

Cyber-Crime Awareness among Prospective Teachers of IASE, Aizawl

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Abstract

The internet is becoming a more vital aspect of our lives these days. Everyone depends heavily on the internet and there is more room for cybercrime. In today's world, cybercrime is becoming a severe problem and has greatly impacted every walk of life. In this study, the investigator attempts to find the level of awareness of prospective teachers of IASE towards cybercrime. The sample consists of 130 prospective teachers of IASE selected using stratified random sampling method. The findings of the study shows that 30% of the sample has above average awareness and there is no significant difference between male and female, rural and urban prospective teachers in their awareness towards cybercrime. Comparison between under-graduate and post-graduate prospective teachers also shows that there is no significant difference in their cybercrime awareness.

Keywords : Prospective Teachers, Awareness, Cybercrime

Introduction

In the realm of education, information and communication technology is employed. All parties involved in educational institutions gain from it. Students utilize computers, smartphones, and the internet in large quantities. The use of the internet by students has advantages and disadvantages. Students occasionally use the internet in immoral ways, which puts the next generation in grave danger. It is necessary to be more aware about cybercrime. Cybercrime can happen on mobile devices and computers. The term "cybercrime" refers to a broad category of offenses, such as hacking, copyright violations, fraud and forgeries involving computers, phishing, and other offenses involving computer data and systems.

Cybercrime is one of the fastest growing areas of crime. Crimes are perpetrated not merely through the means of connectivity alone but also through other software programs and applications that are available for use in transaction and human interaction, such as electronic mail and instant messaging services, audio-visual conferencing programs and file transfer facilities (Rajeswari and Saravana Kumar, 2013). Our virtual identities are crucial components of our lives in the digital age. Utilizing a computer and the internet has made storing information relatively simple, making it easy for duplication and modification to occur. The majority of computers and smartphones are constantly online, which gives attackers an environment in which to gain unauthorized access to data.

Dr. Debarati Halder and Dr. K. Jaishankar (2011) defines Cybercrimes as: "Offences that are committed against individuals or groups of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm to the victim directly or indirectly, using modern telecommunication networks such as Internet (Chat rooms, emails, notice boards and groups) and mobile phones (SMS/MMS)".

Cybercrimes can be perpetrated intentionally or inadvertently. It is critical that teacher candidates, both pre-service and in-service, understand the factors that contribute to cybercrimes and how to prevent them. Prospective teachers who are aware of cybercrimes will be able to keep themselves safe and shield students from the web of cybercrime. They must be aware of the various online crimes that can occur because they are not always easy to identify. A large number of people are becoming victims of illegal activity carried out online using various technologies. Teaching about cybercrime to prospective teachers will aid in educating the general public about various forms of criminal activity.

Rationale Of The Study

From the perspective of all the nations, cybercrime appears to be the most serious and difficult. The government responds to stop this cybercrime by implementing policies and all of its intelligence departments. The government, assisted by the recently established cyber cells has taken the appropriate steps to raise public awareness. It is also greatly required of students who will be the future's creators to educate themselves about cybercrimes. Therefore, research on prospective teachers' awareness of cybercrime is necessary. Teachers are thought of as the architects of our society to come. They have excellent interactions with both kids and important members of the community. Thus, there is an urgent need to educate prospective teachers about cybercrimes. Many of the problems that the society faced today are a result of the advancements in information technology. Cyber resources are employed in nearly every sector. It has also been discovered that this has an impact on education. Today's educators must be knowledgeable about and equipped to handle new issues like cybercrime.

Literature Review

Goel (2014) conducted a study on awareness among B.Ed teacher training towards cyber-crime. The result of the study revealed that awareness towards cyber-crime is not significantly affected by gender, whether it is male or female but it is significantly affected by area and stream.

Malhotra and Malhotra (2017) conducted a study on cybercrime awareness among teacher trainees. The study revealed a significant effect of gender and locality on level of awareness. Urban pupil teachers are more aware than rural pupil teacher. On the other hand, male pupil teachers are more aware than female pupil teachers.

Sulaiman and Sreeya (2019) conducted a study on public awareness on cybercrime with special reference to Chennai. This study revealed that cyber-crime is directly related to age of a person, but no significant difference between main cause of cyber-crime and gender.

Choudhary (2020) conducted a study on cybercrime awareness among higher education students from Haryana with respect to various demographical variables. The study showed that professional students having more awareness towards cybercrime as compare to traditional students but no difference on the basis of gender. The study also showed average cybercrime awareness among the college students.

Research Questions

1. What is the level of cybercrime awareness of prospective teachers of IASE?
2. Is there any difference on cybercrime awareness of prospective teachers of IASE with regards to gender?
3. Is there any difference on cybercrime awareness between rural and urban prospective teachers of IASE?
4. Is there any difference on cybercrime awareness between under-graduate and post-graduate prospective teachers of IASE?

