

Inculcating Digital Responsibility in Use of Social Media and Artificial Intelligence among Agricultural Education Students in Federal Universities in South-East Nigeria

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Abstract

This study focused on inculcating digital responsibility in use of social media and artificial intelligence (A.I) among agricultural education students in Federal Universities in South-East Nigeria. Specifically, it determined: social media platforms and AI technologies commonly used by agricultural education students in the federal universities; indicators of digital responsibility in use the platforms and technologies required by the students; and strategies for cultivating digital responsibility in the use of the platforms and technologies the students. It tested two null hypotheses. It adopted a descriptive survey design. A total population of 355 respondents, (66 lecturers and 289 students) of agricultural education was studied. Data were collected using a questionnaire. Data were analysed using mean, standard deviation, and t-test. Results reveal eight social media platforms and five AI tools commonly used by the students {overall grand mean ($\bar{X}_g$) of 3.40 and a p-value of 0.19 ($P > 0.05$)}. Further results are 12 indicators of digital responsibility {overall grand mean ($\bar{X}_g$) of 3.17 and a p-value of 0.15 ($P > 0.05$)}. More results are 14 strategies for enhancing digital responsibility in the use of social media and AI among the students {mean ($\bar{X}_g$) of 3.22 and a p-value of 0.28 ($P > 0.05$)}. Four recommendations were made including raising awareness of digital responsibility for students among others.

Keywords: Digital, Responsibility, Social Media, Artificial Intelligence, Agricultural, Education

Introduction

The emergence and growth of social media as well as artificial intelligence has drastically changed many fields such as education, agriculture, communication, and more. Around the world, according to Statista (2023), as at 2023, over 4.9 billion people used social media all over the globe, with students accounting for one of its major demographics. Instagram,

TikTok, and Facebook are some common social media platforms commonly used by students for communication purposes (Statista, 2023). In Nigeria, students commonly use social media and platforms such as WhatsApp, Instagram, and Twitter for communicating and collaborating. According to a study by the Nigerian Communications Commission (2023), about 90 million Nigerians use

social media, of whom are mostly students. Social media makes communication easy among students (Smith, 2023). In addition, according to Nguyen (2023), students have access to a lot of information, which can include educational material, current news, and academic discussion forums, which could improve their learning process. According to Ogboru and Bassey (2025), one thing that needs to be emphasized regarding the integration of social media and AI technology into learning is the presence of several important ethical issues that arise when integrating such learning techniques, such as equity, bias, privacy, and accountability. There are some evidences in literature indicating that overuse of social media and AI technology can have negative consequences for self-perception as well as academic achievement of the learners (Dixon et al., 2021). In order to mitigate all negative implications, digital responsibility should be instilled in learners' minds.

In general, social media refers to the internet-based platform through which individuals and groups can create and exchange their content with other users (Kietzmann et al. 2021). Tuten and Solomon (2021) note that social media is a type of digital media technology that allows the sharing of information, ideas, interests, and various expressions through online communities and networks. The main reason why students take advantage of social media as a source of knowledge is because they are able to watch instructional videos about the subjects they are studying (Bandura, 2021). Therefore, social media acts as an important tool of communication for the students. Through social media, students

can share their work and get feedback from peers on their activities. There are many social media platforms available to the students, including Facebook, Instagram, TikTok, WhatsApp, Snapchat, Twitter, Youtube, and LinkedIn, among others. The agricultural education students are using social media platforms to support their studies and social life. In addition to social media, AI is another source student utilize for their learning.

Artificial Intelligence (AI) is defined as an area of computer science that allows machines to perform activities normally done by humans, such as analyzing visual data, comprehending spoken language, decision-making, and translation among other activities (Zhang et al., 2021). Artificial intelligence technologies such as Meta AI, Grammarly, Duolingo, Chat AI, and AI Chatbot are among the AI technologies that are used by university students to support their studies. As indicated by Almaiah et al. (2020), AI technologies enable customization of learning according to individual students' characteristics, rates of learning, and learning styles. Technologies like chatbots and virtual assistants can also be employed to facilitate students' engagement. In helping provide instant responses to students' questions and offering them with interactive lessons, AI technologies aid in engaging students in the learning process (Ifenthaler & Yau, 2020). Besides employing AI technologies to aid in their learning, agricultural education students also make use of social media platforms.

