



A Study of Cybercrime Awareness among Prospective Secondary Education Student-Teachers of Nagaland

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Article Info

ISSN (online): 2583-8261

Volume: 04

Issue: 06

November – December 2025

Received: 03-09-2025

Accepted: 05-10-2025

Published: 16-11-2025

Page No: 96-99

Abstract

The purpose of this study was to find out the prospective secondary education student-teachers' cybercrime awareness in relation to management, gender, educational qualification, age and stream of study. A sample of 100 prospective secondary education student-teachers was selected through simple random sampling. The tool used for the study was "Cybercrime Awareness Scale" developed and validated by Dr. S. Rajasekar was used for data collection. Mean, SD, t-test and ANOVA were used to analyse the data. The findings of the study revealed prospective secondary education student-teachers' cybercrime awareness to be excellent. The study found no significant difference on the basis of management, gender, and stream of study. However, graduate prospective secondary education student-teachers and student-teachers in the aged between 21-25 years were found to have higher cybercrime awareness.

DOI: <https://doi.org/10.54660/IJSSER.2025.4.6.96-99>

Keywords: Cybercrime Awareness, Prospective Secondary Education Student-Teachers, Management, Gender, Educational Qualification, Age, Stream of Study

Introduction

The unprecedented use of internet among students and teachers has transformed the way of teaching and learning. In the present day, teachers and students have come to rely so much on technology for teaching and learning purposes. Use of technology in education, no doubt has many advantages such as providing personalised learning experiences based on individual needs, time, space and pace. Yet, the increasing use of technology poses risks, online threats and security concerns among the teachers and students. Cybercrime is a major threat to every individual using computer and internet for any purpose. Goel (2014)^[2] defined cybercrime as "a wide range of offences, including offences against computer data and systems such as hacking, computer-related forgery and fraud such as phishing, content offences such as disseminating child pornography and copyright offences such as the dissemination of pirated content". It is of outmost importance then that cybercrime awareness be created among the teachers and students. There is, therefore, a need to study the awareness of cybercrime among prospective secondary education student-teachers in order to promote cyber security and a safe online environment.

Awareness about cybercrimes can help reduce the risks and protect the students and teachers from potential threats. Cybercrime awareness can also help individuals to effectively and safely browse and promote responsible online behaviour. There is an urgent need to create cybercrime awareness among prospective secondary education student-teachers as it is an effective way to reach the students in particular and the public in general. The prospective student-teachers can educate the students and the larger population about online safety. Accordingly, it is essential to understand how much awareness the prospective student-teachers have about cybercrime. Therefore, the problem is stated as "A Study of Cybercrime Awareness among Prospective Secondary Education Student-Teachers of Nagaland".

Review of Literature

Sani, Hassan, Danjuma, *et al.* (2024) ^[4] found that majority (83%) of the youth were aware of cybercrime. The findings indicated that male youths had higher awareness of cybercrime than the female. Bala (2022) ^[1] revealed no significant difference in cybercrime awareness with regard to gender. Velmurugan & Ramachandran (2022) found that the level of the B.Ed. students was average. Significant difference was found with regard to gender. Female students were found to have higher awareness about cybercrime than their male counterparts. However, no significant difference was found between arts and science B.Ed. students. Significant correlation was reported between arts and science; and arts and language students. Correlation between science and language students was not significant. Malhotra & Malhotra (2017) ^[3] revealed moderate cybercrime awareness among majority of the teacher trainees. Comparatively, male teacher trainees had slightly higher awareness about cybercrime than the female trainees. Goel (2014) ^[2] indicated no significant difference among male and female B.Ed. teacher trainees. The result further revealed significant difference among male science and arts teacher trainees and female science and arts teacher trainees. Both male and female trainees belonging to science subject had higher awareness of cybercrime than the arts male and female trainees.

Objectives of the study

1. To study the level of cybercrime awareness among prospective secondary education student-teachers.
2. To study the cybercrime awareness of prospective secondary education student-teachers with respect to management, gender, educational qualification, age and stream of study.

Hypotheses of the study

- **H₀₁:** There is no significant difference between private and government prospective secondary education student-teachers in their cybercrime awareness.

- **H₀₂:** There is no significant difference between male and female prospective secondary education student-teachers in their cybercrime awareness.
- **H₀₃:** There is no significant difference between graduate and post graduate prospective secondary education student-teachers in their cybercrime awareness.
- **H₀₄:** There is no significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to age.
- **H₀₅:** There is no significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to their stream of study.

