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Availability and Utilization of Social Media Resources in Learning of Sciences in Kaduna State College of Education Gidan Waya, Kaduna State, Nigeria.

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ABSTRACT:A social network is an online community that brings people of different works of life with common interest, opinions, activities and experiences together by sharing their views, photos, videos and events.Social media enhance communication and interaction among students and between teachers and students. The main feature of social media is that they empower the end user to access, create, disseminate and share information easily in a user-friendly, open environment. This study investigated the Level of Social Media Utilization in learning of Sciences in Kaduna State College of Education GidanWaya, Kaduna State, Nigeria. The descriptive survey design was adopted for this study as the research design. Three hundred and Eighty-one (381) Nigeria Certificate of Education (N.C.E) Science Students' of Kaduna State College of Education GidanWaya were randomly selected for the study. Researchers designed questionnaire titled "Utilization of Social Media Questionnaire" (USMQ) with Cronbach's Alpha reliability coefficients of 0.78 was used to collect data for the study. Analysis of data was carried out using frequency, percentage, mean, t-test and regression statistics which were tested at 0.05 alpha level of significant. Findings revealed that social media utilization had significant influence on students' performances in sciences. There was no significant difference in the performance of male and female students on the basis of gender. Based on these findings, it was recommended that Teachers should monitor students use of social media to make sure documents posted on social media are accurate, transparent, honest, respectful and sensitive about the content they create or share to ensure academic freedom and free speech are fully respected.Federal Ministry of Education should also ensure that institutions of learning have proper social media policies in placedealing with students who violate such polices.

Keywords: Social Media, Utilization, Gender, Science, College of EducationGidanWaya Kaduna

I.   INTRODUCTION

Social media in educationrefers to the practice of using social media platforms as a way to enhance the *education* of students. Parents, students, and teachers are using social media to connect and communicate inside and outside the classroom. The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Undoubtedly, social networking is a global phenomenon that has caused a huge paradigm shift in the world of teaching, learning, research and in the field of communication. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient [1]. Social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. [1] stressed that Social network tools afford students and institutions with multiple opportunities to improve learning methods:(a) Connecting with experts on topics via social media. Social media has the ability to broaden your perspective on various subjects and gives illuminating, instant content that is new, (b) institutions of learning use social media networks such as Facebook, Google Plus groups, and YouTube communicate with students, (c) it helps in research process Social media offers audience and subject monitoring tools that are useful and it is one of the best platforms to extract data, (d) enhanced Learning Management Systems. Social media learning in LMS can include instant chat functions, video, forums to share info and other

lesson resources to help students, (e)Learners can build social credibility by helping students build a portfolio for their career.

Learners use social media to play video games, watch television, send text messages and e-mails and pay little or no attention to reading their text books. This to a great extent will affect their performances in schools unless their new interest were adequately channeled and integrated in their academics.

II.   LITERATURE REVIEW

This research will be reviewed under the following sub-heading: major types of social media in education, benefits of social media for teaching and learning and the challenges of social media in education.

2.1   Major types of social media in education

[2] defined social media as a group of internet-based applications that build on the ideological and technological foundation of Web 2.0, and that allow the creation and exchange of user-generated content. [3] listed 10 types of social media and what they are used for:(a) Social networks which connect with people, (b) Media sharing networks that enable sharing of photos, videos, and other media;(c) Discussion forums that facilitates sharing of news and ideas; (d) Bookmarking and content curation networks which facilitate discovering, saving, and sharing new content; (e) Consumer review networks enable students and teachers to find and review documents; (f) Blogging and publishing networks enable students and teachers to publish content online; (g) Interest-based networks facilitate sharing of interests and hobbies; (h) Social shopping networks facilitate shopping online; (i) Sharing economy networks enable teachers and students to trade goods and services; (j) Anonymous social networks enhances communicate anonymously.