The application of the social media platform and AI technology in the tertiary institution students by agricultural education is known to affect the performance of the learners positively and negatively. According to Dahlgren

and Aker (2021), the two tools help students perform well academically by providing access to online information easily and quickly, collaboration among the students, and sharing of knowledge and skills within the field. On the other hand, the application of social media platforms and AI technologies poses great dangers to the students of agricultural education, especially when they misuse them. In support of the above statement, Olaoluwa and Ojo (2021) noted that many students engage in social media excessively; hence, affecting their academic performance negatively. Moreover, Adeoye and Akinpelu (2020) added that there are high chances of anxiety due to social comparison and cyberbullying.

In the current modern society, where students play leading roles in social media and artificial intelligence, there are challenges arising from the same which calls for great need of digital responsibility. The concept of digital responsibility refers to the ethics surrounding use of technology and Internet in social media and AI. Grunenberg & Explainer (2022) defined digital responsibility as awareness and managing one's data privacy when using technology. It stressed the importance of ensuring that students know how to keep their personal data safe when using the internet and social media. As far as students undertaking studies in agricultural education are concerned, ethical practice on social media and artificial intelligence should include being careful with the kind of content posted and information shared, considering the emotions and privacy of others and not completely relying on contents generated by AI.

There are several factors that can help determine whether the usage of social media or AI by students is digitally responsible, including digital literacy, data privacy knowledge, responsible behavior, awareness of cyberbullying and prevention measures, awareness of AI ethics, and other factors (Kim & Lee, 2023). The factor of digital literacy refers to the skill to distinguish reliable sources, information biases, and any forms of misinformation. According to Martinez (2023), another important indicator of being responsible in digital technologies is responsible sharing. It means considering possible implications from publishing some pieces of information. At the same time, even though modern technologies have a lot of positive aspects, there are numerous issues connected with ethical concerns.

Nonetheless, it has been observed that many students make use of social media platforms and AI technologies while having little or no awareness about the ethics associated with them (Osime et al., 2021). Such unawareness among the students may result in the spread of wrong information about agriculture and the misuse of AI in agricultural decision-making, resulting in lower agricultural production in the country (Mbah & Nwobodo, 2022). Moreover, the digital divide that exists in Nigeria makes this problem even more complicated for some students, who may lack digital technologies required for acquiring new information and learning how to operate agricultural innovations (Adeleke & Ojo, 2021). In addition, another issue that arises here relates to the lack of training provided in agricultural education programmes offered by federal universities in Southeast Nigeria in terms of digital responsibility among students. The majority of

educational programs focus on agronomy, paying little or no attention to digital responsibility issues (Okafor et al., 2022). This is a gap this study intends to fill.

Objectives of the Study

This study focused on inculcating digital responsibility in use of social media and artificial intelligence among agricultural education students in Federal universities in South-east Nigeria. Specifically, the study determined:

1. social media platforms and AI technologies commonly used by agricultural education students in Federal universities in South East, Nigeria;
2. indicators of digital responsibility in the use of social media platforms and AI technologies required by agricultural education students.
3. strategies for cultivating digital responsibility in the use of social media platforms and AI technologies required among agricultural education students.

Hypotheses (HOs)

The following null hypotheses were tested at 0.05 level of significance. There is no significance difference in the mean responses of lecturers and students of agricultural education on:

HO₁: social media platforms and AI technologies commonly used by agricultural education students in federal universities in South East, Nigeria.

HO₂: indicators of digital responsibility in use of social media platforms and AI technologies required by agricultural education students.

HO₃: strategies for cultivating digital responsibility in the use of social

media and AI technologies among agricultural education students.

Research Methodology

Design of the Study: A descriptive survey research design was adopted for the study.

Area of Study: The study was carried out in the South-East, Nigeria. The region comprised five states- Abia, Anambra, Ebonyi, Enugu and Imo. The region currently has five federal universities. Among the five federal universities, only three of them offer Agricultural Education programme were selected and used for the study. They are University of Nigeria, Nsukka (UNN), Michael Okpara University of Agriculture, Umudike (MOUUAU) and Nnamdi Azikiwe University, Awka (UNIZIK).