Methodology

Research design: For the present study, Descriptive Survey Method was selected.

Population: Prospective secondary education student-teachers of Nagaland were the population.

Sample size: 100 prospective secondary education student-teachers were selected for the research sample.

Sampling Technique: Simple Random Sampling Technique was adopted for selection of the sample.

Tool for Data collection: The "Cybercrime Awareness Scale" developed and validated by Dr. S. Rajasekar was used for data collection.

Data Analysis: The data collected was analyzed using Mean, Standard Deviation, t-test and ANOVA.

Results and Interpretations

- Only 15% did not attend Computer class and majority i.e. 85% attended computer class.
- 59% have their own computer, whereas 41% does not have.
- 82% browses everyday, 15% browses occasionally and 3% browses twice a day.

Objective-Wise Analysis and Interpretation of The Data

Objective 1: To study the level of cybercrime awareness among prospective secondary education student-teachers.

Table 1: Frequency and Percentage distribution of overall cybercrime awareness level of prospective secondary education student-teachers.

Sl. No	Frequency	%	Raw Score Range	Z-Score Range	Grade	Level of Cyber Crime
1	40	40%	143 & above	2.04 & above	A	Excellent Awareness
2	27	27%	133-142	+1.31 to + 1.96	B	High Awareness
3	24	24%	123-132	+0.57 to +1.23	C	Above Average Awareness
4	8	8%	108-122	-0.52 to +0.50	D	Moderate/Average Awareness
5	1	1%	99-107	-1.18 to -0.60	E	Below Average Awareness
Total	100	100				

Table 1 indicated that out of 100 prospective secondary student-teachers, 40% had excellent awareness level of cybercrime, 27% had high awareness, 24% had above average awareness, 8% had average awareness and a negligible 1% only had below average awareness. Analysis of the result revealed that the all the secondary student-teachers had cybercrime awareness even though the level of awareness differed. The result showed that majority of the prospective secondary education student-teachers had excellent level of cybercrime awareness.

Objective 2: To study the cybercrime awareness of prospective secondary education student-teachers with

respect to management, gender, educational qualification, age and stream of study.

H₀₁: There is no significant difference between private and government prospective secondary education student-teachers in their cybercrime awareness.

Table 2: Result of t-test in respect of cybercrime awareness between private and government prospective secondary education student-teachers.

Management	N	Mean	Std. Deviation	df	t	S/NS
Private	65	140.24	14.38	98	1.26	NS*
Government	35	137.08	10.45			

*At 0.05 level of significance

From Table 2, it was found that there was no significant difference at 0.05 level of significance between private and government prospective secondary education student-teachers, with t value of 1.26, which is less than critical value 1.96. Therefore, the formulated null hypothesis that, "There is no significant difference between private and government prospective secondary education student-teachers with respect to cybercrime awareness" was accepted.

H₀₂: There is no significant difference between male and female prospective secondary education student-teachers in their cybercrime awareness.

Table 3: Result of t-test in respect of cybercrime awareness between male and female prospective secondary education student-teachers.

Gender	N	Mean	Std. Deviation	df	t	S/NS
Female	81	139.19	13.24	98	0.09	NS*
Male	19	138.89	13.23			

*At 0.05 level of significance

Table 3 indicated that there was no significant difference at the 0.05 level of significance between female and male prospective secondary education student-teachers with t value of 0.09, which was less than the critical value of 1.96. Therefore, the formulated null hypothesis that, "There is no significant difference between female and male prospective secondary education student-teachers with respect to cybercrime awareness" was accepted.

Table 6: Result of the F-test for the significant difference in the cybercrime awareness level among prospective secondary education student-teachers with respect to age.

Source of Variance	Sum of Squares	df	Mean Square	F	S/NS
Between Groups	1289.92	2	644.96	3.93	S*
Within Groups	15904.12	97	163.96		
Total	17194.04	99			

*At 0.05 level of significance

Table 6 established that f value between and within groups of age groups 21-25 years, 26-30 years and 31 years and above was 3.93, which was significant at 0.05 level of significance being more than the critical value 3.09. The mean value (142.38) of student teachers in the age range of 21-25 years indicated that they have higher cybercrime awareness than the others. Thus, the formulated null hypothesis that "There is no significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to age," was rejected.