[4] explained the following as the popular social media sites in education:

a. Facebook: Teachers can use Facebook to post questions, assignment, videos, photos, documents, and other resources for students on the group's wall for their groups to access their assignments It creates a space for students to ask and answer questions.
b. Twitter: Many organizations create twitter that can provide up to date information that eliminate the need for extensive research. This is because Twitter offers a quick way to post class announcements and reminders as well as real time information on class field trips, discussion on a current event or a topic on career.
c. Blogs: Instead of traditional writing projects, blogs create opportunities for students to write and display their writings on a large scale.
d. YouTube: YouTube is like a Facebook which provide an excellent option of flipping classroom, creating video enabling them to express their creativity as they connect that students can watch lectures and resources before entering the classroom been seen by a wider audience
e. Instagram: Instagram provide pictures which are worth thousand words. Students use Instagram to showcase their work by offering a place to feature student hard work or even interesting details about a student.
f. Google Docs: This is a popular technology with teachers and students collaborating on assignments, projects, newsletters among other things which can promote team work

[5] explained the following as the advantages of using WhatsApp as one of the social media in education: (a) sharing video content, audio lessons, sending PPT materials or documents such as Word, books tend to stimulates collaborative work and achieves the exchange of content both between the institution and the students and among the workers of the institution, (b) Use of WhatsApp inform students of announcements of new courses available or updates, (c) it enhances faster communication with students, teachers and centres in remote areas such as rural areas, other countries and the surrounding community, perfect for courses taught online, (d) it motivates students and workers to work as new information is shared on WhatsApp platform, (e) it facilitates communication of schedule of meeting, conferences, workshops and lecture and exam time and venue to students and colleagues, (f) WhatsApp has the potentials to provide students and teachers the needed cooperation, increase social interaction, interest and motivation, sense of belonging, academic success, student-student and student-teacher interaction, support learning anytime and anywhere, provide peer support, feedback, and allow for sharing of information in education

[6] Emertxe (2019) has grouped the following as types of social media that exist today namely: (a) Social Networking (Facebook, Linked-In, Google+), (b) micro blogging (Twitter, Tumblr), (c) photo sharing (Instagram, Snapchat, Pinterest), (d) video sharing (YouTube, Facebook-live, Periscope, Vimeo). Therefore, Facebook represents a potentially useful tool in educational contexts. It allows students to manage their own privacy settings and often work with the privacy settings they have already established as registered users [7].

[7] the use of Facebook and Twitter provide amble opportunities for: (a) Teachers to have bonus points for students who answer questions that are posted, (b) special interest groups to be easily created by using hashtags to collect information, (c) homework assignments to be posted to easily remind students to do their homework,

(d) students to share online resources related to coursework, (e) Teachers to facilitate online discussions about course material, (f) students to ask teachers questions about difficult course material

Facebook and Twitter allow students to collect their thoughts and articulated them in writing before communicating them [8]. Facebook and Twitter promote social connection among students globally. They enhance communication and building critical thinking and sharing of knowledge worldwide. [9] conducted a research on 132 students to examine the link between students' engagement in social media and grades. They divided the students into groups; one used Twitter and other did not. They found that students in the Twitter group have higher Grade Point Average (GPAs) and greater engagement scores than the control group. [9] enumerated the uses of Twitter which facilitated their success in education ascontinuity for class discussions, giving students a low-stress way to ask questions, book discussion, class reminder, campus event reminder, providing academic and personal support, helping students connect with each other and withinstructors, organizing service learning projects andorganizing study groups.

YouTube is one of the frequently used social media tool by the students. Students can watch and share videos, answer questions and discuss content. [10] claimed that YouTube increased participation, personalization and productivity. It also improved students' digital skills and provided opportunity for peer learning and problem solving. Other social media are useful to students in the classroom. Students make use of them to solve problem and increase their skills technologically and educationally [11].

Social media utilization tends to enhance the students' performance and help to attain greater height in their academic pursuits. Social networking sites like: Twitter, yahoo, messenger, Skype, Google talk, Google messenger, iphones and androids enhance communication and interaction among people regardless of the distance, making it open to people to easily share information, files, pictures and video, create blogs and send messages, and conduct real time conversations [11]. Social media has not only changed the way users socialize and communicate, it has also redefined the idea of friendship, community and learning [10], [12]. Turning communication into interactive dialogue by allowing the creation and exchange of user-generated content is the ultimate of social media in education [2]. Social media has indeed allowed people to express themselves through blogs, web sites, social networking (Facebook, Twitter, WhatsApp, Instagram, flicker, YouTube, 2go, badoo, linkedln[10], [12], [11].

