



## **A STUDY OF ATTITUDE OF UNIVERSITY STUDENTS TOWARDS CYBER CRIME AWARENESS**

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\***Bhumika**-Research Scholar in Ph.D (Education), Deptt. of Education SKDU, Hanumangarh

\*\***Dr. Kuldeep**, Supervisor, Ph.D (Education), Assistant Professor, Deptt. of Education, SKDU, Hanumangarh

\*\*\***Dr. Rajender Kumar**, Co-supervisor, Professor, JCD PG College of Education, Sirsa (Hry.), Mob No. 9315507287, 8685907287, E-mail: [rajenderkumar07@gmail.com](mailto:rajenderkumar07@gmail.com)

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### **ABSTRACT**

Present study is an attempt to study of attitude of University Students towards Cyber Crime Awareness in Haryana State. A sample of 120 i.e. 60 Science and 60 Arts University students is selected randomly. The investigators have used the tool Cyber Crime Awareness Scale (CCAS-RS) and which has been constructed and validated in 2021 by Dr. R. Rajasekar and published by National Psychological Corporation, Agra. For analysis and interpretation of the data the mean and the standard deviation of the Cyber Crime Awareness of University students students was calculated. The test of significance ('t' test) was used in order to find out the significance of the difference between any two means of variables of university students having Science and Arts subjects and further classified on the basis of gender and area from where they belongs in this study. After collection of the data, all questionnaires were screened and the scores obtained were organized in the tabulated form to make analysis easier. Analysis of data was made in conformity with the objectives and hypotheses formulated by the investigator for the present study. In this research the University Science and Male students and Urban area students was having more cyber crime awareness as compared to University students having Arts and female and rural area students.

**Keywords:-**Attitude, Cyber Crime, E-learning, Internet

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### **INTRODUCTION:**

Today, information is everything and it forms the part of any progressive thinking. Information is being recorded, published and disseminated through several media, though the print media still dominates. Nowadays, scholar's work requires the application on broader scale of new methods and means of searching, processing, storage and transfer of information. Controlling information has a direct relation with the information explosion, which is one of the ever-growing phenomena in the world. So, the Government of India's Ministry of Education has recently started implementing a project of Computer education in the country. It has been launched as a pilot project for introducing Computer Literacy and internet knowledge in Colleges in collaboration with the Department of Electronics. At the first instance, 250 colleges all over the

country were brought under the purview of this project and training courses were organized for the teachers in the selected Resource Centers. Gradually all the colleges would be covered in a phased manner. This has raised a wave of discussion in the country why computer in the field of education also? There has very often been hue and cry when computer has entered into the area of industry, business, banking, examination and so on. It is usually complained that computer will replace the man and unemployment will be rampant as a result of this. The even expanding field of education among the human race has necessitated a continuous modification and innovation of its

technology. The present growth in innovation techniques of teaching and learning had been resulted in such an outburst of explosion of technology. Educational researchers have indicated the need for a systematic approach for the effective teaching and learning education literature has emphasized teaching as an art, learning as a scheme, which depends on instructional objectives, appropriate instructional design and proper media selection. The commitment of the teacher and the college to the learner lies on the various learning resources. New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching. Technology can individualize and customize the curriculum to match

learner's developmental needs as well as personal interests. Technology may transform the educational content and motivate students towards lifelong learners. Technology is likely to be more successful when the software, the purpose for instruction and learning objectives matches teachers understanding of learners need, to memorize and respond to predetermined answers. Equally important is an appropriate matching of the levels of student's knowledge and prerequisite skills and expectations of the software. The use of Internet in Computer is increasing by the students because it has been made mandatory and prescribed in the curriculum due to its importance in the global world.

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why computer in the field of education also? There has very often been hue and cry when computer has entered into the arena of industry, business, banking ,examination and so on. It is usually complained that computer will replace the man and unemployment will be rampant as a result of this. design and proper media selection. The commitment of the teacher and the school to the learner lies on the various learning resources.

## **STATEMENT OF THE PROBLEM**

The problem selected for the study may be stated as **A STUDY OF ATTITUDE OF UNIVERSITY STUDENTS TOWARDS CYBER CRIME AWARENESS**  
**OPERATIONAL DEFINITION OF THE STATEMENT**

### **Operational Definitions used in this research**

**(a) Cyber Crimes:** These are any crimes that involve computer and a network. In some cases, the computer may have been used in order to commit the crime and in other cases the computer may have been the target of the crime.

