factual information from rumors, in many cases it has been found that most information on social media is user generated which in turn can make it biased, inaccurate, and subjective. Social media are increasingly used as an information source, including information about risks and crises happening around the world and in a given country. Current studies have examined how pieces of information available in social media impact perception of sources of credibility.

Information on social media platforms suffer a relative lack of professional gatekeeping to monitor content, how to go about evaluating the credibility of the information spread on social media platforms has become an important issue for information consumers. How to identify credible information on social media has proved to be a challenge, because information spreads faster on social media than any other form of media. Social media have often been doubted as a credible source of information as there is no clear or “legitimate” gatekeeping process for content production and information sharing. When individual users rely more on a specific medium for information, they consider it to be more credible than other media (Flanagin & Metzger, 2000; Johnson & Kaye, 1998; Kiousis, 2001).

2.1.8 Social Network Sites Can Improve Learning and Safety
Researchers have emphasized a range of potential psychosocial benefits, Livingstone (2009) emphasizes that at the heart of the explosion in online communication is the desire to construct valued representation of oneself which affirms and is affirmed by one’s peers. Most surveys done on how social media platforms can improve our daily lives their data indicate that 48% of students said that they use the Internet to improve their relationships with friends, and 32% said that they use the Internet to make new friends (Bryant, Sanders-Jackson, & Smallwood, 2006). Research by Valkenburg and Peter (2007) suggests that: Internet communication is positively related to the time spent with friends and the quality of existing adolescent friendships, and via this route, to their well-being. These positive effects may be attributed to two important structural characteristics of online communication: its controllability and its reduced cues.
These characteristics may encourage intimate self-disclosure, because intimate self-disclosure is an important predictor of reciprocal liking, caring, and trust, use Internet-enhanced intimate self-disclosure may be responsible for a potential increase in the quality of adolescent’s friendships. And Lee (2009) reports that those who had established strong social relationships at earlier ages were more likely to use online communication, which in turn predicted more cohesive friendships and better connectedness to school. Notley (2009) stresses that it is clear from the research that participants online network use provided them with opportunities to participate in society in ways that were social, economic, cultural, civic, and educational. In this way online network use had supported all of the participant’s social inclusion. Hundley and Shyles (2010) conclude that, In terms of socializing and staying connected with peers with digital devices, particularly social network sites, a large friend list is a pride object with many teenagers the number of people on their friend list equates to popularity and perceptions of likeability.

2.1.9 Cons / Disadvantages of Social media on students
Everything that exists in this world has its advantages and disadvantages and social media is no immune to them, it can be used as a good or bad tool. Social media has brought a lot of benefits and also disadvantages for people especially students, now it depends on individuals to either use social media to their advantage or not. As we are aware social media has a lot of advantages as well as disadvantages mostly for students, the success or failure of a country depends on the youth; therefore the researcher felt it was more important to undertake this research to make the students aware of the advantages and disadvantages of social media and its effects. Basically the researcher tried to target the main issue in society which is the impact that social media has on their behavior change.

There are dangers associated with social networking, like data theft, which are on the rise. The most prevalent danger though often involves online predators or individuals who claim to be someone that they are not. From an article online (What is social networking) a range of concerns were discussed about young people’s use of social network sites and mobile phones. And, of course, concerns are intensified because of the tendencies they have for exploration and risk-taking. The most prominently discussed concerns all revolve around personal risks such as:

- Texting and driving – this is a common trend amongst university students who are driving which is one of the riskiest behaviors as it increases the risks of accidents.
- Cyber bullying and Harassment – cyber bullying is one of the most overlooked disadvantage of social media in Zambia, individuals take it likely as a sign of people just having fun, it has gotten to a point were some pages on Facebook secretly promote it as a fun way of interacting with its followers by making fun of other people’s insecurities for example a page on Facebook called “best couples in Zambia” allows its audiences to send them pictures of them and their significant others and allows the followers of the page to comment hurtful comments in the comment section, they most times deliberately get random pictures of people out of Zambia just to keep the page running with comments.
- Frauds and Scums – people tend to make fake profiles or IDs on social media platforms to sell or provide different services, when they get the money from unaware individuals they deactivate their social media accounts and disappear.
- Waste of time on social media – students tend to waste time on social media without even realizing that they have wasted an entire day chatting and jumping from one social media platform to the next, according to my findings most students are more affected by this disadvantage of social media, as they are using social media all the time be it during exam periods and lectures.
- Spend less time with family and friends – this is one of the most adverse effects of social media on society, most people are always connected to social media using their smart phones or tablets. At family gatherings they mostly just take pictures to share on social media platforms than actually spend time with loved ones and enjoy it.
- Depression – social media risks depression, social media platforms is the type of media where different individuals with different backgrounds and lives come together to create a big online community but the life styles of most people are different, in order to be on the same level as their other peers some students resort to creating a fake online presence in a bid to fit in, whilst their real lives do not match up to their fake online life which causes depression and a low self-esteem.
- Effects on sleep routine – social media also contributes to lack of sleep, most people use social media in the night when it’s time to sleep, they use their devices whilst the lights are off which affects and damages sleep hormones and end up causing sleeping problems which would result in having less concentration the next day.
In addition to the above, lecturers and teachers are raising concerns about a negative impact on writing skills. Students are integrating texting or instant messaging lingo into school work. More generally, schools are in a waver about how to control use of cell phones and texting during school hours and how to counter their use as a device to aid cheating. Concerns, of course, often are in the eye of the beholder. That is, actor and observer have different perceptions.

