

ETHICAL ISSUES IN USE OF ICT AT HIGHER EDUCATION

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ABSTRACT

Ethics or good thinking include arranging, shielding, and suggesting excellent and lousy lead ideas. The investigation's primary focal point was to see the ethical issues of using ICT in Higher Education. For this reason, scientists built a poll comprised of 20 items. A sample of 200 students (100 each from Research Scholars and M.A. final year students) was gathered from various Departments of Social Science Faculty of Aligarh Muslim University through a convenient sampling technique. A survey research technique was utilized for this examination. The investigators did the item-wise analysis and percentage analysis for interpretation results of obtained data. The specialists found that the understudies of advanced education have a decent comprehension of ethics and ethics issues of ICT. They have the possibility of ethics, counterfeiting, virtues. The examination additionally demonstrated that they have an absence of mindfulness in a viable life.

Key Words: Ethics, ICT, Higher Education, Plagiarism, Reference, E-Book, Assignment.

Introduction:

The achievement of universal participation in education is fundamentally dependent on education quality (EFA, 2005). In 1990, education became accessible to every child throughout the world. However, there always raises a question regarding the quality of education which needed to be improved. The statement on schooling likewise arranges quality as a model for accomplishing the crucial objective of value(Altunkaya, 2018). While the origination of value was not wholly evolved, it was perceived that extending access alone would be lacking for schooling to contribute entirely to the improvement of an individual and society. Accentuation was appropriately positioned on guaranteeing an expansion in kids' psychological improvement by improving the nature of their schooling. So, the various organization attempts to bring quality change in education by bringing innovations in education. The information communication technology (ICT) is a practical, innovative program towards quality education(Zhang & Nielsen, 2018). In this context, using ICT in teaching-learning is seen as more potentially useful in improving classroom instruction than the traditional model.

India's government supports federally sponsored schemes like Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Sikhsha Abhiyan (RMSA) to provide school education to improve the quality of school education in the country. A substantially higher amount has been allocated to these schemes, aiming to foster ICT-based education in schools. Teachers are the medium, through whom these novel schemes are taken to the ground root level(Ursavaş et al., 2019). So, to achieve this, teachers need to be trained in implementing ICT based education.

A classroom can be enhanced with ICT support, only by how the teacher integrates ICT in the classroom. It is evident from the researcher that the teacher "capacity to integrate ICT in the classroom depends on teacher's competency in using ICT in the classroom" as teachers in-service re overloaded with a lot of responsibilities, training that happens during in-service is fruitful only when the external factors like the increments, awards, promotions, etc. are considered(Tondeur et al., 2017). However, in pre-service, it does not demand such factors; UNESCO (2005) recommended infusing into the curriculum to enhance the technological pedagogical and current content knowledge(UNESCO., 2010).

Rapid changes in technology and global capital have become part of life in this century. In this century, almost every aspect of people's lives is characterized by change. This change has its hand on the education system as well. As Charles Darwin says "It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change" (Tapani & Salonen, 2019). The education system must respond to change in a way that helps to shape the future. Consequently, the use of ICT in schools through the improved provision of infrastructure, availability of the equipment and connectivity cannot be seen as just an example of the change in school and University system (Sanseau & Ansart, 2014).



On focusing on the above paragraph, we can say that the excellent view or aspects of the ICT say that every aspect has equally good and bad sides. So here also the same issues and we just forgot about our ethics and ethics(Runions, 2014).

Ethics:

Ethics try to determine human profound quality inquiries by characterizing ideas, for example, tremendous and detestable, good and bad, excellence and terrible habit, equity, and wrongdoing. As a scholarly request field, ethics is identified with the right way of thinking, different ethics, and worth hypothesis(Mertala, 2019).

Information and Communication Technology

In our day by day life, each perspective installs innovation. We cannot envision existence without innovation. A specialized mechanical assembly like the P.C., cell phone, there are developing requests on nearly everybody, including educators, understudies, and money managers, to turn out to be innovatively proficient today(Lodders & Meijers, 2017). ICT represents Information and Communication Technology, and it alludes to advancements that give admittance to data through media transmission.