Population for Study: The population comprised of 355 persons and included 66 lecturers and 289 students of agricultural education in the three universities chosen for the study. Information about population was obtained on 30th June, 2025 from the various Offices of Departments of Agricultural Education across the three federal universities studied. The population included male and female respondents. The lecturers possess MSc and PhD degrees in Agricultural Education, with varying years of experience in teaching. Only the undergraduate students of Agricultural Education in the universities were studied. These included the first, second, third and fourth year students. There was no sampling as the whole population was easily manageable. Thus the entire population was studied.

Instrument for Data Collection: A structured 40-item questionnaire was used for data collection. The questionnaire has two parts, A and B. Part A was designed to collect data on personal information of respondents

while Part B was further divided into three sections- A, B, and C. Each section was structured to collect data for a particular research questions. The instrument had four-point response options of Strongly Agree (SA = 4), Agree (A= 3), Disagree (D= 2) and Strongly Disagree (SD = 1). The instrument was face validated by three university lecturers of Agricultural Education. Thirty copies of the validated instrument were trial-tested outside the study area. Data collected from the trial testing were analyzed using Cronbach Alpha method. The result yielded a reliability coefficient of 0.85, indicating that the instrument is reliable and suitable to collect the needed data.

Data Collection Methods: A total of 355 questionnaires were administered by

hand to 66 lecturers and 289 students of agricultural education across the three Federal Universities studied. Researchers and three research assistants were involved in collecting the data. Out of the 355 questionnaires distributed, 331 copies were retrieved; 61 copies from agricultural education lecturers and 270 copies from agricultural education students.

Data Analysis Techniques: Data were analyzed using mean, standard deviation, and t-test statistic at 0.05 level significance. Cut-off point of mean ($\bar{X}$) 2.50 was used for decision-making regarding the specific objectives.

Results

Table 1: Mean Responses, Standard Deviation and t-test Analysis on the Social Media Platforms and AI Technologies Commonly Used by Agricultural Education Students in Federal Universities in South East, Nigeria

S/N	Social Media Platforms and AI's Tech.	$\bar{X}_1$	SD ₁	$\bar{X}_2$	SD ₂	$\bar{X}_g$	t	Rmks	
1.	Facebook	3.55	0.88	3.60	0.76	3.57	0.08	A	NS
2.	WhatsApp	3.70	0.81	3.65	0.80	3.67	0.06	A	NS
3.	Instagram	3.44	0.78	3.23	0.86	3.33	0.09	A	NS
4.	Twitter	3.45	0.90	3.33	0.70	3.39	0.07	A	NS
5.	YouTube	3.55	0.86	3.48	0.82	3.51	0.10	A	NS
6.	Telegram	3.46	0.83	3.51	0.86	3.48	0.91	A	NS
8.	Snapchat	3.10	0.86	3.07	0.90	3.08	0.08	A	NS
9.	TikTok	3.67	0.55	3.46	0.67	3.56	0.21	A	NS
10	Grammarly	3.10	0.79	2.98	0.80	3.04	0.21	A	NS
11	Chat GPT	3.66	0.91	3.50	0.88	3.58	0.27	A	NS
12	AI Chatbot	3.55	0.77	3.44	0.83	3.49	0.12	A	NS
13	Meta AI	3.53	0.90	3.55	0.88	3.54	0.22	A	NS
14	Quillbot	3.00	1.00	2.90	0.77	2.95	0.05	A	NS
	Overall	3.44	0.83	3.36	0.81	3.40	0.19	A	NS

N_1 = Number of Agricultural Education Lecturers = 61; N_2 = Number of Agricultural Education Students = 270; $\bar{X}_1$ = Mean score of Agricultural Education Lecturers; SD₁ = Standard deviation of Agricultural Education Lecturers; $\bar{X}_2$ = Mean of score of Agricultural Education Students; SD₂ = Standard of deviation of Agricultural Education Students; $\bar{X}_g$ = Grand mean; t = t-test results; Rmks = Remarks (A = Agreed; NS = Non-Significant); P = 0.05; Degree Freedom = 329.

Table 1 shows that the mean scores ($\bar{X}_g$) for the 14 items ranged between 2.95 and 3.67. Agricultural Education lecturers had a grand mean of $\bar{X}_1 = 3.44$, Agricultural Education students had $\bar{X}_2 = 3.36$, and the overall grand mean was $\bar{X}_g = 3.40$. The table further indicates that the standard deviations for each item ranged from 0.55 to 1.00 suggesting that respondents'

responses were closely clustered around the mean and showed consistency. Additionally, the t-test results show that all the 14 items had p-values greater than 0.05, with an overall p-value of 0.19 ($P > 0.05$), indicating that there was no statistically significant difference. Consequently, the null hypothesis was upheld.