2.1.11 Pros / Advantages of social media on students

There are a lot of advantages of social media for students and these are;

- **Development of discussions** – social media plays a very important role in the development of discussion, there are a lot of groups and pages related to different things that one is interested in and begin a discussion on a topic at hand, social media is by far the best platform for developing discussions. It allows one to gain knowledge and different perspective on an issue.

- **Entertainment** – it’s no secret students use social media mostly for entertainment; social media has been dabbed as the best source of entertainment.

- **Job search** – there are a lot of pages and groups on social media platforms like Facebook and LinkedIn that are dedicated to posting about job openings, this has made it easier for individuals to find and jobs and not go from company to company to seek employment.

- **Awareness creation** – social media is used to create awareness about something is largely overlooked in the community, to educate users of the importance of the issue.

- **Source of information and updates** – this is the main advantage of social media not only for students but every social media user as it helps them to stay updated on what is happening in the world and around them, it is considered as the best source for latest information and updates, one no longer has to wait for the newspaper to come out tomorrow or for the broadcast media to run it. Social media gives individuals the possibility to send and receive information, it provides the messaging facilities by which people can communicate and update each other on what is going on in each of their lives.

- **Use as a Helper** – this means that social media can be used by people to get help from different people, for example if someone is struggling with a certain problem they can post it on social media anonymously and get the help or solution they need, this can either be a relationship problem or health problem. It can also be used to assist someone to get a job or
funding they are looking for by simply asking people on their timeline to share on their timeline what they are looking for to get to the right person they want that information to reach an example of this is; someone does a painting of a famous person and they want that person to see it they simply ask their friends to share the painting on their timeline in the hope that one of those friends has a connection to that famous person. In short one can share their issue with the community to get help, whether it is helping in terms of money or advice, one can get it from the community they are connected to.

- **Connectivity** – social media allows people from anywhere in the world regardless of location and religion, the beauty of it is that it can connect with anyone to and share thoughts.

- **Promotion of social change** – students can use social media to launch numerous campaigns that can call their peers to pressure government and business to become fair, like exposing corruption, improving facilities in their locations and fighting against gender stereotypes.

- **Use for Enhancing Learning and Psychosocial Development** – many schools and colleges are embracing social network sites and other internet and computer tools to enhance instruction, collaboration, and professional development (Davis, 2010; Ito, Horst, Bittanti, Boyd, Herr-Stephenson, Lange, Pascow, & Robinson, 2008; Patchin and Hinduja, 2010; SafeTeens.com). Educational institutions are using social network sites to create chat-room forums and groups to discuss and clarify, provide a range of extra supports for learning, and facilitate communication with families (especially those for whom face-to-face meetings are difficult). Some schools are using smartphones to enable students to instant-message peers and teachers with questions related to homework and to clarify difficult material.

Social interactions through technology also can be an aid for students and families who are shy or overly anxious in social situations (Pierce, 2009). More generally, social media may be of use in enhancing relationships between teachers and students (Mazer, Murphy, Simonds, 2007). With respect to psychosocial development, researchers have suggested that participation on social media platforms influences such matters as identity formation and social skill development. A recent study suggests such participation may have positive effects with respect to how individuals cope with emotional distress such as grieving following someone’s death (Williams & Merten, 2009).
For older students preparing for the workplace, the sites offer opportunities to enhance technical skills and enable networking with professionals for internship and job opportunities. Moreover, a recent study suggests a relationship between use of Facebook and staying in school (Morris, Reese, Beck, & Mattis, 2010). And school professionals are creating learning communities and communities of practice for sharing and continuing education (e.g. educational blogs, e-portfolios, formal and, chats, discussion threads.). For teachers/lecturers, social media sites are another avenue to open the classroom door and end the traditional isolation (and often alienation) many experience.

2.2 THEORETICAL FRAMEWORK
This study uses three communication theories: the Magic Bullet Theory, the Uses and Gratification Theory and the Technological Determinism Theory.

2.2.1 The Uses and Gratification Theory (UGT)
This theory emphasizes that people use media to gratify specific wants and needs, unlike these other types of media theories that view media users as passive; UGT instead sees users as active agents who are able to control their media consumption. The key takeaways from this theory are that;

- It characterizes people as active and motivated in selecting the media they choose to consume.
- It relies on two principles; media users are active in their selection of the media they consume, and they are very much aware of their reasons for selecting the different media options.
- The greater control and choice brought about by the new media has opened up new avenues of this theory, research has led to new discovery of new gratifications, especially in regards to social media

2.2.2 Assumptions of the Theory:
- The audience is active and its media use is goal oriented
- The initiative in linking need gratification to a specific medium choice rests with the audience member
- The media compete with other resources for need satisfaction
People have enough self-awareness of their media use, interests, and motives to be able to provide researchers with an accurate picture of that use.

Value judgments of media content can only be assessed by the audience.

2.4.3 Modern-Day Applications of Uses & Gratifications Research

Today UGT has more relevance than ever as a tool for understanding how we as individuals connect with the technologies around us. These technologies have turned everything around in the way that we communicate, disseminate and get information.

2.4.3.1 Internet Usage

Modern communication scholars such as Tomas E. Ruggiero, highlight the necessity of UGT in understanding the production and success of computer-mediated communication forms. Ruggiero states that UGT provides a “cutting-edge theoretical approach in the initial stages of each new mass communications medium: newspapers, radio and television, and now the Internet”.

New Media Examples of UGT: The application of New Media to the Uses and Gratifications Theory has been positive. The introduction of the Internet, social media and technological advances has provided another outlet for people to use and seek gratification through those sources. Based on the models developed by Katz, Blumler, Gurevitch and Lasswell, individuals can choose to seek out media in one outlet, all falling within the forbidden categories of need. The only difference now, is that the audience does not have to go to multiple media outlets to fulfill each of their needs.