Data and Communication Technologies have furnished society with a vast swath of new correspondence capacities. For instance, individuals can impart continuously with others in various nations utilizing Technologies, for example, texting, voice-over I.P. (VoIP), voice over LTE (VoLTE), and video conferencing. Interpersonal interaction sites like "Facebook", "Instagram", permit clients from everywhere the world to stay in contact and impart consistently(Kim, 2018). Present-day Information and Communication Technologies have made a "worldwide town" where individuals can speak with others across the world as though they were living nearby. In a worldwide town, we need a "Worldwide Language" for correspondence, and in the current situation, English satisfies that job(Istenic Starčič et al., 2016).

ICT in Higher Education

If in the wake of expenditure much cash on projects and plans nations have not gotten entirely proficient, it is time that creative and financially savvy techniques be set up to address the issue of training in these nations(Hearne & Galvin, 2015). While this is a considerable issue need for change in the instructive arrangement of this nations at different level academic curricular just as institutional, the crisis of different Information and Communication Technology(ICTs) and their expanding acknowledgement and variation by society giving one of a kind chances and advance schooling for an enormous scope(Gough, 2017).

There is developing mindfulness constructing nearly policymaker worldwide and India on the arising job of ICT in improving the school training cycle and results. All around acknowledged reality that the successful employments of ICT in the study hall are co-identified with positive scholastic results, including higher grades, better mentality towards school, and a superior comprehension of the theoretical idea(Ferreira et al., 2018).

Significance of the study:

We are living in a continually advancing computerized world. ICT affects practically every part of our lives – from strolling to mingling and figuring out how to play. The computerized age has changed how youngsters convey, network, look for help, access data, and learn. As innovation turns out to be increasingly more installed in our way of life, we should give our students significant and contemporary encounters that permit them to effectively draw in with innovation and set them up for their life after training(den Boer & Hoeve, 2017).

Data and Communication Technology (ICT) has become a brief timeframe, the essential structure squares of current culture. Numerous nations currently respect understanding ICT and dominate the essential aptitude and idea of ICT as a feature of instruction, close by perusing and composing numeracy. UNESCO's abrogating point is to guarantee that all nations, both created and creating, approach the best instructive offices to plan youngsters to assume full jobs in current culture and add as far as anyone is concerned(Cardoso et al., 2012).

Consequently, it is evident from the above conversation that the more significant part of the investigations has been directed in the field of ICT about the job of ICT in instruction and demeanour of instructors and understudies towards it. However, no examination work has been done on the ethical issues concerning the utilization of ICT in advanced education was discovered(Baydas & Goktas, 2016). Hence, the point has been chosen.



Before selecting the problem, the investigator has gone through many research works related to the attitude towards ICT, teachers' role in ICT, and various topics. However, there was no specific work on ethical issues concerning the use of ICT. Furthermore, with the higher qualification, we just forgot the ethnicity(Zhang & Nielsen, 2018).

Objectives of the problem:

- 1. To know the purpose of using ICT in higher education.
- 2. To know the level of awareness of Ethical issues to the students.
- 3. To know the frequency of using ICT in higher education by keeping in view Ethical issues.
- 4. To know the percentage of people who give proper citation in their work.

Research Questions:

- 1. What are the purposes of using of use of ICT in higher education?
- 2. To what extent students are aware of the Ethical Issues concerning the use of ICT?
- 3. Percent of students given a proper citation in their work?
- 4. Percent of students using the ICT keeping in the view the ethical issue?

Methodology and Design of the study:

Methodology: Survey type research method was used.

Sample: A sample of 200 (100 Research scholars and 100 M.A. final year students) was collected from different Departments of Social Science Faculty of Aligarh Muslim University through convenient sampling technique.

Tool: Researchers developed a questionnaire that consisted of 20 items.

Statistical technique: Percentage analysis was used for data collection.

Tool Development

The investigators developed a self-made questionnaire of 20 items to assess the ethical issues of using ICT in higher education. The first step of constructing a scale was the preparation of the blueprint of the questionnaire. All the aspects of ethical issues of ICT were taken into consideration. At the present study, investigators constructed 40 statements with the help of previous studies and the Internet. Moreover, with the guidance of an expert, the questionnaire is finalized with 20 items. All these statements (except first two statements are openended) to be rated on a two/three points. Two points of responses are yes, no and three points are always seldom and never—the respondent must indicate the response by putting a more suitable tick mark.

The validity of the tool

Validity means that we measure what we want to measure. Validity refers to how well a test measures what it is purported to measure. The tool has content validity. All the tool items based on the ethical issues of Information and Communication Technology, so it has content validity. For checking content validity, the scale was carefully examined and given to an expert at the Department of Education she was asked to give her judgments about the content included to scale.