Table 2: Mean Responses, Standard Deviation and t-test Analysis on the Indicators of Digital Responsibility in use of Social Media Platforms and AI Technologies Required among Agricultural Education Students in Federal Universities in South East, Nigeria

S/ N	Indicators of digital responsibility in the use of social media and AI are:	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_g$	t	Rmks	
1	Refrains from cyberbullying	3.20	0.81	3.25	0.86	3.23	0.12	A	NS
2	Avoid posting hateful comments on social media.	3.20	0.81	3.25	0.86	3.23	0.12	A	NS
3	Cultivates data privacy awareness to students	3.40	0.88	3.42	0.50	3.41	0.26	A	NS
4	Verify news before sharing them online	3.22	0.78	3.23	0.80	3.23	0.08	A	NS
5	Use of polite language when engaging in academic discussions on social media groups	3.15	0.99	3.17	0.70	3.16	0.07	A	NS
6	Spend lesser time on social media	3.09	0.76	3.12	0.82	3.11	0.09	A	NS
7	Cultivate AI ethics to students	3.10	0.79	3.13	0.80	3.12	0.21	A	NS
8	Use AI to enhance learn	3.16	0.91	3.22	0.80	3.19	0.27	A	NS
9	Do not replace critical thinking or original analysis with AI	3.16	0.91	3.22	0.80	3.19	0.27	A	NS
10	Evaluates AI output for bias, especially on topics related to Nigerian culture, gender	3.15	0.70	3.28	0.83	3.22	0.10	A	NS
11	Reports fake AI-generated misinformation	3.11	0.90	3.05	0.67	3.08	0.11	A	NS
12	Avoids sharing personal data like bank verification number (BVN) or location with unknown AI apps	3.10	0.78	2.90		3.00	0.08	A	NS
	Overall	3.15	0.79	3.18	0.83	3.17	0.15	A	NS

N_1 = Number of Agricultural Education Lecturers = 61; N_2 = Number of Agricultural Education Students = 270; $\bar{X}_1$ = Mean score of Agricultural Education Lecturers; SD_1 = Standard deviation of Agricultural Education Lecturers; $\bar{X}_2$ = Mean of score of Agricultural Education Students; SD_2 = Standard of deviation of Agricultural Education Students; $\bar{X}_g$ = Grand mean; t = t-test results; Rmks = Remarks (A = Agreed; NS = Non-Significant); $P = 0.05$; Degree Freedom = 329.

Table 2 shows that all the 12 items on the indicators of digital responsibility in the use of social media platforms and AI technologies among agricultural education students obtained mean values above the cut of point of 2.50 and with a grand mean ($\bar{X}$) of 3.17. This implied that the respondents agreed that all the items are the indicators digital responsibility in the use of social media platforms and AI

technologies. The result on standard deviation for each item ranged from 0.50 to 0.99 suggesting that respondents' responses were close to the mean. Further, the t-test results in Table 2 indicated that all the 10 items had p-values greater than 0.05, with an overall p-value of 0.15 ($P > 0.05$), showing no statistically significant difference. Therefore, the null hypothesis was accepted.

Table 3: Mean Responses, Standard Deviation and t-test Analysis on Strategies for Cultivating Digital Responsibility in Use of Social Media and AI among Agricultural Education Students