2.3 Hypodermic Needle theory

The hypodermic needle model (also known as the hypodermic-syringe model, transmission-belt model, or magic bullet theory) suggests that an intended message is directly received and wholly accepted by the receiver. The model is rooted in 1930s behaviorism and is largely considered obsolete today.

2.3.1 Concept

The "Magic Bullet" or "Hypodermic Needle Theory" of direct influence effects was not as widely accepted by scholars as indicated. The magic bullet theory was not based on empirical findings from research but rather on assumptions of the time about human nature. People were assumed to be "uniformly controlled by their biologically based 'instincts' and those they react more or less uniformly to whatever 'stimuli' came along" (Lowery & De Fleur, 1995). The "Magic Bullet" theory assumes that the media's message is a bullet fired from the "media gun" into the viewer's
"head" (Berger 1995). Similarly, the "Hypodermic Needle Model" suggests that the media injects its messages straight into the passive audience (Croteau, Hoynes 1997). This passive audience is immediately affected by these messages. The public essentially cannot escape from the media's influence, and is therefore considered a "sitting duck" (Croteau, Hoynes 1997). Both models suggest that the public is vulnerable to the messages shot at them because of the limited communication tools and the studies of the media's effects on the masses at the time (Davis, Baron 1981).

2.4.2 Later developments
The phrasing “hypodermic needle” is meant to give a mental image of the direct, strategic, and planned infusion of a message into an individual. But as research methodology became more highly developed, it became apparent that the media had selective influences on people. Lazarsfeld disproved the "Magic Bullet" theory and “Hypodermic Needle Model Theory”, through elections studies in “The People's Choice” (Lazarsfeld, Berelson, Gaudet 1944/1968) Lazarsfeld concluded that the effects of the campaign were not all powerful to the point where they completely persuaded “helpless audiences”, a claim that the Magic Bullet, Hypodermic Needle Model, and Lasswell asserted.

These new findings also suggested that the public can select which messages affect and don't affect them. Lazarsfeld’s debunking of these models of communication provided the way for new ideas regarding the media’s effects on the public. Lazarsfeld introduced the idea of the two step flow model of communication in 1944. Elihu Katz contributed to the model in 1955 through studies and publications (Katz, Lazarsfeld 1955). The two step flow model assumes that ideas flow from the mass media to opinion leaders and then to the greater public (Katz, Lazarsfeld 1955). They believed the message of the media to be transferred to the masses via this opinion leadership.

Opinion leaders are categorized as individuals with the best understanding of media content and the most accessibility to the media as well. These leaders essentially take in the media's information, and explain and spread the media’s messages to others (Katz, 1957). Thus, the two step flow model and other communication theories suggest that the media does not directly have an influence on viewers anymore. Instead, interpersonal connections and even selective exposure play a larger role in influencing the public in the modern age (Severin, Tankard 1979).
2.4 Technological Determinism Theory
Technological Determinism state that media technology shapes how we as individuals in a society think, feel, act, and how the society operates as we move from one technological age to another (Tribal- Literate- Print- Electronic- Social media).

2.4.1 Concept
The theory was developed by Marshall McLuhan in 1962. It explains that individuals learn and feel and think the way we do because of the messages they receive through the current technology that is available. The radio which was the example used required people to listen and develop a sense of hearing. Television engages both hearing and visual senses. We then transfer those developed senses into our everyday lives and we want to use them again. The medium is then our message. Social media brought about by emerging technology requires people to listen and engaged often. People then interpret the messages sent to them from social media in their everyday life.

Humans do not have much free will at all. Whatever society as a whole is using to communicate, they too will use to communicate. Therefore they will adapt to the medium they are using so that they can send and receive messages like everyone else. We know that there is one truth by observing what has happened over time. As the medium changes so does society's way of communicating. People can only use the medium for which it was created (phone for talking over lines or electronic mail for talking via computer). If the medium is impersonal (mobile phone) then the message too is impersonal. This theory is objective in that everyone will act and feel the same no matter what the medium they are using provided that they are using the same medium. Values are not involved because evidence is seen strictly through observation.

The theory explains that when new systems of technology are developed, the culture or society is immediately changed to reflect the senses needed to use the new technology. The theory predicts that with every new system of media technology, society will change and adapt to that technology. It explains that there is a simple cause and effect analysis between the introduction of new technology and the changes in society's way of thinking, feeling, acting, or believing.

2.5 Klapper Reinforcement or Limited Effects Theory
In 1960 Joseph Klapper at Colombia University was concerned that average people exaggerated the power of media. He introduced what he called phenomenism theory. With this theory he argued that media rarely have any direct effects and are relatively powerless when compared with other social
and psychological factors such as social status, group membership, strongly held attitudes, education and so forth.

2.6.1 Concept
His theory is often referred to now as reinforcement theory because a key assertion is that the primary influence of media is to reinforce (not change) existing attitudes and behaviors. Instead of disrupting society and creating unexpected social change, media generally serve as agents of the status quo, giving people more reasons to go on believing and acting as they already do. He argued that there simply are too many barriers to media influence for drastic changes to occur except under very unusual circumstances.

Klapper’s theory insists that ordinarily media does not serve as a necessary and sufficient cause of audience effects, but rather functions among and through a link of mediating factors and influences. He also explains that these mediating factors are such that they typically render mass communication a contributory agent, but not as the sole cause in a process of reinforcing the existing conditions. Regardless of the condition in question and regardless of whether the effect in question, be social or individual, the media are more likely to reinforce than to change.