Scoring of data

After the collection of data, the next step is scoring the data. Here the investigators are code the items of the test, manually. Here, the study's primary purpose is to determine the percentage of students' awareness of the higher education level's ethical issues. Then the final percentage was prepared.

Analysis of data

The collected data is tabulated as per the study's need and is analyzed according to the objectives and hypotheses formed. In Social Science Research, the data analysis involves three significant steps, as:

- 1. Cleaning and organizing the data for analysis (data preparation)
- 2. Describing the data (descriptive statistics)
- 3. Testing hypothesis and models (inferential statistics)



Analysis and Interpretation of the Data

Analysis and Interpretation of data is an essential step in any research. It requires carefulness and precision. The analysis of data is done using appropriate statistical techniques in light of objective formed to carry out the present work. In this chapter, the researcher has presented the analyzed data according to the formulated hypotheses. Results have also been interpreted for better understanding and investigating the correctness and authenticity of complete statistical analysis. Data collected is meaning full until it is interpreted in some useful way.

In the present study, the statements have been analyzed as per responses received from various respondents. The wise statement analysis has been presented below:

Q.1. Write three points about the ethics of ICT

The researcher asked this question from 100 students of Ph.D. and 100 students of M.A. 3rd semester. Out of the 16 respondents from Ph.D. do not have any idea about the ethics of ICT. At the same time, 84 respondents of Ph.D. write some lines about the ethics of ICT at higher education. However, after evaluating the questionnaires, we can find out that 76 respondents are about the topic, and the rest are not related to the topic. On the other hand, in M.A. 3rd semester students, 66 respondents responded to this topic. However, we can find that only 54 respondents are near to the topic. Nevertheless, 34 respondents have no idea about the topic. So from here, we can say that more than half of the students know about the ethics of ICT.

Q.2. Write three points about plagiarism

The researcher asked this question from 100 students of Ph.D. and 100 students of M.A. 3rd semester. Out of the 11 respondents do not have any about the plagiarism. 84 students of Ph.D. write about the topic, but only 81 students gave the approximate idea about plagiarism. In the case of M.A. 3rd semester students, 41 students do not respond in this part. However, 59 respond in this question where 46 responds are about the topic. That means half of the students does not have not the proper knowledge about the plagiarism.

TABLE - 1

Ph.D.				M.A. (3 rd sea	mester)		
SL NO	N.R.	RESPOND	PROPER	SL NO	N.R.	RESPOND	PROPER
Q.1	16	84	74	Q.1	34	66	54
Q.2	11	89	81	Q.2	41	59	46

^{*} NR= NOT RESPONDED

Q.3. I punctually quote the author's name with complete reference when I mention his text

The researcher asked this question from 100 students of Ph.D. and 100 students of M.A. 3rd semester. Out of the 80 respondents from Ph.D. said that they always quote the author's name with complete reference whenever they do some work, while 20 students mark that they seldom give proper references. However, in the case of M.A. 3rd semester respondents, 55 respondents reference the text at all and 29 use it but not for all time. Nevertheless, there were 16 students never quote the author's name when they copy some text. It means that most of the respondents are honest in using the work of others.

Q.4. I pay for the software which I use

In response to the above question 100 students of Ph.D. scholar, 26 students said they always paid for the software they used already. Another side 69 respondents are present who pay for the software for some time. However, we found 5 students who said that they never paid for the software. Other hands in case of M.A. 3rd semester students 18 students are here that paid adequately. Same here, 30 students pay according to the situation, not for full time. Nevertheless, there are 52 students present who never pay for the software's use.

Q.5. I strictly avoid plagiarism while consulting notes from Internet

The above questionnaire researcher gets 60 students who avoid the plagiarism rules when preparing some notes from the Internet, and 35 students follow it irregularly. However, 5 students never avoid plagiarism. In the case of



M.A. 3rd semester students, 40 students avoid the plagiarism and 50 students' follows the middle path. However, 10 students never avoid plagiarism.

Q.6. I forbid others when I find them copying notes from other's text

The researcher asks this question from 100 students of Ph.D. and 100 students from M.A. 3rd semester. 48 respondents from Ph.D. section said they always stop people when they saw copying others' text. Another side is that the 45 respondents follow the middle path, which means they sometimes stop copying but sometimes do nothing. Simultaneously, the 7 respondents found who said that they never stop others from stopping direct copying. In the case of M.A. 3rd semester students 21 respondents who always stop others from copying other text, 63 students are present who select "seldom", which means follow some or avoid sometimes. Nevertheless, 16 respondents are present who never stop copy someone from the Internet.