There is an increasing trend towards using social media by tertiary institution students to facilitate their learning process. Some students use social media for academic purposes. According to [13], social media can be defined as the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort or build relationship. Social media also are computer-mediated tools that allow people to create, share or exchange information, ideas and pictures/videos in virtual communities and networks which take different forms including blogs, business networks, enterprise social networks, forums, micro-blogs, photo sharing, products, services review, video sharing and virtual worlds [14].

2.2   Benefits of Social Media in Teaching and Learning

[15] pointed out that the use of social media in education can increased student collaboration, increased student participation, team projects are easier to review, rich eLearning media available and video conferencing abilities. Social media facilitates discussion, participation, and sharing of various forms of content such as text, video, audio and image in a very convenient way [16]. Social media can enhance student relationships as well, giving socially anxious or introverted students a comfortable way to interact with their classmates [17]. [17] stressed that when social media is used correctly, different social platforms can get students to practice lower-level thinking at home and prepare them for higher-level thinking in the classroom.

[6] explained the following as the advantages of using social media in education: (a) Learning and Networking enable students to share study materials through social networking sites like Facebook, Instagram and WhatsApp, (b) For Creative expression, social media help students to express and share their thoughts in many ways without any fear through posting photos, blogs, individual articles, videos, audio clips that enable them to identify their talents and give them opportunities further in life, (c) to experience global exposure, social media is such a broad platform that students can connect with anyone in the world including their culture, traditions, language, lifestyle, food habits, and many more interestingly beautiful things, (d) the use of social media give students employment opportunities. Social media helps students to research about the company and get information about all the fields they are interested in, (e) Social Media marketing enable students to advertise their work as well as a good platform for fund raising.

[18] opined that social media is a supplementary teaching learning tools, a follow up tool, a novel assessment tool, a tool to encourage interaction and peer learning, a tool for customized one to one learning between learner and tutor, a tool to measure independent, learning taken away by every learner. The advantages of social media as pointed out [18] are tools that enable two-way communication in real time, mitigating geographical constraint, encourages self-placed learning, is a user-friendly tool that enhances teaching and learning.

[12] contended that the advantages of social media in education are as follows:(a) they are extremely useful for developing some of the key skills needed in a digital age, (b) they enable teachers to set online group work, based on cases or projects, and students can collect data in the field using social media such as mobile phones or iPads, (c) they enable learners to post media-rich assignments either individually or as a group, (d) they enable learners to load assignments into their own personal environment or e-portfolios for later use when seeking employment or transfer to graduate school, (e) they enable learners to take more control over their own learning. [19] believed that social media can facilitate speedy communication and collaboration, finding concrete information online, parental involvement in the education of their children, improved literacy, communication, and reading skills, distance learning opportunities.

2.3   Negative Impacts of Social Media

There are also drawbacks to social media usage. Researchers [20], [15], [17] have found that heavy internet use may result in greater impulsivity, less patience, less tenacity and weaker critical thinking skills, which may result from the need to rapidly shift attention from object to object online, as this can weaken an individual's ability to control his focus. According to [15] student distraction can become an issue, lack of control for inappropriate content and relying on Social Media for all contact. [12] pointed out that the development of knowledge and skills through the use of social media will need a teacher-supported environment. That many students who come to a learning task without the necessary skills or confidence to study independently from scratch need a conducive environment and skillful teacher to protect and guide them. Such students may spend time on social networking website rather than studying or interacting with the people in person. Students may prefer to chat with their friends for hours and this may lead to waste of time that could have been used for study or learning new skills. Students who use social media regularly may lose their ability to engage in face to face communication [4].

Statement of the Problem

Some researchers have expressed their concern on the negative use of Social Media among the students which has affected their performance. [21] observed that the growing incidence of students using the internet not necessarily for academic purposes but for anti-social activities is at an astonishing rate. They use websites for pornography, fraud and for other social vices in the society. [21] asserted that the social media sites encourage negative behavior among students such as catching up with unknown friends and so on. [22] Wang, Chen & Liang (2011) conducted a research on the effect of social media on college students and the result showed that social media use was negatively associated with academic performance. They noted that two thirds of the students were found using social media while in class studying or doing homework. This multitasking increase distraction and becomes detrimental to students' performance. It has been discovered in recent years that ICT is being canvassed by several people as being effective in improving teaching and learning. This is so because the use of ICT by students would enhance competence and confidence in them. However, many science students still patronize traditional book materials as a source of information in our schools rather than ICT. Nigeria, being a developing country faces the challenges of access to technological rich education. the federal ministry of education (FME), universal service provision fund (USPF) and several private organizations have assisted many schools by providing various technology solutions, such as supplying personal computers, setting up computer libraries and other facilities, inclusive of internet connection as well as White Interactive Boards (WIBs), projectors, Schoolnet,[23]. However, there seems to be no adequate supervision on students' actual access to this facility and its effect on their academic achievement faced with lack of electricity, adequate funding, and basic infrastructures, among other challenges.in Nigeria. Hence the need to investigate the level of social media utilization in learning of sciences in Kaduna State College of Education, GidanWaya, Kaduna State, Nigeria.