**(b) Awareness :**An emotional reaction towards a person or thing is usually designated as an Awareness. It is actually a personal response to an object, developed through experience which can be called favourable or unfavourable. Awareness may be towards concrete or abstract things.

### **(d) UNIVERSITY STUDENTS**

The researcher selected CDLU, Sirsa university of Haryana in which the PG students of different streams like Science and Science, Male and Female and Urban and Rural area was selected to study the Cyber Crime Awareness.

**(e) Computer:** Computer or an electronic data processing machine is one of the greatest innovations of the scientist in the present era. This was originally owned only by the wealthiest industries but now, it has become common equipment, which is used in various organizations. Hence it has been taken to the classroom. The western scenario manifests the use of computer in every walk of their daily life needless to emphasize the condition of Indian educational setting, which has a very big constraint of economic recession. However, these constraints have not hindered the introduction of computer in India.

**(g) Internet:** Cambridge International Dictionary of English defines Internet as “large system of many connected computers around the world which people use to communicate with each other”. (Network of networks) The internet knowledge is the knowledge of the basic theoretical aspects of the internet and its practical application.

The internet reaches government, commercial and educational organization around the world.

Internet, the students can get the application in the internet and apply through online. Nowadays, online learning becomes very popular among school students.

### **Objectives of the Research:**

1. To study and Compare the awareness of Cyber Crime between Science and Arts Postgraduate University students.
2. To study and Compare the awareness of Cyber Crime between Male and Female Science Postgraduate University students.
3. To study and Compare the awareness of Cyber Crime between Male and Female Arts Postgraduate University students.
4. To study and Compare the awareness of Cyber Crime between Urban and Rural Science Postgraduate University students.
5. To study and Compare the awareness of Cyber Crime between Urban and Rural Arts Postgraduate University students.

### **Hypotheses of the study:**

1. There is no significance difference in the awareness of Cyber Crime between Science and Arts Postgraduate University students.
2. There is no significance difference in the awareness of Cyber Crime between Male and Female Science Postgraduate University students.
3. There is no significance difference in the awareness of Cyber Crime between Male and Female Arts Postgraduate University students.
4. There is no significance difference in the awareness of Cyber Crime between Urban and Rural Science Postgraduate University students.
5. There is no significance difference in the awareness of Cyber Crime between Urban and Rural Arts Postgraduate University students.

### **DELIMITATIONS**

Even though the investigator has made his best to make the study as successful as possible there are certain delimitations. They are:

- The present study was delimited to CDLU University Science and Arts students and further classified on the basis of gender (male and female) and area (urban and rural) University students only.
- The study was delimited to one independent variable i.e. Cyber Crime Awareness in this research.
- The study was delimited to 120 University students i.e. 60 Science & 60 Arts students.
- The objectives, hypotheses and statistical techniques used in this research was delimited.

## **METHODOLOGY**

In the present study, normative survey method or Descriptive Method was employed to describe and interpret what exists at present. It involves some types of comparison or contrast and attempts to discover the Science and arts, Male and Females and Urban and Rural area students. The normative study to educational problems is one of the most commonly used approaches.

### **POPULATION OF THE STUDY:**

In this research all the Science and Arts CDLU, Sirsa University students constituted the population of the study in Haryana state.

### **SAMPLE OF THE STUDY**

In the present study, sample was selected as the 120 CDLU, Sirsa in Haryana State students in which 60 Science. & 60 Arts Post graduate students which were further classified on the basis of Gender (Male and Female) and Area (Urban and Rural) were selected at random.

### **STATISTICAL TECHNIQUES**

The following Statistical Techniques was adopted to realize the given objectives and to test the hypotheses.

- I. Descriptive Analysis (Mean and S.D)
- II. Test of Significance ('t' test)

### **ANALYSIS OF THE DATA**

**Hypothesis 1- There is no significance difference in the awareness of Cyber Crime between Science and Arts University students.**

Table 4.1

Mean, S.D. & 't' Value of Science and Arts Postgraduate University students' Cyber Crime Awareness.