Q.7. Do you ever suggest anyone buy as E-book form online

The researcher asked this question from 100 students of Ph.D. and 100 students from the M.A. 3^{rd} semester. 42respondents from the research scholar said they always suggest others pay for E-book or buy for the book. While 47 respondents marked the "seldom", which mean they prefer it for sometimes. However, 11 respondents never prefer to suggest anyone buying the online E-book. On the other hand, in M.A. 3rd semester students, 22 respondents prefer to buy E-books. While 46 respondents who irregularly suggest buying online books. However, 32 students are also present who never prefer to suggest buying E-books.

Q.8. Do you ever suggest anyone buy any software from online?

After evaluating the above questionnaire, the researcher found 27 respondents from the Ph.D. section, who said they always suggest buying software or their product key. We found 67 respondents they follow the middle path, which refers to buy some time but not for the all-time. However, there are 6 respondents present who never prefer to buy the software. After that from the section of M.A. students, 19 respondents always suggest someone buy software online, while 52 students follow it sometimes but not for all time. However, 29 students never suggest buying online software.

Q.9. While writing an assignment, if I found one on the Internet, I copy the same and submit it.

The researcher asked this question from 100 students of Ph.D. and 100 students from the M.A. 3rd semester. Out of the 10 respondents said that they always try to found on the Internet, and if they found the same topic, they directly copy the assignment without any changes. Another side 36 respondents who try to avoid copy sometimes. However, in some cases, they also copy the same text. One more class was also present here who directly copy the text without any changes. The number of respondents was 54. Another side of M.A. 3rd semester students 26 students directly copy and paste the assignments, while 44 respondents sometimes do it but sometimes avoid it. However, 30 students are also present who never do the same assignment as found on the Internet. Which mean a considerable number was copying the internet context without any changes and proper references.

TABLE-2

Ph.D.				M.A. (3 rd S	EMESTER)		
SL NO	ALWAYS	SELDOM	NEVER	SL NO	ALWAYS	SELDOM	NEVER
Q.3	80	20	0	Q.3	55	29	16
Q.4	26	69	5	Q.4	18	30	52
Q.5	60	35	5	Q.5	40	50	10
Q.6	48	45	7	Q.6	21	63	16
Q.7	42	47	11	Q.7	22	46	32
Q.8	27	67	6	Q.8	19	52	29
Q.9	11	36	54	Q.9	26	44	30



Q.10. The more a person uses ICT, the more he indulges in copy and paste.

From the collected data out of 100 students of Ph.D. 87 respondents think that if someone uses ICT more and more, they must use the copy and paste, but 13 respondents think that using ICT never affects the copy-paste mentality. Another side from the M.A. students 75 students thinks more use of ICT affects the copy-paste mentality. Another side only 25 students think that there was no change of copy-paste mentality if someone uses the ICT more and more. That means more of the people think that the use of ICT badly affects the copy-paste mentality.

Q.11. Use of entertainment channels like short movies during a break period in the academic programme is not objectionable.

The researcher asked this question from 100 students of Ph.D. and 100 students of M.A. 3rd semester. Out of the 83 respondents think that using ICT in entertainment during the break time is not objectionable. However, 17 people or respondents think that the use of ICT in entertainment purpose is objectionable. Another hand of sample 63 M.A. students thinks that using ICT in entertainment during the break period is objectionable. However, 37 disagree with the statements. Which mean according to them, the tools of ICT can be only useable in the academic purpose.

TABLE-3

Ph.D.			N	M.A.(3 rd SEMES	ΓER)	
SL NO	AGREE	DISAGREE		SL NO	AGREE	DISAGREE
Q.10	87	13		Q.10	75	25
Q.11	83	17		Q.11	63	37

Q.12. I do not know about the ethics of ICT

In this section, researchers found that 13 respondents said they do not know the ethics of ICT from Ph.D. students. On the other hand, there are 87 respondents present who know the ethics of ICT. On the next part from the M.A. students, researchers found that 41 students do not know about the ethics of ICT, only 59 students said they know about the ethics of ICT. Which mean the more considerable amount of the sample knows the ethics of the ICT.

Q.13. I pay for E-books which I read.