Klapper’s theory also assumes that mass communication does function in the service of change; one of the two following conditions is likely to exist. The mediating factors he says will be found to be inoperative and the effect of the media will be found to be direct; or the mediating factors, which normally favor reinforcement, will be found to be impelling toward change. Klapper did not exclude that media could have direct effects on audience. There are certain residual situations in which mass communication seems to produce direct effects, or directly and of itself to serve certain psychophysical functions.

2.6 Relevance of the Theories to the Study
The theories describe the framework under which the media is supposed to operate. They explore the similarities between social media and the audience’s perception and opinion. The theories study seeks to determine the connection between the students and their daily usage of the internet, as well as bring out the effects experienced. This will determine the suitability of the models to the effects of using social media in either during lectures or church. The theories try to explain how students have developed and what they have changed, these theories provide a way to see why this has
happened. The theories explain the simple cause and effect analysis between the introduction of new technology and the changes in the student's way of thinking, feeling, acting, or believing.

2.6.1 The Future of Social Media
As new media become embedded and indispensable throughout society, culture, and the economy, perhaps the biggest challenge to new media studies will be the need to shift away from thinking of ICTs as extraordinary, and to accept and study them as normal or predictable’. To do so requires a better balance between micro- and macro-level researches, in which both individual experience and whole-society/institutional influences are brought together to produce more robust accounts of the role and significance of new media in society. What has made new media new the ongoing process of technological and cultural adaptation, reinvention, and recombination is still going strong, but user’s expectations of stability and reliability are likely to lead in the short term to more regulation, standardization, institutionalization, and centralization of control?

As just one example, concerns about digital media as cultural heritage, and the need to keep legal and social records into the future, may compel more scholars to study the collection, preservation, restoration, and access to new media archives, just as we do for books, audio recordings, films, and other documents. These processes involve both individual action and institutional resources, and to study them properly we must expand our theoretical and methodological repertoires.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Research Method
The intent of this section was to describe the methodology dimensions that were proposed to be used to determine the impact of social media on student’s behavior in universities. This chapter will therefore discuss the following: research design, target population, sampling strategy, data collection instruments and process and analysis of the data. This study will be conducted in four selected universities within Lusaka.

Included in the section was to give a description of the following components in the context of the study setting of this research proposal such as; the research design, data collection constituting of sources of data, the sampling plan, data collection tools, the sample size, data analysis and ethical consideration.

3.1 Research Design
The researcher proposed to use the descriptive survey design to gather data relating to the impact of social media on student’s behavior, attitude and perception.

3.2 Rationale for Choice of Methodology
The use of the descriptive methodology for this study allowed the researcher to gather data directly from the students in their natural environment for the purpose of studying their attitudes, views and comments about their day to day interactions with social media. The researcher was afforded the opportunity to view occurrences through the eyes of their subjects in appropriate social contexts through in-depth questions. The explorative nature of the research demanded that the participant’s knowledge, views, understandings, interpretations, experiences and interactions were considered in order to construct situational knowledge of the impacts of social media on behavior change, attitude and perceptions. Hence, within this context, the choice of qualitative research was
particularly important for this investigation as it attempted to explore a relatively unknown area of study.

This rationale is confirmed by Denscombe (2003), when he states that qualitative research should be favored when a topic of interest has been relatively ignored in the literature or has been given superficial attention. Moreover, the generation of descriptions, generalizations, themes and relationships from the data in the study could possibly contribute towards the policy development in the educational sector especially in the universities.

3.3 Target Population
The target population for this study included university students in 4 selected universities in Lusaka city.

3.3.1 Target Groups
I would have loved to make all universities in Lusaka and out of Lusaka to be my target population. However, for the purpose of this research my Target Groups were divided into four groups; Group A was drawn from final year students, group B was drawn from third year students, group C was drawn from second year students and group D was drawn first year students. These groups comprised of 15 students from the four universities, who were randomly sampled in order to give each member an equal chance of being selected. This was so because they were the main purpose and targets for this study and was representing students from each year of study. The findings of the study were generalized on an estimated total number of the targeted population of over 35 private universities and 7 public universities in Zambia. The target population of 60 students was targeted for this study research.

3.4 Sampling Size and Techniques
The study proposed to use probability sampling, this method was used because it produces unbiased estimates with measurable precision that requires relatively little knowledge about the population. Due to time and cost constraints, the sample was purposively drawn from in the urban areas of Lusaka. Lusaka has been preferred because they have the highest number of public and private universities. A total of 15 students from each selected university were issued with a questionnaire to fill in for the study. The sample size was in keeping with the qualitative research which emphasizes depth of focus instead of quantity of information.
3.5 Data Collection
There are numerous ways of collecting data and these depend on the purpose and aims of the research. In this study data was collected by means of questionnaires and interviews. Data collection involved contacting the members of the population was sampled so as to collect the required information about the study. The researcher employed the services of research assistants who were given a time frame for collection of the data for analysis.

3.6 Sources of Data
The study decided to use both primary and secondary sources of data to be utilized in this study. Primary data is data that is gathered from interviews, questionnaire, observations, survey and other direct observations which is from the respondent(s). In this study primary data were tailored to the questions to produce the data to help in the study. The Primary data was sourced to provide fresh and up to date information about the study.

The purpose of collecting secondary data was to compare what the previous studies on the topic discovered thereby comparing and contrasting them with the primary data. Both primary and secondary data have their pros and cons. Primary data offers tailored information though it takes a much longer time to process. Secondary data on the other hand is usually inexpensive to obtain and can be analyzed easily because it was already gathered for other purposes.

