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Abstract

The purpose of the study was to investigate the influence of the internet use on university students' moral behavior in South West Region Cameroon. The researcher used mixed research method design involving both qualitative and quantitative methods. The sample size used was 100 students from HTTTC Kumba all departments from levels 200 and 300. Four lecturers were also interviewed. From the findings, majority of the respondents indicated that some of their private information has been disclosed without their permission; they have been involved in plagiarism, betting, cyber bullying, illegal downloading and many other vices. These issues can be handled through guidance and counselling sessions for students. Also, each department should use plagiarism detection software and each lecturer is expected to be trained in using the software in order to combat plagiarism.

Introduction

The advent of internet has introduced new ways of life among people of different areas bringing about globalization and socialization. Most people cannot imagine life without the internet. In spite of its positive attributes, its role in moral decline amongst the global population cannot be ignored (Abbas et al, 2019). Case in point is the University students amongst which moral decadence is on a rise (Joinson & Paine, 2007; Suler, 2004). Issues like copying others' assignments, illegal activities such as selling fake products or viewing pornographic materials, cyberbullying, the use of the internet to cheat others and the use of the internet to do illegal gambling and scamming has become very rampant (Lambert et al., 2003). There is a tendency that the moral conduct of these youngsters are corrupted by content they view online (Verhoef & Coetser, 2021). Should the internet be blamed for such misconduct of university students?

The freedom of using smart phones and other electronic devices among university students has made it difficult for them to concentrate on their studies. During lectures, many students are found using their smart phones to chat on social media platforms like Facebook, Skype, Twitter, WhatsApp, among others (Moluayonge, 2022). Students in the course of using these platforms to access the internet practice illegal downloading, plagiarism, illegal online gambling, interfering with personal privacy and cyberbullying which goes against the universal ethical standards. Rana and Perveen (2014) emphasized that, this advanced technology has shown an increasing adverse effect on users' moral development whereby the younger generation especially the university students are giving more priority to their online presence rather than to their education and moral development.

It has been observed that most of the times when you meet students, they are with their smartphones surfing, listening to music and downloading videos etc. These students have not only lost focus on their studies but also from the real world. They are constantly fighting to stay ahead in terms of who is the first to comment or like or post, as well as first to get likes and views (Bauer & Schedl, 2019). Also, these students lose their sense of responsibility once they are online. Recently in Cameroon, students were caught in the act of engaging in a sex party. These students eloped from class for a birthday party. They took in excess alcohol after which they watched pornographic videos before engaging in acts of immorality (Journal du Cameroun, 2020). After investigation they attested to the fact that they were influenced by what they viewed on pornographic websites.

Moreover, cybercrime which was accelerated by COVID-19 has reportedly increased drastically in the past few years. In Cameroon, a government report states that, Cameroon lost about US\$20 million in 2021 to cyber crime, including losses from intrusion, scams, phishing and banks card skimming etc. Majority of these youngsters have left the tradition of the African hustling spirit and now focus themselves on the act of global theft. It leaves a lot to be desired when the internet which was meant to facilitate communication is now a strong source of moral decay. This situation therefore calls on parents, teachers and other stakeholders of education to see how the positive attributes of the internet can be harnessed while suppressing the negative attributes like moral decadence which is on an alarming rise.

Objective

To assess the influence of internet use on students' ethical behavior in Higher Technical Teacher's Training College, Kumba, of the University of Buea, Cameroon.

Universal Ethical Standards

Universal ethical standards in stage six of Kohlberg's theory of moral development is the higher ethical law which invoke concerns such as respect for the dignity of each person, basic equality for all, and treating people as ends, not means. These are prevalent concepts in this stage which Kohlberg thought that few attained like Maslow's self-actualization. Students at this stage have developed their own set of moral guidelines which may or may not fit the law in cyber application. The principles apply to everyone, for example, human rights, justice and equality. Good motives do not make an act right. If someone acts based on a higher ethical principle, the act is not wrong (Estep, 2010).