Research Objectives

1. To find out the level of cybercrime awareness of prospective teachers of IASE.
2. To compare the difference on cybercrime awareness between male and female prospective teachers of IASE.
3. To compare the difference on cybercrime awareness between rural and urban prospective teachers of IASE.
4. To compare the difference on cybercrime awareness between under-graduate and post-graduate prospective teachers of IASE.

Hypotheses Of The Study

1. There is no significant difference between male and female prospective teachers of IASE on cybercrime awareness.

2. There is no significant difference between rural and urban prospective teachers of IASE on cybercrime awareness.

3. There is no significant difference between under-graduate and post-graduate prospective teachers of IASE on cybercrime awareness.

Tool Used

Cyber Crime Awareness Scale developed by Dr. S. Rajasekar (2011) was administered to prospective teachers for this study. This scale consists of 36 items and the co-efficient of the reliability of the scale was determined by using Spearman-Brown prophecy formula and was found to be 0.76. The scale has 21 positive and 15 negative statements.

Research Design

The present study was conducted using Descriptive Survey Method. Descriptive survey method is a type of research design that helps to obtain information to systematically describe a phenomenon, situation, or population.

Population And Sample

The population of the study comprised of B.Ed Students of Institute of Advanced Studies in Education (IASE), Mizoram where there are 270 B.Ed students at present. The sample consists of 130 B.Ed students which were taken using Stratified Random Sampling Method.

Findings Of The Study

1. Findings in relation to objective no. 1 i.e., **‘To find out the level of cybercrime awareness of prospective teachers of IASE’**.

Sl.No.	Level of Awareness	N	Percentage
1	Excellent Awareness	31	23.85
2	High Awareness	24	18.46
3	Above Average Awareness	39	30
4	Moderate Awareness	36	27.69
5	Below Average Awareness	0	0.00
6	Low Awareness	0	0.00

From the above table it can be seen that majority of the respondents i.e., thirty-nine prospective teachers (30%) have above average awareness. Thirty-six prospective teachers (27.69%) have moderate awareness and thirty-one prospective teachers (23.85) has excellent awareness. Twenty-four prospective teachers (18.46) have high awareness while there are no prospective teachers who possesses below average and low cybercrime awareness.

2. Findings in relation to objective no. 2 i.e., **‘To compare the difference on cybercrime awareness between male and female prospective teachers of IASE’**.

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	62	132.22	20.98	128	0.52	NS

Female	63	130.66	12.21			
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The above table shows that the calculated t value is 0.52 which is smaller than the critical value at 0.01 which is 2.62. Therefore, the null hypothesis i.e., “*There is no significant difference between male and female prospective teachers of IASE on cybercrime awareness*” is accepted. Hence, there is no significant difference between male and female prospective teachers of IASE on cybercrime awareness.

3. Findings in relation to objective no. 3 i.e., ‘**To compare the difference on cybercrime awareness between rural and urban prospective teachers of IASE**’.

Type of Locality	N	Mean	SD	df	t-value	Level of Significance
Rural	68	130.71	12.96	128	0.89	NS
Urban	62	132.19	12			

The above table shows that the calculated t value is 0.89 which is smaller than the critical value at 0.01 which is 2.62. Therefore, the null hypothesis i.e., “*There is no significant difference between rural and urban prospective teachers of IASE on cybercrime awareness*” is accepted. Hence, there is no significant difference between rural and urban prospective teachers of IASE on cybercrime awareness.

4. Findings in relation to objective no. 4 i.e., ‘**To compare the difference on cybercrime awareness between under-graduate and post-graduate prospective teachers of IASE**’.

Educational Qualification	N	Mean	SD	df	t-value	Level of Significance
Under-graduate	75	132.65	12.01	128	1.30	NS
Post-graduate	55	129.73	13.01			

The above table shows that the calculated t value is 1.30 which is smaller than the critical value at 0.01 which is 2.62. Therefore, the null hypothesis i.e., “*There is no significant difference between under-graduate and post-graduate prospective teachers of IASE on cybercrime awareness*” is accepted. Hence, there is no significant difference between under-graduate and post-graduate prospective teachers of IASE on cybercrime awareness.

Conclusion

The present study is helpful in determining prospective teachers’ degree of cybercrime knowledge. Students can be taught the detrimental effects of accessing the internet without precautions. To combat cybercrime, prospective teachers must have a thorough understanding of it and to effectively tackle the problem of cybercrime, it’s critical to use effective preventive measures across all target audiences. Consequently, we came to the conclusion that education is crucial for increasing awareness and motivating people to adopt preventive measures in their daily lives. Increasing the understanding of cybercrime among prospective teachers will help raise awareness among students as they prepare to enter the teaching profession.

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