3.6.1.1 Primary Data
This study was mainly dependent on the primary information that was obtained from the field. This information provided was aimed at bridging the gaps and weakness of the secondary data and was the actual answer to the objectives of the study. The information from the primary data contributed to the theory, practice and policy which justify the reason for this research. The information was collected from the field and it was unprocessed data.

3.6.1.2 Secondary Data
Potential sources from which secondary data was obtained included articles, journals and research materials. This data was obtained from records and institutions, the Cavendish university library, previous research done by other students and the internet. The data was collected so as to provide a framework upon which to base the research and also as a means of guidance in the course of the research. Collection of secondary data also helps to avoid duplication of the work. It further helps to establish weaknesses in the past researches conducted in relation to the topic thereby calling for
further research on the topic and in the process providing new insight of information. It therefore, goes to say that collection of secondary data helped in justifying the need to carry out this research.

3.7 Data Analysis and Presentation
Data analysis consists of the examining, categorizing, arranging or otherwise recombining the evidence to address the initial intentions of the study. The data obtained from the questionnaires were analyzed using a technique called "open coding". This enables the researcher to classify and categorize and be to draw patterns and draw conclusion. The researcher made up codes as she progressed through the data. In this way the researcher searches for common dominant themes that appear in the transcripts of the data. Once codes are awarded to different segments, the researcher groups and categorize related codes. The categories are named, using the codes as a guide. The categories begin to show themes that can be used in the discussion of the inquiry (Denscombe, 2003; Leedy, 1993). Once the researcher has saturated themes that have emerged from the analysis, these themes become a basis for discussion. Descriptive statistics will be used in analysis of the data and this will be presented in frequencies and percentages.

3.8 Validity and Reliability of Research Instruments

3.8.1: Validity
The validity of research instrument is the extent to which such an instrument is able to measure what it is supposed to measure. In this research, the instruments used were validated in terms of content validity. The content related technique measured the degree to which the question items reflect the specific areas covered.

3.8.2: Reliability
To test the reliability of research instruments used, test and re-test techniques were be used. The reliability of the questionnaire were computed using SPSS to determine Cronbach’s reliability coefficient. A correlation coefficient greater or equal to 5 was treated as being acceptable (Fraser et al., 2012).

3.9 Ethical Considerations
In conducting this research, efforts were made to observe the research ethics, the researcher ensured that the research questions were treated as of secondary importance, if there was any need in this regard to choose between violating set ethical principles and carrying out a research, it was the research that was going to be sacrificed. Ethical issues that were put into consideration in this
research include among others: seeking consent, maintaining confidentiality, avoiding causing harm to participants, and avoiding biasness.

**Seeking Informed Consent:** In accomplishing this research ethic, participants were informed beforehand on what the research was all about and what was involved so that they could decide in a conscious and deliberate way whether they wanted to participate in the research or not. “This implies that potential participants, no matter how suitable, are not obliged to participate in the study but informing them will ensure that information is collected only from people that are willing to participate”. This also helped in ensuring that valid data was collected.

**Maintaining Confidentiality:** There is need to draw a boundary between probing and infringing on participants’ privacy since qualitative research by nature, involves a close relationship between the researcher and the researched. To maintain confidentiality, the researcher attempted not to review the information collected from the respondents to any other people. The researcher made it clear to the participants that information collected from them was purely for academic purposes and that anonymity was be created. Furthermore, the researcher avoided interviewing participants from public places when dealing with personal issues. The questionnaires were formulated in such a way that there was no need for participants to write their names.

**Avoiding Causing Harm to Participants:** It is unfortunate to note that some research methods may cause harm to research participants. In this study therefore, it was the responsibility of the researcher to ensure that whatever research methodology was adopted did not cause harm to the participants in any way such as invasion of privacy, harassment, anxiety, and discomfort among others.

**Avoiding biasness:** In the carrying out of this research, the researcher at all cost avoided discriminating against participants by choosing those that they liked because the findings of such a study would not reflect the real situation on the ground.

The researcher was not looking out only for those people that are readily available or those that could easily be manipulated. It was therefore always important that participants were selected using scientific methodology. There was also need to ensure that the findings from the research were reported objectively.
Understanding: It was ensured that participants understood what was been explained and were given the opportunity to ask questions and have them answered by the researcher. The informed consent document was written in lay language, avoiding any technical jargon. In this regard, the researcher ensured that this rule was abided by.

Voluntariness: The researcher ensured that participant's consent to participate in the research was voluntary, free of any pressure or promises of benefits unlikely to result from participation.

3.10 Limitations of the study
The study was limited by time. Since few similar studies have been done especially in institutions of higher learning, there is limited empirical literature on the area of impacts of social media on behavior change especially in the context of Zambia. Another expected limitation was that some students failed to give correct information on the basis of invasion of their privacy. The researcher explained to them that the study was purely for academic purposes and not motivated by any other interests whatsoever.
CHAPTER FOUR
PRESENTATION OF FINDINGS

4.0 Introduction
This chapter contains results and presentations of the findings. The study targeted students from four universities namely: University of Zambia (UNZA), University of Lusaka (UNILAS), Chreso University and Cavendish University (CUZ). Questionnaires and an interview schedule were administered to collect data in the sampled universities. The study was aimed at establishing the impact of social media on student’s behavior in universities. In analysis, data from questionnaires was coded and analyzed into quantitative summary reports using the statistical package for social sciences (SPSS) version 20. Data was keyed into the program under specific category from which analysis was run to obtain descriptive statistics in the form of frequencies and percentages. SPSS was used to arrive at reliability among multiple measures of variables of the study. Simple pie charts, bar graphs and frequency distribution tables were used in presenting data where interpretations and conclusions were made.