S/N	Strategies for Inculcating Digital Responsibility	$\bar{X}_1$	SD1	$\bar{X}_2$	SD2	$\bar{X}_g$	t	Rmks	
1	Students sign personal pledges to use AI ethically for each course	3.20	0.76	3.19	0.81	3.20	0.17	A	NS
2	Pair students to review each other's AI use in assignments for disclosure	3.20	0.95	3.32	0.80	3.26	0.07	A	NS
3	Form "Digital Responsibility Ambassadors" in Student Union Government (SUG) to promote best practices	3.31	0.99	3.17	0.89	3.24	0.06	A	NS
4	Encourage peer monitoring and reporting	3.12	0.85	3.32	0.75	3.22	0.17	A	NS
5	Integrate digital responsibility topics into agricultural education curriculum	3.33	0.83	3.24	0.79	3.28	0.02	A	NS
6	Organize workshops on digital literacy focusing on social media and AI	3.32	0.81	3.28	0.79	3.30	0.09	A	NS
7	Offer online modules covering topics on digital responsibility and data ethics	3.08	0.88	3.20	0.79	3.14	0.08	A	NS
8	Encourage students to lead initiatives that promote responsible digital behavior	3.23	0.84	3.27	0.88	3.25	0.50	A	NS
9	Collaborate with organizations that focus on promoting digital ethics	3.14	0.86	3.20	0.86	3.17	0.55	A	NS
10	Educate students how to use AI tools and social media ethically and responsibly	3.19	0.76	3.12	0.76	3.15	0.12	A	NS
11	Develop clear ethical guidelines for the use of social media and AI tools	3.12	0.88	3.28	0.87	3.20	0.15	A	NS
12	Teacher Registration Council of Nigeria (TRCN) to include AI/social media ethics in lecturer certification	3.27	0.76	3.39	0.81	3.33	0.17	A	NS

Table 3 Continues

13	Government to work with Meta/Google to fast-track takedown of AI deepfakes targeting students	3.20	0.95	3.32	0.80	3.26	0.07	A	NS
14	Allocate grants through TETFund NRF for studies on AI ethics in Nigerian higher education.	3.31	0.99	3.17	0.89	3.24	0.60	A	NS
Overall		3.19	0.85	3.22	0.81	3.21	0.26	A	NS

N_1 = Number of Agricultural Education Lecturers = 61; N_2 = Number of Agricultural Education Students = 270; $\bar{X}_1$ = Mean score of Agricultural Education Lecturers; SD_1 = Standard deviation of Agricultural Education Lecturers; $\bar{X}_2$ = Mean of score of Agricultural Education Students; SD_2 = Standard of deviation of Agricultural Education Students; $\bar{X}_g$ = Grand mean; t = t -test results; Rmks = Remarks (A = Agreed; NS = Non-Significant); $P = 0.05$; Degree Freedom = 329.

Table 3 reveals that all the 14 items had mean scores ($\bar{X}$) above the threshold of 2.50, with Agricultural Education lecturers obtaining a grand mean of $\bar{X}_1 = 3.19$, Agricultural Education students recording grand mean of $\bar{X}_2 = 3.22$, and the overall mean being $\bar{X}_g = 3.21$. Also, the data in Table 3 shows that the overall standard deviation for Agricultural Education lecturers was 0.82, while Agricultural Education students had overall standard deviation of 0.81, suggesting that responses of the respondents were closely to the mean. In addition, the t -test analysis in Table 3 also indicated an overall p -value of 0.26 ($P > 0.05$), which suggests there was no significant difference. Hence, the null hypothesis was accepted.

Discussion of Findings

The findings of this study reveal nine social media platforms and five AI technologies commonly used by agricultural education students in federal universities in South East, Nigeria (Table 1). The social media platforms include: Facebook, WhatsApp, Instagram, Twitter, YouTube, Telegram, Snapchat, and TikTok; while the AI technologies found are: Grammarly, Chat GPT, AI Chatbot, Meta AI and Quillbot. Related hypothesis shows that there was

no significant difference ($P > 0.05$) in the mean ratings of Agricultural education lecturers and Agricultural Education students on the social media platforms and AI technologies commonly used by agricultural education students in federal universities in South East, Nigeria. These results are consistent with findings of Al'Nuaimi, et al. (2021), who established that university students made use of social media platforms including Facebook, Instagram, Snapchat, and TikTok for educational, networking and socializing reasons. Students in agricultural education primarily make use of different social media platforms as well as AI technologies for academic and professional reasons. They use these platforms for discussing academics, network with professionals, and get updates on the latest developments in agriculture (Adedokun & Adebayo, 2023). Results of this study also affirm the findings of Chugh & Ruhi (2020), who found out that most students were using social media platforms like WhatsApp and Facebook for conducting group assignments and communicating with other students and lecturers. Students take advantage of WhatsApp for sharing information easily among themselves. The results of this study agree with the claims by Ifinedo (2021), who asserted that

university students had been using AI-powered educational technology like Chat GPT, Meta AI, and AI Chat bot. In addition, the results match those put forward by Ifenthaler & Yau (2020) who argued that the learners employ AI technologies like Chatbots Grammarly, and Quillbot to increase their levels of engagement with academics. AI-powered technologies like chatbots and Chat GPT are now being used more by learners than ever before. The use of AI-powered technologies enables learners to interact with realistic applications of agriculture in education thus making their learning experience more productive (Okoro et al., 2023). AI-powered technologies and social media can facilitate easy access of learning contents for learners with difficulties accessing traditional resources.