H₀₅: There is no significant difference in the in the cybercrime awareness among the prospective secondary education student-teachers with respect to their stream of study.

Table 7: Descriptive statistics for stream of study

Stream of study	N	mean
Language	30	141.5
Social sciences	36	135.67
Science	22	140.09
Maths	12	141.95

H₀₃: There is no significant difference between graduate and post graduate prospective secondary education student-teachers in their cybercrime awareness.

Table 4: Result of t-test in respect of cybercrime awareness between graduate and post graduate prospective secondary education student-teachers.

Qualification	N	Mean	Std. Deviation	df	t	S/NS
Graduate	44	144.50	13.50	98	3.77	S*
Post Graduate	56	134.92	11.35			

*At 0.05 level of significance

Table 4 revealed that there was significant difference at the 0.05 level of significance between graduate and post graduate prospective secondary education student-teachers with t value of 3.77, which was more than the critical value 1.96. Therefore, the formulated null hypothesis that, "There is no significant difference between graduate and post graduate prospective secondary education student-teachers with respect to cybercrime awareness" was rejected.

H₀₄: There is no significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to age.

Table 5: Descriptive statistics for age

Age Groups	N	mean
21-25 years	50	142.38
26-30 years	41	136.95
31 above	9	131.22

Table 8: Result of the F-test for the significant difference in the cybercrime awareness level among prospective secondary education student-teachers with respect to stream of study.

Source of Variance	Sum of Squares	df	Mean Square	F	S/NS
Between Groups	713.81	3	237.94	1.39	NS*
Within Groups	16480.23	96	171.67		
Total	17194.04	99			

*At 0.05 level of significance

Table 8 established that calculated f value (1.39) for df (3.96) of prospective student-teachers is less than the critical f value (2.70) and is therefore statistically not significant at 0.05 level of significance. Therefore, the null hypothesis that, "There is no significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to their stream of study," was accepted.

Discussion

The present study showed that majority of the prospective secondary education student-teachers had excellent level of cybercrime awareness which is consistent to the study of Sani, Hassan, Danjuma, *et al.* (2024) [4] but contrary to the studies of Velmurugan & Ramachandran (2022) where B.Ed. students were found to have average cybercrime awareness

and Malhotra & Malhotra (2017)^[3] which revealed moderate cybercrime awareness. The study indicated no significant difference in the cybercrime awareness of prospective secondary education student-teachers with respect to management. The study found no significant difference in the cybercrime awareness of prospective secondary education student-teachers with respect to gender which is consistent with the study of Bala (2022)^[1] and Goel (2014)^[2], but is contrary to the study of Sani, Hassan, Danjuma, *et al.* (2024)^[4] and Malhotra & Malhotra (2017)^[3] where male teacher trainees were found to have higher cybercrime awareness than the female; and Velmurugan & Ramachandran (2022) where female were found to have higher cybercrime awareness than the male B.Ed. students. The study also revealed no significant difference in the cybercrime awareness of prospective secondary education student-teachers with respect to stream of study which is consistent with the findings of Velmurugan & Ramachandran (2022) which found no significant difference between arts and science B.Ed. students and contrary to the study of Goel (2014)^[2] where science teachers were found to have higher cybercrime awareness. One reason could be that the prospective secondary education student-teachers irrespective of the institutes they study in or their gender or stream of study are more vigilant about the risks involved in utilizing ICT and internet or they may be more cyber literate. However, significant difference was found between graduate and post graduate prospective secondary education student-teachers with respect to cybercrime awareness with the graduate teachers having higher cybercrime awareness than the post graduate. The study also showed significant difference in the cybercrime awareness among the prospective secondary education student-teachers with respect to age. The mean value (142.38) of student-teachers in the age range of 21-25 years indicated that they have higher cybercrime awareness than the others. The graduate prospective student-teachers are mostly in the age range of 21-25 years, and may be more tech savvy due to the kind of technological and social environment they have been brought up in, especially during the Covid-19 pandemic, when they were exposed to the uses and impact of technology.

Conclusion

The study revealed no significant difference on the basis of management, gender, and stream of study. However, graduate prospective secondary education student-teachers and student-teachers who were in the age range of 21-25 years were found to have higher cybercrime awareness. The findings of the present study can help teachers understand the awareness level of cybercrime among the students. This would help the teachers to guide the students to protect themselves against emerging cybercrime risks. The awareness of cybercrime can further ensure a safe cyber environment for both teachers and students.

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