Moral developments in Universal ethical principles is based on abstract reasoning using universal ethical principles and are not concrete moral rules like the Ten Commandments (Kohlberg, 1969). Right is defined by the decision of conscience in accordance with self-chosen ethical principles appealing to logical comprehensiveness, universality and consistency. Universal principles of justice, equality of human rights, and respect for the dignity of human beings as individual persons, an action in this stage is judged right if it is consistent with self-chosen ethical principles (Alan, 2011). According to Frei (2013), legal rights are unnecessary things among university students at stage six. As social contracts are essential for moral action, decisions are not reached

hypothetically in a conditional way but rather categorically in an absolute way. This involves an individual imagining what they would do in another person's shoes, if they believed what that other person imagines to be true. The resulting consensus is the action taken. In this way action is never a means but always an end in itself. The individual acts because it is right according to him/her and not because it avoids punishment or universal ethical principles. They do what is in their best interest and expected (Eng, 2016).

According to Stanford (2015), new media technologies for social networking such as Facebook, WhatsApp, Twitter, YouTube, Skype and others began to transform the social, political and informational practices of individuals and institutions across the world. Due to this transformation, students' moral development and the state of being guided by the universal ethical principles, university students now tend to be in a dilemma. Internet hosts a broad variety of cybercrimes and related offenses performed by youths and even adults included but not limited to cyber bullying, child exploitation, cyber extortion, cyber fraud, illegal surveillance, identity theft, cyber terrorism etc. (Stanford 2015). University students tend to be in a dilemma when they have to think about universal ethical principles (Friedersdorf, 2015).

Internet Use and Ethical Behavior among University Students

Widespread use of the internet and the useful mechanism it provides, such as easy access, easy downloads, and easy copy and paste functions have made many types of unethical behaviors easier, particularly those involving students in academic settings. Among the issues in ethics within the academic environment that can be triggered by the internet are dishonesty, plagiarism, falsification, delinquency, unauthorized help, and facility misuse (Karim, Zamzuri and Noor, 2009). Karim, Zamzuri and Noor (2009), conducted a research to explore the relationship between internet ethics in university students and the big five model of personality. The results of factor analyses confirmed that there were unethical internet behaviors as conceptualized through Internet Triggered Academic Dishonesty (ITADs).

Muhamad, Hamizan, Noor and Yanti (2016) researched the Cyber Ethics Issues: Factors and Impact of Internet Scamming among Undergraduate Students in the University of Malaysia. They found out that the emergence of technology has led to cybercrime issues, which is affecting the Malaysian society. The role of computer and smart phone and other electronic devices has become crucial, which has led to good and bad networking activities such as chain letter or messages using social media platform.

A research by Robertson et al. (2012) on illegal downloading, ethical concern, and illegal behavior at the University of Otago in New Zealand; revealed that downloading was prevalent (74.5% of the student sample downloaded). Men and women were equally likely to download and the factors characterizing downloading were similar for men and women. The comparison between down loaders and non-down loaders revealed that down loaders were less concerned with the law, demonstrated to have less ethical concern and engagement in other illegal behaviors. Down loaders were also more likely to indicate that they would steal a CD when there was no risk of being caught. Linking to the current study, 40% of them strongly agreed to have been engaging in illegal downloading. Eret (2014) in a study assessing internet plagiarism in higher education, found out that student

teachers had to some extent, a tendency to plagiarize using the internet by copying material or using the same assignment in different courses.

Time constraints, workload and difficulty of the doing the assignments/projects were indicated as among the major reasons for tendencies towards internet plagiarism. Adolescents highlighted their interest in reproductive and sexual health messages and updates being delivered through humorous posts, links and clips, as well as by youth role models like music stars and actors that are entertaining and reflect up-to-date trends of modern youth culture, from the internet. The youths imitate everything without considering ethical issues.