4.1 Response Rate
Out of 60 questionnaires and interview schedules, all the questionnaires were properly filled and returned giving a hundred percent (100%) response rate. Babbie (2003) argues that return of 50% and above is satisfactory for data analysis. Therefore, a return of all the questionnaires was considered acceptable for this study.

4.2 Gender of respondents
A total of sixty (60) students were targeted, fifteen (15) from University of Zambia, fifteen (15) from University of Lusaka, fifteen (15) from Chreso University and fifteen (15) from Cavendish University. Data collected showed that majority of the respondents were Females as shown in the diagram.
It was found that twenty-four (24) out of sixty (60) were males making 40% of the total respondents while thirty-six (36) were females making 60% of the total respondents interviewed. Participation in social media is a moderately recent activity, therefore understanding age of respondents is important in determining the category of students that use social media.

Source: Field Data (2019)
The data collected shows that majority of the respondents representing 50% were between 18-22 years, 42% were between 22-26 years, 6% of the respondents were between 26-30 years and 4% were 30-35 years. The study managed to include respondents that were at different age groups and therefore are likely to be at different stages of their developments and socializations. These representation may strengthen the study given the findings will reflect the ideas and opinion from different category of respondents.

4.4 Level of Study of the Respondents

The study sought to find out the level of study of the respondents considering the fact that the level of study was likely to have an influence on their capacity to sufficiently respond to the questions asked. From the responses, the majority (50%) were third year students, 25% were first year students, 8% were second year students and 17% were fourth year students as shown in the Table 4.4 below.

Table 4.4: Level of study of the Respondents

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Second Year</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Third Year</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>10</td>
<td>17%</td>
</tr>
</tbody>
</table>

Source: Field Data (2019)
4.5 Respondents that use Social Media platforms as a source of information
It was important to determine the number of respondents that were using social media as a source of information in order to find out how it may have influence on the respondents. The diagram below shows respondents who use social media platforms as compared to those prefer the traditional means of getting their information. Figure 4.5 Respondents that use Social media platforms as a source of information.

As shown in the figure above, 55 representing 92% of the total respondents agreed to the fact that they used social media as a source of information, while 5 representing 8% of the total respondents said that they did not use social media as a source of information.

4.6 Types of Social Media used
When respondents were asked which Social Media platforms that they used, the following was the case:
Figure 4.6: Types of Social Media used
As shown in figure 4.5 above, 55 respondents representing 92% of the total said that they used Facebook, these findings that agreed with a July, 2010 report in the New York Times that had indicated Facebook had grown from 200 million to nearly 500 million users in a period of 15 months. 45 respondents representing 75% of the total said that they used WhatsApp, 10 respondents representing 17% of the total said that they used Instagram while 5 respondents representing 8% of the total said that they used Twitter.

4.7 Respondents that prefer social media as a means of communication as opposed to traditional methods

One of the objectives of the study was to determine whether students in universities prefer social media as a means of communication as opposed to traditional methods. The following figure shows the results:

Figure 4.7: Students that prefer Social Media over traditional methods
As figure 4.5 above shows, 50 representing 83% of the total respondents said they preferred to use social media as a source of information. On the other hand, 10 respondents representing 17% said that they preferred to use the traditional media as sources of information, which included TV News, Radio News and Newspapers.

### 4.8 The risks that come with the use of social media

#### Table 4.8: The risks that come with the use of social media

<table>
<thead>
<tr>
<th>Risks</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased cyber bullying</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Introduced to pornographic web content</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>Made many students lazier</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Physically antisocial</td>
<td>45</td>
<td>75%</td>
</tr>
<tr>
<td>Having early sex</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Fallen for sex predators</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field Data (2019)
Wasting a lot of their time 5 8%
Mobile phones and computers have become very addictive 10 17%

Source: Field Data (2019)

Table 4.8 indicates that 50% of the respondents said that the use of social media had increased cyber bullying, 17% of the respondents said that due to social media, many people have been accidentally introduced to pornographic content, 25% agreed that the social media was one of the contributing factors to why students are lazy, 75% said that even though social media was seen as a tool that allows individuals to stay in touch with one another easily it has paved a way for individuals to be physically anti-social, 25% suggested that many students are having sex due to early exposure from social media and through peer influence, 100% added that as a result of social media many unsuspecting young people had fallen for sex predators. 17% said that mobile phones and computers have become very addictive such that it is very hard for people to live without them.

### 4.9 Impact of social media on behavior changes among students

Table 4.9: Impact of social media on behavior changes among students

<table>
<thead>
<tr>
<th>Impact</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wastage of time</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Makes individuals Lazy</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Spend more time chatting</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Eliminates boredom</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Ruining social skills</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Improves on the confidence</td>
<td>55</td>
<td>92%</td>
</tr>
<tr>
<td>Improves on social skills</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>Increased their knowledge</td>
<td>10</td>
<td>17%</td>
</tr>
</tbody>
</table>
Table 4.9 shows that 25% said social media leads to wastage of time, another 25% agreed that it made students lazy, 50% agreed that students spend more time chatting than studying, 8% said it eliminates boredom, 92% said it improves their confidence by the compliments they get from people when they post their pictures, 8% said it ruins social skills, 17% it somehow helps their social skills and another 17% said it increased the knowledge on things like culture.