Variables	N	Mean	SD	df	't' value	Level of significance
Cyber Crime awareness of Science University students	60	110.22	7.3	118	3.46	Significant at both levels i.e. .05 &.01
Cyber Crime awareness of Arts University students	60	105.68	7.05			

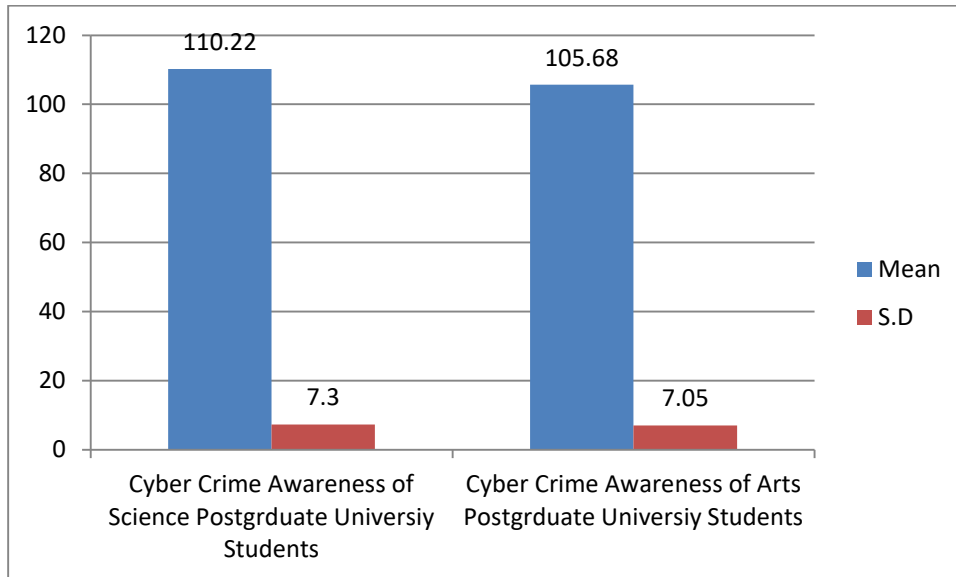
df= 118

.05=1.98

.01=2.62

**Interpretation-** In table No. 1, the mean, S.D. of Cyber Crime Awareness of Science and Arts University Postgraduate Students is 110.22, 7.3, & 105.65, 7.05 respectively. The calculated 't' Value is 3.46 which is more than standard table value at both levels of significance. Therefore hypothesis No. 1 is rejected. It is concluded that there exists significant difference of Cyber Crime Awareness of Science and Arts University Postgraduate students. Further, it is analysed that the mean value of Cyber Crime Awareness of Science University Postgraduate Students is more than the mean value of Arts University Postgraduate Students. Further, it is analyzed that the Cyber Crime Awareness of Science University Postgraduate Students is more than Arts University Postgraduate Students.

**Fig No. 1**



**Hypothesis 2- There is no significance difference in the awareness of Cyber Crime between Male and Female Science University Postgraduate students.**

Table 4.2

Mean, S.D. & ‘t’ Value of Cyber Crime Awareness of Male and Female Science Postgraduate University students

Variables	N	Mean	SD	df	‘t’ value	Level of significance
Cyber Crime awareness of Male Science University Postgraduate students	30	112.72	7.41	58	3.36	Significant at both levels i.e. .05 &.01
Cyber Crime awareness of Female Science University Postgraduate students	30	106.42	7.12			

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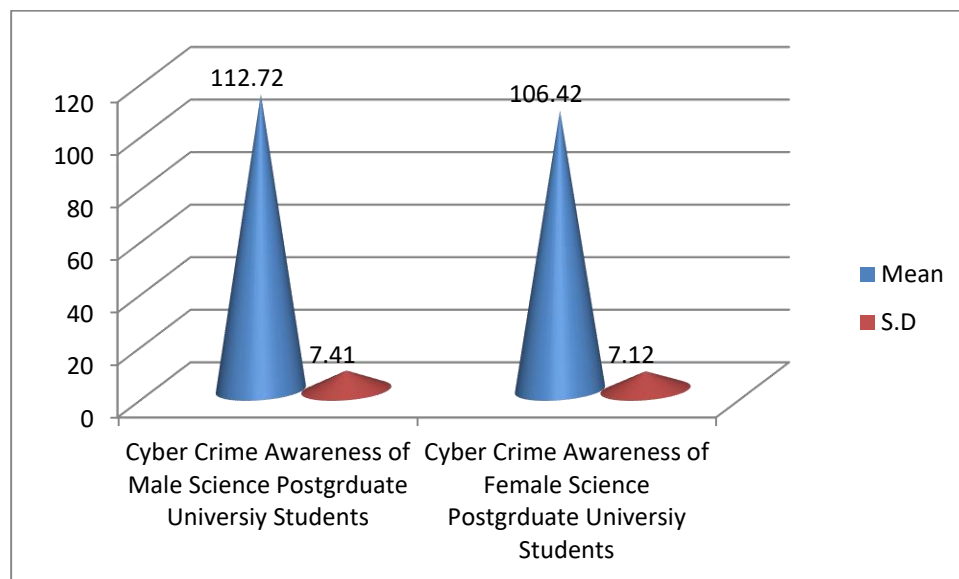
df= 58