Method

This study employed a mixed research method design which comprised of qualitative and quantitative data. The study was conducted in Higher Technical Teachers Training College (HTTTC) Kumba of the University of Buea, Cameroon. The target population of this study was all the students of HTTTC Kumba (730) and lecturers. However, the accessible population was the students in levels 200 and 300 of all departments (183 students) from which 100 students were randomly selected. 4 lecturers were also randomly selected and interviewed. Two courses were also observed. The instruments used in this study were a questionnaire and an interview guide. The data from the instruments were analyzed both qualitatively and quantitatively.

Results and Discussion

Demographic Information

The data collected showed that the respondents were between the ages of 25 and 29 and the majority of them were females. Table 1 illustrates.

Table 1. Demographic Information

Age	20-24	25-29	30-34	35-39	Total
Frequency (f)	30	48	18	4	100
Percentage (%)	30	48	18	4	100
Gender	Male		Female		Total
Frequency (f)	38		62		100
Percentage (%)	38		62		100

Internet Skill rating by Respondents

The researchers sought the information concerning internet skills. This item was important to help the researcher learn whether the respondents had basic internet knowledge with the ability to handle any potential challenge that would come with using it. The results are presented in Table 2. From the table, 22% of the study respondents had excellent skills in the usage of the internet access, 37% of the study respondents had very good skills in the internet access, 32% indicated good, 7% sufficient to work while the rest of them indicated poor skills. This implies that

majority of the respondents had skills which could enable them to access the internet.

Table 2. Internet Skills Rating

Internet skills rating	Frequencies	Percentage
Excellent	22	22%
Very good	37	37%
Good	32	32%
Sufficient to work	7	7%
Poor	2	2%
Total	100	100%

Sources of Internet Skills

The respondents were questioned to know the source of their internet skills whether it was through the internet application by the course offered by the university, course offered by the library, Self-learning, from friends or other means. The results of this are distributed in Table 3.

Table 3. Sources of Internet Skills

Sources of internet skills	Frequency	Percentage
Course offered by the university	4	4%
Course offered by the library	12	12%
Self-learning	69	69%
From friends	15	15%
Total	100	100%

From Table 3, 4% of the respondents indicated to have learned their skills in the course offered by the university, 12% indicated that they attained their skills from the course offered by the library in the university, 69% indicated to have learnt their internet skills by themselves while 15% learned from their friends. This indicates that majority of respondents learnt how to use the internet by themselves.

Duration of internet use by Respondents

The number of years of internet use by the respondents was sought. The researchers were interested in finding out the number of years that the respondents have been using internet services. The results are found in Table 4.

From the table, 7% of respondents indicated that they have been using the internet for less than a year, 17% indicated duration of internet use for 1-2 years, 25% for 3-4 years and 51% for respondents who have been using the internet for 5 years and above. This indicates that majority of the respondents (51%) have been using the internet for 5 years and above.

Table 4. Duration of Internet by Respondents

Duration	Frequency	Percentage
Less than 1 year	7	7%
1-2 years	17	17%
3-4 years	25	25%
Above 5 years	51	51%
Total	100	100%

Patterns of internet use by Respondents

The researchers sought to determine the pattern of the respondents' use of internet. That is how frequent respondents use the internet. The results are indicated in Table 5.

Table 5. Pattern of Internet Use by Respondents

Pattern	Frequency	Percentage
Daily	72	72%
More than twice a week	16	16%
Weekly	10	10%
Monthly	2	2%
Total	100	100%

From Table 5, 72% of respondents indicated that they use internet daily, 16% indicated they use the internet more than twice a week, 10% indicated they use the internet weekly and 2% monthly. This indicates that majority of the respondents have made the internet part of their lives which may as well influence their behavior.

Favorite Device for Internet Access by Respondents

Data for favorite devices used to access the internet by respondents was collected and provided in Table 6.