4.10 Why students use social media instead of traditional methods

In terms of why students use social media instead of traditional methods, Table 4.10 below shows the results of what was found:

Table 4.10: Why students use social media instead of traditional methods

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messages received in good time</td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td>Faster than writing a letter</td>
<td>55</td>
<td>92%</td>
</tr>
<tr>
<td>A reply is received almost immediately</td>
<td>55</td>
<td>92%</td>
</tr>
<tr>
<td>Enables individuals to know if their messages have reached</td>
<td>45</td>
<td>75%</td>
</tr>
<tr>
<td>Social media are convenient</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Social media are less expensive as opposed to old traditional methods</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Feel independent</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Social media elevates their social status</td>
<td>10</td>
<td>17%</td>
</tr>
</tbody>
</table>
Table 4.10 indicates that 100% said the preferred social media over traditional means of communication, 92% agreed sending an email was faster than a letter, another 92% were in agreement that social media had a faster response rate, 75% said they preferred social media because it helps them know if the message has been received by their recipient, 50% said social media is convenient for communication because individuals are always with their phones browsing, 8% said it less expensive to use, 50% said they preferred it because of its independence, free from being monitored, 17% said it helped them gain popularity among their friends, 92% said it was good for stress relief.

4.11 Credibility of information received over social media platforms

<table>
<thead>
<tr>
<th>Credibility of information on social media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not credible</td>
</tr>
<tr>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Field Data (2019)

Figure 4.11 above shows that 75% of the respondents said that the information circulated on Social Media was not very credible, 14% of the respondents said they found the information circulated on social media to be very credible, 11% of the total number of respondents said they found that the information that usually circulates on social media is somewhat credible.
4.12 Influence of social media on the personal and professional development of the youth

Table 4.12: Influence of social media on the personal and professional development

<table>
<thead>
<tr>
<th>Impact</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networks help them to maintain contacts with old friends and create new friends</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Social media have made planning easier</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Saves me cost on travelling to see family and friends</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Internet has made things easier for them at school</td>
<td>45</td>
<td>75%</td>
</tr>
<tr>
<td>Reduced their cost of purchasing stationery</td>
<td>10</td>
<td>17%</td>
</tr>
</tbody>
</table>

Table 4.12 indicates that 50% agreed to a large extent that social media has helped them to maintain contacts with old friends and create new friends. 25% agreed to large extent that social media have made planning easier, just needed to post in their wall any event and all their friends can view and decide to attend or not to, 50% said social media had saved them on travelling costs to see family and friends, they could just video call them, 75% said that internet had made things easier for them at school since they got their assignments via SMS and after doing them, they send via e-mail, 17% said that to a large extent social media has reduced their cost of keeping in touch with their loved ones.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction
The study sought to investigate impact of social media among the youth on behavior change: a case study of university students in selected universities in Lusaka, Zambia. This chapter presents a
summary of the findings of the study. The chapter further offers a summary on the data collected, analysis of data, discussions of the findings on each research question and the logical interpretation emanating from the findings.

5.1 Summary of the study
As stated above, the study sought to find out the impact of social media among the youth on behavior change. Study objectives were formulated and research questions were derived from the objectives. Questionnaires were the instruments used in collection of data. Quantitative data collected, was then coded and inputted in statistical package for social science (SPSS). The results were carefully analyzed and presented to represent the actual situation on the ground. Qualitative data was closely analyzed qualitatively and important information extracted from what the respondents said. The data was then presented making relevant citations in comparison with the studies that had been done earlier and that related to the topic of study. Summary and conclusions were derived from the findings of the study.

5.2 Discussion of the findings
- In line with objective one, the findings showed that students preferred to use social media as a means of communication as opposed to the traditional methods, 100% agreed that they prefer social media because their message is received in real time, 92% strongly agreed that sending an e-mail or instant message was a lot faster than writing a letter, another 92% agreed that when a message is sent via social media the reply is always received almost immediately as opposed to old traditional methods, 75% agreed that social media enables individuals to know if their messages have reached their recipient or not and if they have been read by the recipient, 50% agreed that social media are convenient since individuals are always connected, 8% agreed that social media are less expensive as opposed to old traditional methods, 92% of the respondents agreed that social media helped them to relieve stress.
- As regards to objective two, the study went on to investigate the impact that social media had on the behavior change of university students, 25% of the respondents said that social media had led to wastage of time, another 25% said it made people lazy, 50% said they spent more time chatting with their peers instead of using that time to do productive things like reading or researching on things that would add value to their lives, 8% said it
eliminated boredom, 8% said that it was ruining social skills, 92% said that it improved their confidence, 17% said it improved on their social skills and 17% said that it had increased their knowledge of things like culture and religions of other people across the world. the other effects social media has on the respondent’s behavior were that; 12% said it exposed all their information to every one including those who were not meant to view it, 7% said it enabled them to keep up with trending issues, 19% said it helped them to ask around about research sites that are faster and reliable from their friends. Further majority of the respondents agreed that social media shifted their attention from school work to wanting to know what the rest of the world was up to and wanting to update their feed on a daily basis. The respondents all agreed that social media had the potential to affect their grades and time management skills if not used with caution.

- In line with objective three the study was able to determine the risks that comes with the use of social media, the findings showed that 50% of the respondents said that the use of social media had increased cyber bullying, 17% of the respondents said that due to social media, many people have been accidentally introduced to pornographic content, 25% agreed that the social media was one of the contributing factors to why students are lazy when it comes to studying and doing their work on time as they spent much of their time glued to their smart gargets, 75% said that even though social media was seen as a tool that allows individuals to stay in touch with one another easily it has paved a way for individuals to be physically anti-social, 25% suggested that many students are having sex due to early exposure from social media and through peer influence, 100% added that as a result of social media many unsuspecting young people had fallen for sex predators. 17% said that mobile phones and computers have become very addictive such that it is very hard for people to live without them.