Purpose of the Study

The general purpose of this study is to investigate the level of Social Media utilization in learning of sciences in Kaduna State College of Education, Gidan Waya, Kaduna. This study is aimed at achieving the following objectives:
a.   To find out the available Social Media in Kaduna State College of Education, GidanWaya, Kaduna State.
b.   To determine the extent of utilization of Social Media in learning science based on gender.

Research Questions

The following Research questions guided the study;
a.   What are the available Social Media resources for science students in Kaduna State College of Education work?

b. What extent do science students utilize Social Media in learning science in Kaduna State College of Education based on the basis of gender?

Hypothesis

The following research hypotheses were formulated to guide the study and tested at 0.05 level of significant:

HO[1].There is no significant influence of Social Media resources on science students' study habits.

HO[2].There is no significant difference in the utilization of Social Media resources on the basis of gender.

III. RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. Data was collected from a representative sample of respondents in order to make generalization on the target population. The Nigeria Certificate of Education (N.C.E.) Science students in Kaduna State College of Education GidanWaya constituted the population for the study while the target population is made up of all NCE students in four selected science courses of the Department of Science of the College. Simple random sampling technique was used to select students from the sampled courses of the department. A total of three hundred and eighty-one (381) NCE Science students participated in the study.

In this study, researchers-designed questionnaire titled ''Utilization of Social Media Questionnaire" (USMQ was used to collect data from the respondents. The USMQ contained twenty-five items with a four-point Likert-type scale of Very Frequently (Daily), Frequently (3 times in a week), Sometimes (once in a week) and Never. Section 'A' of the questionnaire contained the personal information of the respondents such as name of school, level, Gender, Age range, Marital status. Experts judgment was used in validating the instrument. The Cronbach's Alpha reliability coefficients of 0.78 was obtained for the USMQ. Analysis of data was carried out using frequency count, percentage, mean. The results of the research using T-test, regression and Pearson Product-Moment Correlation statistics were tested at 0.05 alpha level of significant.

Resultsand Discussion

Research Question One:

To what extent do NCE science students utilize social media for their academic school work?