Table 6. Favorite Device for Internet Access by Respondents

Devices	Frequency	Percentage
Desktop	3	3%
IPad	18	18%
Laptop	12	12%
Smart television	6	6%
Smartphone	61	61%
Total	100	100%

From the table, 61% of the respondents indicated Smartphone as their most favorite tool for accessing the internet, while 18% indicated iPad, 12% reported laptops while 3% indicated desktop and the rest of them said that their

favorite was smart television (6%). This indicates that majority of the respondents are using Smartphone due to its affordability and portability. This was closely followed by the iPad and laptop since they are a bit more mobile and portable as compared to a desktop or smart TV.

Internet Access point by Respondents

The researchers investigated the access points where all the respondents always accessed their Internet services. The results are indicated in Table 7.

Table 7. Favorite Internet Access Point by Respondents

Favorable internet access points	Frequency	Percentage
Home Access	66	67%
University Library	16	16%
Government Free Wi-Fi site	2	2%
University cyber center	7	7%
Private Access Point	8	8%
Total	99	100%

From Table 7, 66% of the respondents indicated that they have access the internet in their homes, 16% mentioned that they access the internet through the university library, 2% indicated that they access internet through government free Wi-Fi sites, 7% indicated to access the internet through university cyber center, and the rest of them- 8% indicated that they access their internet through private access point. The majority of the respondents demonstrated that their preferred access point of the internet was from the comfort of their homes.

Content Accessed from the Internet by Respondents

Information about contents accessed from the internet by respondents was also collected and shown in Table 8.

Table 8. Content Accessed from the Internet

Contents accessed from the internet	Frequency	Percentage
Educational information	29	29%
Entertainment	18	18%
Skin care	10	10%
News	8	8%
Religious information	10	10%
Guidance and Counseling	9	9%
Online selling	9	9%
Online betting	2	2%
Communication	4	4%
Total	100	100%

From the table, 29% of the respondents indicated that they access the internet for educational purposes, 18% for entertainment, 10% for skin care and religious information, 9% for guidance and counselling and online selling, 4% for communication purposes and 2% for online gambling. This indicates that majority of the respondents access the internet for educational purposes (29%) and for entertainment (18%). Based on the researchers' observation, students mostly used their phones when lectures were not of interest to them. That is, most of them will go online using WhatsApp to communicate with their fellow course mates. Also, students used the internet in situations like when asked a question which they do not know the answer. By so doing, they access the internet to get educational information.

Influence of Internet Use on Students' Universal Ethical Standards

The researchers investigated the information about the influence of internet on universal ethics and to examine the extent to which they agree or disagree that university students use internet for unethical behavior. The results are indicated in Table 9.

Table 9. Influence of Internet Use on Students' Universal Ethical Standards

Statement	SA		A		U		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Privacy disclosing	22	22	64	64	11	11	7	7	6	6
Cyber bullying	15	15	67	67	2	2	13	13	3	3
Plagiarism (Submit other people's assignment or project as your own)	15	15	66	66	88	88	11	11	0	0
Copyright	3	3	61	61	27	27	5	5	4	4
Pornography viewing	14	14	30	30	26	26	13	13	17	17
Cheating behavior (using internet to cheat others)	6	6	58	58	88	88	12	12	16	16
Illegal downloading of films, music/video clips without permission (piracy)	7	7	54	54	11	11	11	11	17	17
Online gambling (online sports betting)	8	8	49	49	15	15	9	9	19	19
Illegal activities (selling fake product)	9	9	37	37	15	15	6	6	32	32

From the table, it can be seen that 86% of the respondents indicated that some of their private information have been disclosed without their permission. 82% of the respondent agreed with the statement that they have engaged in cyber bullying (humiliating, embarrassing, harassing others) particularly through online forums, 81% of the students accepted that they had used the internet to plagiarize and submit other people's assignment or project as their own, while 64% agreed to engaging in copyrighting and piracy issues.