- With regard to objective four 92% of the said they used Facebook as it was the most used site by many and it is easy to navigate, these findings were in line with a July, 2010 study that had indicated that Facebook had grown from 200 million to nearly 500 million users in a period of 15 months. 75% said that they used WhatsApp to stay in touch with family and friends that they know personally, 17% said they used Instagram to share pictures and have control of over who can view their accounts, 8% said they used Twitter as it is a reliable source for foreign and local news.
• In regard to objective five 75% of the respondents said that the information circulated on Social Media was not very credible and that should not be relied upon as it can be misleading. On the other hand, 14% of the respondents said they found the information circulated on social media to be very credible as they are the first source to spread information then the traditional media follows, 11% of the total number of respondents said they found that the information that usually circulate on social media is somewhat credible but it all depends on the type of news pages one follows, as some of these pages are known for disseminating rumors than actual real stories but some pages always have factual information that one ends up hearing or seeing in the traditional media platforms.

The findings are also supported by Johnson and Kaye (1998) in their study of the usage of the internet for political information by individuals who found that online media are more highly credible than traditional media. However, concerns and skepticism have been raised on the credibility of social media and online news content because of the questions of professionalism, anonymity of sender location, etc.

• In line with objective six 50% agreed to a large extent that social media has helped them to maintain contacts with old friends and create new friends. 25% agreed to large extent that social media have made planning easier, just needed to post in their wall any event and all their friends can view and decide to attend or not to, 50% said social media had saved them on travelling costs to see family and friends, they could just video call them, 75% said that internet had made things easier for them at school since they got their assignments via SMS and after doing them, they send via e-mail, 17% said that to a large extent social media has reduced their cost of keeping in touch with their loved ones.
CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION
The study was aimed at finding out what impact social media has on the behavior change of students in universities in Lusaka Zambia, it sought to seek out if social media had any influence to the way they behave or carry themselves. This chapter looks at the conclusion of this study, recommendations that were derived from the study and finally, the suggestions that have been made for further study.

6.1 CONCLUSION
In view of the summary in chapter 5, it was evident that social media played a major role on behavior change of the respondents. Students mostly used social media for communicating between their friends and families. The fact that social media is part of them especially having been born in this era of emerging technology, most felt that they could not do without it. They depended on it for various positive things such as research and contacts with old friends and getting on the loop of what was happening either in their circles, nationally or internationally. In conclusion the study proved that social media has both a positive and negative impact on students.

6.2 Recommendations
i. As social media continues to grow and be part of our daily lives, authorities need to come up with a way that can educate and train the students on the better usage of social media so as to minimize time wastage on chatting and other irrelevant engagements that are not of major importance on their lives.

ii. All the stakeholders and especially ZICTA and network providers need to come up with means of filtering information that reaches the young people through social media platforms. This will help minimize exposing them to pornographic and other unwarranted materials.

iii. Parents should educate their children about sex to avoid them learning about it from their peers online and should be open to discuss and answer any required questions.

iv. In order to communicate effectively to the young people schools and government agencies should adopt social media as one of their means of communication.

v. To avoid having a generation that does not have face to face communication skills, all the stakeholders should consider organizing social events that the young people will use to interact and mingle with each other physically.
6.3 Suggestions for further research

i. Since the study targeted on the general social media, a study can be done further on the specific social media platform, such as Facebook or WhatsApp.

ii. While the study recognized that social media has impacts on other young people outside university students, and as such this study limited itself only to students in selected universities. Therefore, a similar study can be done on young people outside of the university student’s bracket.

iii. The study focused itself only on four universities that are based around Lusaka, as opposed to other institutions outside the stated jurisdiction of location or geographical boundary. Similar studies can be done outside of Lusaka.
APPENDIX I: STUDENT’S QUESTIONNAIRE

Dear Respondent,

I am a final year student at Cavendish University and as a requirement for the fulfillment of my undergraduate degree program I am required to undertake a research study. You therefore have been selected to participate in this study with the topic above. It is at my most sincere request that you spare a few minutes of your time to respond to the questions in this questionnaire. My research study topic is: **Impact of social media on students behavior change in universities.**

You are among the respondents selected to participate in this study. Please note that the information you will avail shall be treated anonymously therefore, you are not required to reveal your name on the questionnaire. This research is purely for academic purposes as it is a partial fulfillment for the award of a Bachelor’s Degree in Journalism and Mass Communication. Your honest and objective response will be highly appreciated.

**SECTION A: RESPONDENT’S SOCIO-DEMOGRAPHIC INFORMATION**

1. Gender    Male [ ]    Female [ ]

2. What is your age?

   - Below 18-30 years [ ]
   - 31-40 years [ ]
   - 41-50 years [ ]
   - 51 and above [ ]

3. What is your level of study?

   - First Year [ ]
   - Second Year [ ]
   - Third Year [ ]
   - Fourth Year [ ]

**SECTION B: USE OF SOCIAL MEDIA**

4. Do you use any social media platform?    Yes [ ]    No [ ]

5. If (Yes), what social media platforms do you use?

6. For how long have you being using social? ______________________________

7. Do you prefer social media over traditional methods in getting information?

   Yes [ ]    No [ ]

8. If yes, indicate the reasons why?

_________________________________________________________________________________
9. What do you think are the impacts of social media on the behavior change of university students in Zambia?

10. In your view, what are some of the risks that come with the use of social media?

11. Do you think there credibility of information received over social media platforms?
   Yes [  ]  No [  ]
   Specify your answer: ______________________________________________________________
   ______________________________________________________________

12. To you what are the major pros and cons of social media?

13. How do you access your social media?

14. What influence do social media have on your personal and professional development of?

15. What are some of the ways that can be used to help the students on how to use social media wisely?
BIBLIOGRAPHY