Table 1: Types of social media and their utilization for academic school work

S/N	Types of Social Media	Very Frequently (Daily)	Frequently (3 Times in a week)	Sometimes (Once a week)	Never	No response
1	Facebook	16 (4.2 %)	215 (56.4%)	84 (22.0%)	56 (14.7%)	10 (2.6%)
2	Twitter	140 (36.7%)	71 (18.6%)	65 (17.1%)	83 (21.8%)	22 (5.8%)
3	Pinterest	251 (65.9%)	45 (11.8%)	32 (8.4%)	23 (6.0%)	30 (7.9%)
4	Instagram	239 (62.7%)	38 (10.0%)	39 (10.2%)	25 (6.6%)	40 (10.5%)
5	WhatsApp	62 (16.3%)	214 (56.2%)	60 (15.7%)	31 (8.1%)	14 (3.7%)
6	You tube	96 (25.2%)	83 (21.8%)	88 (23.1%)	82 (21.5%)	32 (8.4%)
7	Chatting Networking	40 (10.5%)	48 (12.6%)	79 (20.7%)	193 (50.7%)	21 (5.5%)
8	Free Website or WWW	69 (18.1%)	164 (43.0%)	68 (17.8%)	52 (13.6%)	28 (7.3%)
9	Skype	199 (52.2%)	50 (13.1%)	45 (11.8%)	50 (13.1%)	37 (9.7%)
10	Free Web Template	151 (39.6%)	67 (17.6%)	78 (20.5%)	46 (12.1%)	39 (10.2%)
11	Weblogs	151 (39.6%)	72 (18.9%)	61 (16.0%)	46 (12.1%)	51 (13.4%)
12	Social Logs	141 (37.6%)	77 (20.2%)	59 (15.5%)	73 (19.2%)	31 (8.1%)
13	Blogs	178 (46.7%)	60 (15.7%)	58 (15.2%)	43 (11.3%)	42 (11.0%)
14	Magazines	69 (18.1%)	87 (22.8%)	87 (22.8%)	112 (29.4%)	26 (6.8%)
15	Wiskia	153 (40.2%)	60 (15.7%)	56 (14.7%)	78 (20.5%)	34 (8.9%)
16	Podcast	191 (50.1%)	64 (16.8%)	45 (11.8%)	34 (8.9%)	47 (12.3%)
17	Word Press	169 (44.4%)	52 (13.6%)	58 (15.2%)	70 (18.4%)	32 (8.4%)
18	Proxy	178 (46.7%)	57 (15.0%)	55 (14.4%)	44 (11.5%)	47 (12.3%)
19	Internet Forums	95 (24.9%)	76 (19.9%)	73 (19.2%)	110 (28.9%)	27 (7.1%)
20	World of Warcraft	189 (49.6%)	62 (16.3%)	49 (12.9%)	50 (13.1%)	31 (8.1%)
21	Skype	164 (43.6%)	4.7 (12.3%)	55 (14.4%)	81 (21.3%)	34 (8.9%)
22	Wait Posting	140 (36.7%)	50 (13.01%)	68 (17.8%)	83 (21.8%)	40 (10.5%)
23	My Space	181 (47.5%)	56 (14.7%)	53 (13.9%)	48 (12.6%)	43 (11.3%)

Source: Researchers' Field Survey, 2020

The results in Table 1 above revealed that students very frequently and frequently used social media platform in Serial items 1,2,3,4,5,6, 8,9,10,11,12,13, 14,16,17,18,20,21,22,23 (Facebook, Twitter, Pinterest, Instagram, WhatsApp and YouTube) for communication, encouraging interaction and engagement among students, nurturing a student-centric learning setting, extending the learning environment beyond the classroom and facilitating the flow of information between students, college authority, and the campus community. This result is in line with [2], [3], [15],[16], [6] who asserted that social media are used for sharing of files, photos, videos, and other media which facilitate communication, collaboration, increased student participation, team projects creative expression. This result also supports [17] who stressed that different social media can get students to practice lower-level thinking at home and prepare them for higher-level thinking in the classroom as well as encourage introverted students a comfortable way to interact with their classmates. This finding also concurs with [9] who believed that the use of social media like Twitter facilitated students' successes in education as they support continuity for class discussions, giving students a low-stress way to ask questions, book discussion, class reminder, campus event reminder, providing academic and personal support, helping students connect with each other and with instructors, organizing service learning projects andorganizing study groups.

Only items 7 and 19 in Table 1 above, students were not able to use the social media for their academic purposes because of weaker critical thinking skills, ability to control his focus, wasting of time on social media and preference to chat with their friends. This finding concurs with [12],[15],[4] who expressed their fear of using social media of distraction of attention, lack of skillful teacher to guide them and loss of their ability to engage in face to face communication.

Hypothesis 1: There is no significant relationship between students' level of Utilization of Social Media and their achievement in Science.

Table 2 showed the relationship between students' level of utilization of social media

Regression Residual	2972.251 34978.233	1 2972-251 378 92.535 32.120	.000	Significant
Total	37950.484	379		

Significant (P<0.05)

The results in Table 2 showed that there was significant relationship between students' level of use of social media and achievement in science (r = + 0.280, P<0.05).Therefore, the use of Social Media is an important factor in predicting students' study habit. Thus, students' level of use of social media is positively related to their academic achievement in science. Hence, the more the use of social media by the students the better is the students' academic performance. It can also be inferred that the group of students that use social media frequently are also the group that have better academic performance.

HO^2.There is no significant difference in the utilization of Social Media resources on the basis of gender.

TABLE 3: t-test summary of utilization of social media on the basis of gender

S/N	Variable	N	Mean	SD	Df	Cal.t-value	Remarks
1	Male	232	53.3922	18.8933	234	1.042	Not significant
2	Female	232	52.421	18.7866	235	1.043	Not significant

Significant (P<0.05)

The results in Table3 revealed that the calculated t-value was 1.042 which was more than the t valueof 0.05 alpha level (P>0.05). This implies that there was no significant difference between male and female students' utilization of Social Media.