.05=2.00

.01=2.66

**Interpretation-** In table No. 2, the mean, S.D. of Cyber Crime Awareness of Male and Female Science University Postgraduate Students is 112.72, 7.41 & 106.42, 7.12 respectively. The calculated ‘t’ Value is 3.36 which is more than standard table value at both levels of significance. Therefore hypothesis No. 2 is rejected. It is concluded that there exists significant difference of Cyber Crime Awareness of Male and Female Science University Postgraduate students. Further, it is analyzed that the mean value of Cyber Crime Awareness of Male Science University Postgraduate Students is more than the mean value of Female Science University Postgraduate Students. Further, it is analyzed that the Cyber Crime Awareness of Male Science University Postgraduate Students is more than Female Science University Postgraduate Students.

**Fig No. 2**





**Hypothesis 3- There is no significance difference in the awareness of Cyber Crime between Male and Female Arts University Postgraduate students.**

**Table No. 3**

Mean, S.D. & ‘t’ Value of Cyber Crime Awareness of Male and Female Science Postgraduate University students

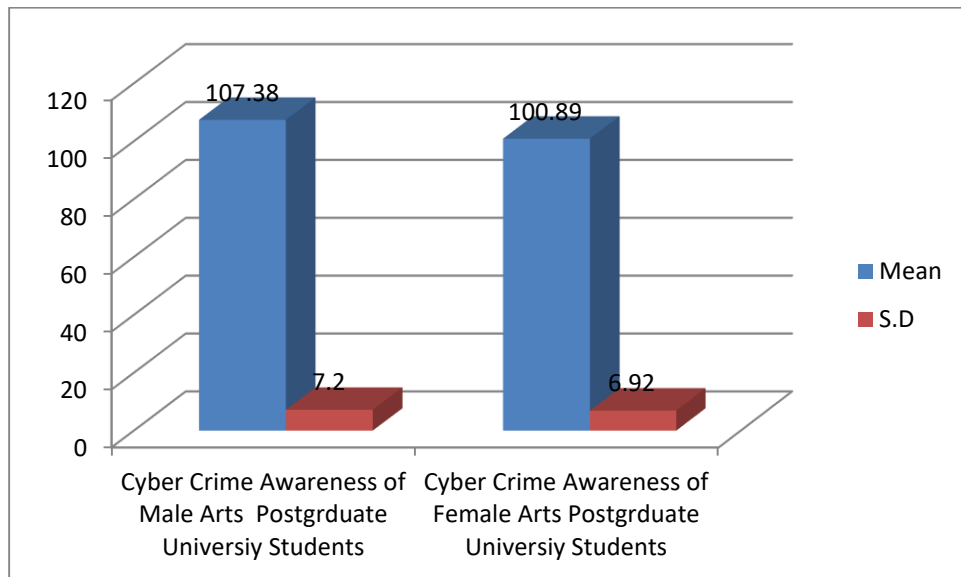
Variables	N	Mean	SD	df	‘t’ value	Level of significance
Cyber Crime awareness of Male Arts University Postgraduate students	30	107.38	7.20	58	3.36	Significant at both levels i.e. .05 &.01
Cyber Crime awareness of Female Arts University Postgraduate students	30	100.89	6.92			

.05=2.00

.01=2.66

**Interpretation-** In table No. 3, the mean, S.D. of Cyber Crime Awareness of Male and Female Arts University Postgraduate Students is 107.38, 7.20 & 100.89, 6.92 respectively. The calculated ‘t’ Value is 3.56 which is more than standard table value at both levels of significance. Therefore hypothesis No. 3 is rejected. It is concluded that there exists significant difference of Cyber Crime Awareness of Male and Female Arts University Postgraduate students. Further, it is analyzed that the mean value of Cyber Crime Awareness of Male Arts University Postgraduate Students is more than the mean value of Female Arts University Postgraduate Students. Further, it is analyzed that the Cyber Crime Awareness of Male Arts University Postgraduate Students is more than Female Arts University Postgraduate Students.