Also, 44% of the respondents agreed to the statement that they have viewed pornographic information online. 64% of the respondents agreed that they use internet for cheating others while 28% were against this notion, 61% of the respondents agreed to using internet for illegal downloading like films, music/video clips without having permission from the owner that is piracy, 57% of the respondents agreed to using the internet for online gambling for example, online sports betting. And 46% of the respondents attested to the fact that the internet is used to for illegal activities like selling of fake products. Based on privacy disclosure, one of the lecturers was interviewed.

He stated that,

“The problem of privacy disclosure as reported by some students, trusting each other as friends and knowing the password to their friend’s online platform has caused them checking their colleagues’ results in their portal and disclose it without the authorization of the owner. Such behavior has caused conflicts among some students in the university.” Source: (Personal communication, interviewee May 16th, 2023)

Also, another lecturer commented on plagiarism. He said,

“There are so many cases of cheating behaviors during exams and assignments, plagiarism, using of phones during lectures which are against the ethics governing the college. However, these issues are prohibited and strict laws should be implemented against these issues. And so, it is important that lecturers should be trained through seminars on how to operate a software used for detecting plagiarism.” Source: (Personal communication, interviewee May 16th, 2023)

Based on the researcher’s observation, some students used the internet to copy and paste other people’s work without acknowledging them. This is because some of these students do not create time for studies and so they wait at the verge of datelines for submitting assignments, group work etc before they start looking for materials for their work.

Measures of Mitigating the Problems of Internet Use among University Students

Data was collected from the respondents on measures for mitigating problems of internet use and the following responses were obtained and given in Table 10.

Table 10. Measures for Mitigating Problems of Internet Use among University Students

Measures of mitigating problems of internet use	Frequency	Percentage
Guidance and counselling on the type of content searched	18	18%
Develop restrictions/access of certain contents by particular age group (use of verification codes/password/firewall)	48	48%
University to introduce policy penalty codes	26	26%
Create policies regulating the amount of time spent online	8	8%
Total	100	100%

From the table, 48% of the respondents suggested that restrictions should be developed concerning content viewed by particular age groups, 26% suggested that the university should introduce penalty policies which is a guide to be imposed to tackle internet related issues. Also, 18% of the respondents suggested that guidance and counselling services should be imposed through which students can be guided on the content searched online. And 8% of the participants suggested that a policy should be implemented which limits the amount of time spent online. This is because when internet users spend more time online, this can any have adverse effect on their health, studies and life in general if a balance is not maintained. This implies that, majority of the respondents agreed to the fact that the use of the internet has corrupted their ethical values. This is in corroboration with the study by scholars like Karim, Zamzuri and Noor (2009); Muhamad, Hamizan, Noor and Yanti (2016) who have conducted studies to explore the relationship between Internet and ethics and the results of the studies support the fact that the internet has promoted unethical behaviors among students.

Conclusion

This study set out to find the effect of internet use on students' ethical behavior. The study findings showed that majority of the respondents agreed that internet use has corrupted students' ethical values in terms of privacy disclosure, cyberbullying and plagiarism. It can be deduced from these findings that in as much as the internet has its positive attributes, it can also deteriorate our moral values. Thus, the internet should be used with guidance and caution.

The results from research participants on the study which emerged from the influence of internet use on university students' moral development in HTTTC Kumba, prompted the researchers to propose the following recommendations: Firstly, an internet policy should be implemented. That policy should be made in order to caution users on the particular amount of time spent online and the type of sites they watch depending on their ages. We can learn from a village in India called Mangaon in Maharashtra state where the council chief called on his residents to turn off their phones and televisions at sundown in a 'digital detox' campaign hoping that it will help the family to interact with one another and the students can learn uninterrupted. Even though its voluntary, failure to comply to this rule repeatedly will be penalized with increase in property tax. If such rules can be introduced and followed up, it can help our reduce some of the adverse effects of too much screen time, moral decadence inclusive. Secondly, each department in the University should make use of software to detect and check plagiarism and cheating behaviors. And every lecturer should be taught how to operate such software.

Lastly, guidance and counselling sessions should be made available for students through which they should be guided on the possible benefits and consequences related to internet use and how it can affect their behavior.


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