Other findings of the study are 12 indicators of digital responsibility in the use of social media platforms and AI technologies among agricultural education students (Table 2). They include refraining from cyberbullying or posting hateful comments on social media, data privacy awareness, fact-checks news before sharing them online, among others. Related hypothesis shows that there was no significant differences ($P > 0.05$) in the mean responses of Agricultural education lecturers and students on the indicators of digital responsibility in the use of social media platforms and AI technologies. These results consistent with those proposed by Martinez (2023) when he stated that it is essential for the students to learn responsible sharing because of the possible influence of the shared content. It means the consequences that can be caused by the distribution of inappropriate or harmful content need to

be taken into consideration. It is necessary for the students to have the skill of evaluating digital content before distributing it (Belshaw, 2023). The concept of digital literacy also includes skills such as critical thinking about information biases and reliable information sources. These findings are also consistent with Kim & Lee (2023), who noted that there is a necessity for students to be aware of the issue of data privacy. Being aware of the implications of disclosing private information on the internet is very important. It is essential for students to know about privacy policies and data collection processes by social media websites (Kim & Lee, 2023). These findings are also supported by Patel & Huang (2023), who maintained that it is essential for students to comprehend the ethical implications of AI technologies, which include bias issues in AI.

Further findings are in Table 3 14 strategies for cultivating digital responsibility in the use of social media platforms and AI technologies among agricultural education students in federal universities in South-East, Nigeria. The strategies include students to: sign personal pledges to use AI ethically for each course; encourage peer monitoring and reporting of unethical online behavior; integrate digital responsibility topics into agricultural education curriculum, and others. The corresponding null hypothesis shows that significant difference ($P > 0.05$) does not exist in the mean ratings of Agricultural education lecturers and Agricultural education students on strategies for cultivating digital responsibility in the use of social media platforms and AI technologies among agricultural education students in federal universities

in South-East, Nigeria. Findings on integrate digital responsibility topics into agricultural education curriculum is similar to what Obin et al. (2019) stated about the integration of AI ethics topics into the current curricula for agricultural education to give learners an introduction of how their use of social media and AI affects them. Findings on organize workshops on digital literacy on social media and AI usage resonate with the findings of Beauchamp (2020) who indicated that the administration of the schools together with the departmental heads should organize workshops on the ethical usage of AI and social media. As per the author, some of the areas covered during the training include plagiarism, misinformation, and verification of the sources of information. According to Ogboru & Bassey (2025), the provision of continuous trainings and support to both students and teachers on the usage of social media platforms and AI applications including their limitations and potential bias can contribute to capacity building and digital responsibility. Moreover, the finding on foster critical thinking to assist students to evaluate credibility of information aligns with Lee (2020) who emphasized on critical thinking among university students to allow them critique AI-generated contents and bias.

Conclusion

This study highlights social media platforms and AI tools commonly used by the students, the indicators of digital responsibility and also provided proactive strategies for cultivating digital responsibility in the use of digital tools among agricultural education students. If the different strategies (students related,

institution related and government related strategies) identified in this study are adopted, it would enhance the responsible use of social media and AI tools among the students. In conclusion, to effectively cultivate digital responsibilities to students, targeted strategies such as curriculum integration, workshops, peer mentoring, and partnerships with tech experts are vital. These initiatives can empower students to navigate the digital landscape responsibly.

Recommendations

From the findings, the following recommendations have been put forward:

1. Tertiary institutions need to incorporate the concept of digital responsibility within the agricultural curriculum through the integration of courses on social media ethics, data privacy, and AI impact in agriculture.
2. The management of tertiary institutions needs to conduct workshops and symposia to sensitize the students about digital responsibility and data privacy awareness.
3. High learning institutions need to conduct awareness campaigns on the issue of digital responsibility among students.
4. The management of tertiary institutions needs to create guidelines and regulations to encourage digital responsibility and minimize AI and social media abuse among the learners.

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