The above statement researcher found that only 31 students from the Ph.D. section accept that they pay for the E-books. However, 69 respondents are also present who said that they never paid for the E-books. At another side out of 100 M.A. students, 22 agreed with the statement, when 78 students disagree with the statement. That means maximum students never pay for the E-books used by them. They collect books from various fake websites and senior students.

Q.14. I think there is no harm in downloading other's PPT and presenting it as one's own in case assignment on PowerPoint presentation as given.

The researcher asks this question from 100 students of Ph.D. Out of the 17 respondents said no harm in downloading others' PowerPoint presentation and presenting as own or self-made. However, 83 respondents are also present who think that was plagiarism or stolen another's intellectual thinking. On the other hand, 37 students out of the 100 students of M.A. 3rd semester thinks that there was no harm in this case. However, left 63 students to think that it is a crime or it is harmful.

Q.15. Sharing of E-books without paying should not be punishable.

After calculating and evaluating the data researcher found that out of 100 respondents of Ph.D. 14 students who think that the sharing of E-books without paying is not punishable. However, 86 respondents think that sharing of E-books without paying is punishable. Then in the case of M.A. students, 36 students think that it is legal.



Nevertheless, another 64 respondents think that it is punishable. Which represent that maximum respondents think that sharing of E-book without paying is illegal.

Q.16. To me, uninstalling any software after the trial period is the right act.

The researcher asked this question from 100 students of Ph.D. out of the 49 respondents said that it is their right to uninstalling of the software after the trial period. However, 51 respondents think that is not their right. For the next case, the researcher found that 77 M.A. students think that uninstalling of the software after the trial period is their right. However, 23 students only think that it is illegal. From where we can conclude that maximum students fixed their mind use without pay. Moreover, some of them said that till date, they used that software with crack version.

Q.17. I never try to look into other's private social account using the Internet.

The collected data researcher found that 78 respondents form the Ph.D. scholar and never look into others' social accounts privately. However, 22 respondents also present who face looking at others' private social accounts. Another hand from the M.A. students, 64 students agreed with the above statement, while another 36 students deny it. After calculating the total researcher, an excellent thing present in the student's mind looking into other private social accounts is a horrendous crime.

Q.18. Use of ICT is badly influencing ethical values in higher education.

The researcher asked this question from 100 students of Ph.D. out of the 62 respondents think that use of ICT badly influences the ethical values in the higher education, when 38 respondents think that use of ICT does not influence the ethical values the higher education. After that, 52 respondents think that using ICT badly affects ethical values when 48 disagree with the statement. This represents that half of the sample said it is the effect, but the other half said it does not.

Q.19. Cheating of one's intellectual property (copy his text without mentioning name) is a crime.

In response to the above question, the researcher found that 96 respondents from the Ph.D. agreed that cheating of one's intellectual property is a crime. However, on the other hand, 4 students think that is no crime. From the next part of the data, 72 students from the M.A. think that is a crime when another 28 does not agree with the statement. That means a maximum of the respondents aware of the plagiarism the laws related to the cheating and the stealing of intellectual property.

Q.20. Presently, most of the students and teachers have indulged in copying and pasting other text.

The researcher asked this question from 100 students of Ph.D. 83 respondents agree that presently most of the students and teachers have indulged in and paste. However, 17 respondents disagree with the statement. Nevertheless, 92 students agreed with the above statement, while 8 students think not all the students and teacher indulged in copy-paste. Which refers they avoid the copy-paste of text.

TABLE-4

Ph.D.			M.A.(3 RD SI	EMESTER)	
SL NO	YES	NO	SL NO	YES	NO
Q.12	13	87	Q.12	41	59
Q.13	31	69	Q.13	22	78
Q.14	17	83	Q.14	37	63
Q.15	14	86	Q.15	36	64
Q.16	49	51	Q.16	77	23
Q.17	78	22	Q.17	64	36
Q.18	62	38	Q.18	52	48



Q.19	96	4	Q.19	72	28
Q.20	83	17	Q.20	92	8

After calculating both data, the total table is as below:

Table:

For question number 1 and 2

SL NO	NOT RESPOND	RESPOND	PROPER
Q.1	50	150	128
Q.2	52	148	127

For question number 3 to 9

SL NO	ALWAYS	SELDOM	NEVER
Q.3	135	49	16
Q.4	44	99	57
Q.5	100	85	15
Q.6	69	108	23
Q.7	64	93	43
Q.8	46	119	35
Q.9	36	80	84

For question number 10 and 11

SL NO	AGREE	DISAGREE
Q.10	162	38
Q.11	146	54

For question number 12 to 20

SL NO	YES	NO
Q.12	54	146
Q.13	53	147
Q.14	54	146
Q.15	50	150



Q.16	126	74
Q.17	142	58
Q.18	114	86
Q.19	168	32
Q.20	175	25

Findings of the study

The findings of the present study are as follows:

i. Concept of ethics of ICT:

After evaluating the data, in the case of Ph.D. scholars, '84% respondents respond, when 16% have no idea about the topic. Another side in the case of M.A. students' only 66% of students' responses is this question, while 34% do not respond to this question.

ii. Plagiarism concept:

From the collected data, the researchers can find out that from the Ph.D. section, 89% of respondents respond in this question, while 11% do not respond. Another side there 59% respond in this part, and 41% do not come from the M.A. students, but it is a critical issue while we can see there 26% do not have any idea of plagiarism higher education level.

iii. Proper referencing:

We can find there was a lack of mentality of referencing. We can say that we avoid top referencing or do not have the proper knowledge of referencing. In this study, we can find out that from the Ph.D. section, 80% of students are present, who are aware of referencing, while 20% of students seldom choose. On the other hand, 55% of students are aware of referencing, while 29% seldom select an option. However, 16% of students said that they never gave proper referencing. Therefore, the percent is about to 1/5 the never uses proper referencing in M.A. students.

iv. Use of paid software:

From the collected data, the researchers found that huge discrimination in the use of paid software. From the Ph.D. section, only 26% of students present, who paid for all time, while 69% agreed with the seldom option. However, 5% of students never paid for their software, reflecting that the maximum students never paid software. Now in the case of M.A. students where 18% of students paid full time. 30% of agreed with seldom, and 52% of students said never. From the above data, it can be said that the maximum number of students never paid for their software, which can also be notable as lack of ethics of ICT.

v. Use of paid E-books:

Here the researchers tried to find out the percent of students, who paid an E-book. After evaluating, the data researchers conclude that 31% scholar paid for E-books, while 69% of Ph.D. students do not pay for E-books. Another side only 22% of students paid for E-books, but 78% do not pay for E-books. From here, the researchers conclude the most of the students do not pay for E-books. This is also a lack of awareness of the ethical value of ICT.

vi. Copying notes and assignment:

In the case of copying notes and assignments, the researchers found that around 60% of Ph.D. students said they never plagiarised from any digital resources, while 5% said they directly copied from digital resources. Left, 35% of students, said that they take the middle path. Another side the M.A. students, 10% of students directly copy the same, but 40% always avoid copying. While left 50% take the middle path. After that, research finds that the maximum of the students indulged in the copy and paste formula that is also a lack of ethical values.



vii. Look into other's private social account:

Researchers asked this question to the respondents. The researchers concluded that 78% of students never try to look into another's private social sites, while 22% said they try to look at another account. In another hand from the M.A. section, 64% of students said they never try to look another's account, while 36% of students disagreed with the statement. Researchers find out that the maximum students who have sufficient knowledge to look into others' social accounts are a terrible attitude towards ethical values.

viii. Factor influencing ethical values:

During the work, the researchers asked the students "was the use of ICT badly influencing the ethical values in higher education". After calculating the response, researchers found that 62% of Ph.D. students marked "Yes", while 38% of students marked "No". At another side, 52% of M.A. students agreed with the statement, while 48% of students marked "No". From the above data, researchers conclude that around 57% of students think that it is badly influencing the ethical values and 43% sample think that it does not affect the ethical values at higher-level education. The numbers of respondents are more significant who think that ethical values degraded by using ICT.

Conclusion:

After analyzing the whole data, the researchers conclude that students know the ethics and ethical issues of ICT. However, in practical life, the values degrade while using information and communication technology(Thamarasseri, 2013). They have the idea of ethics, plagiarism, ethics values. However, calculation says that lack of awareness. In the case of software and E-book, maximum knows that they do it wrong. Nevertheless, when they saw others use the crack versions and share without pay, they also became a part(Russo-Netzer et al., 2020). One more case here maximum of students agreed with that use of ICT badly influencing the ethical values. Therefore, it can be said that everything is known, but it became valueless in practical life(Nasreen & Chaudhary, 2018).

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