IV.   DISCUSSION OF FINDINGS

Based on the data collected in Table 2 above, the findings showed that most of the students rely on different social media platforms such as Facebook, WhatsApp, Instagram, skype and so on that enable them to connect to the Internet, friends, relatives and teachers thereby encourage and motive their reading habits. This finding is also in line with [24] which stated that majority of students use Facebook for connecting with friends or relatives and for keeping in touch with close acquaintance. The results also supported [19] who believed that social media can facilitate speedy communication and collaboration, finding concrete information online, parental involvement in the education of their children, improved literacy, communication, and reading skills, distance learning opportunities.

The results in Table 3 revealed that there is no significant difference in the use of Social Media by science students of Kaduna State College of Education GidanWaya on the basis of Gender. This study is contrary to the study of [25] which investigated the impact of WhatsApp messenger usage on students' performance in five tertiary institutions in Ghana. They observed that female participation in social media far

outweighed the male counterpart. The reason being speculated by the researchers is that female students were found to be more likely to have expressions related to family relationships and romantic relationships by using WhatsApp than the male students. Also, it was observed that most of the women preferred using social media platform for communication, especially for group discussions on specific assignment given in class than to meet their group members personally.

The findings are also in agreement with [26] which revealed that gender was found to have no significant difference on undergraduate students' study habits. In addition, [27] found that gender has a non-moderating factor for undergraduate study habit. This is because both male and female students have equal tendencies. [28] noted that there is a positive relationship between students use of Social Media and academic achievement. There is significant relationship between students' level of use of Social Media and study habit. Thus, students' level of use of Social Media is positively related to study habit. This means that, the more the use of Social Media by the students the better is the students study habits. This finding contradicts [22] findings on effect of Social Media on College students. They reported that Social Media use was negatively associated with academic performance of students. They noted that two thirds of the students were found using Social Media while in class studying or doing homework. This multitasking increased distraction and became detrimental to students' performance, study habits and reading habit.

V.   CONCLUSION

This study is on assessment of Social Media utilization of social media among science students of Kaduna State College of Education Gidan Waya. Social media is a wonderful place to interact with friends and peers. The study revealed that the more students use of Social Media for their academic, the better they achieve their academic goals. The use of social media makes us to provide a new and innovative dimension in the whole educational process in order to enable students adapt to a future where everything rapidly evolves. Therefore, the use of Social Media is an important factor in predicting students' study habit and success in the college. Positive use of Social Media will enhance the study habit and students' academic performance in our tertiary institutions. In addition, good study habit with Social media will produce positive academic performance while inefficient study habit will spend more time on social mediate at the detriment of their academic leads to academic failure. Thus, positive use of Social Media should be encouraged to improve students' performance and to increase their study habit in Nigerian tertiary institutions.

VI.   RECOMMENDATIONS

The following are recommended for improvement:
a. Federal Ministry of Education should ensure institutions of learning have the proper social media policies in place dealing with students who violate the plan in a manner that still encourages social interaction
b. Teachers should monitor students use of social media to make sure documents posted on social media are accurate, transparent, honest, respectful and sensitive about the content they create or share to ensure academic freedom and free speech are fully respected
c. Institutions of learning should make sure faculty/staff/students avoid creating or sharing content (or engaging in an online conversation) in a manner that would compromise campus safety, exhibit malicious intent, or violate College policies.
d. Institutions of learning should establish clear and healthy boundaries about social media and device use at home and/or in school.
e. Parents should make it a phone policy on how much time they want their children to spend online, when they can use their phones and when it is time to unplug?
f. Parents and schools should set clear expectations for online behavior on basic online safety and privacy (nude photos), including how to protect personal information and what to do about strangers online.
g. Parents and teachers should create time to talk about pornography before youth are set loose in the online world because Pornography and porn online can be problematic for a number of reasonswhen sex education is not properly addressed and discussions of consent, pleasure, patriarchy and healthy romantic relationships.
h. Parents and teachers should remember the significance that social media has for many youths today by helping their children to feel connected through social media in a way that supports their overall well-being.
i. Parents and teachers should keep the door open for ongoing conversation and learning about challenges and successes online to support them

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