Fig No. 3



**Hypothesis 4- There is no significance difference in the awareness of Cyber Crime between Urban and Rural Science University Postgraduate students.**

Table No. 4

Mean, S.D. & ‘t Value of Cyber Crime Awareness of Urban and Rural Science Postgraduate University students

Variables	N	Mean	SD	df	‘t’ value	Level of significance
Cyber Crime awareness of Urban Science University Postgraduate students	30	108.34	7.21	58	3.06	Significant at both levels i.e. .05 &.01
Cyber Crime awareness of Rural Science University Postgraduate students	30	102.72	6.98			



**Hypothesis 5- There is no significance difference in the awareness of Cyber Crime between Urban and Rural Arts University Postgraduate students.**

**Table No. 5**

Mean, S.D. & 't Value of Cyber Crime Awareness of Urban and Rural Arts Postgraduate University students

Variables	N	Mean	SD	df	't' value	Level of significance
Cyber Crime awareness of Urban Arts University Postgraduate students	30	108.34	7.21	58	3.06	Significant at both levels i.e. .05 &.01
Cyber Crime awareness of Rural Arts University Postgraduate students	30	102.72	6.98			

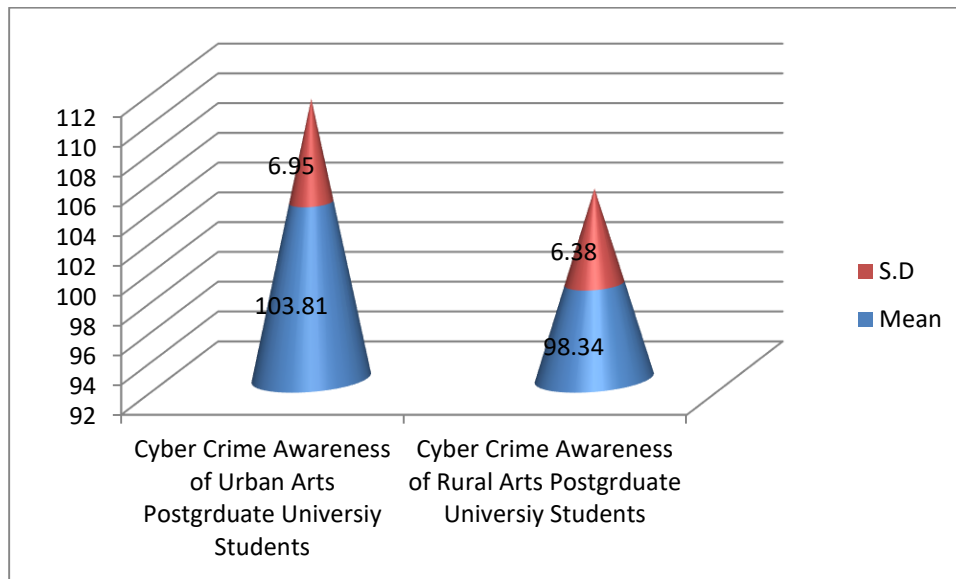
df= 58

.05=2.00

.01=2.66

**Interpretation-** In table No. 5, the mean, S.D. of Cyber Crime Awareness of Urban and rural Arts University Postgraduate Students is 103.81, 6.95 & 98.34, 6.38 respectively. The calculated 't' Value is 3.17 which is more than standard table value at both levels of significance. Therefore hypothesis No. 5 is rejected. It is concluded that there exists significant difference of Cyber Crime Awareness of Urban and Rural Arts University Postgraduate students. Further, it is analyzed that the mean value of Cyber Crime Awareness of Urban Arts University Postgraduate Students is more than the mean value of Rural Science University Postgraduate Students. Further, it is analyzed that the Cyber Crime Awareness of Urban Arts University Postgraduate Students is more than Rural Arts University Postgraduate Students.

Fig No. 5



**FINDINGS**

1. In Hypothesis no.1- There exists significant difference of Cyber Crime Awareness of Science and Arts Postgraduate University students. It is clear in result that the Cyber Crime Awareness of Science Postgraduate University students is better than Arts postgraduate University Students of Haryana state .
2. In Hypothesis no.2- There exists significant difference of Cyber Crime Awareness of Male and Female Science Postgraduate University students. It is clear in result that the Cyber Crime Awareness of Male Science Postgraduate University students is better than Female Science postgraduate University Students of Haryana state .
3. In Hypothesis no.3- There exists significant difference of Cyber Crime Awareness of Male and Female Arts Postgraduate University students. It is clear in result that the Cyber Crime Awareness of Male Arts Postgraduate University students is better than Female Arts postgraduate University Students of Haryana state .
4. In Hypothesis no.4- There exists significant difference of Cyber Crime Awareness of Urban and Rural Science Postgraduate University students. It is clear in result that the Cyber Crime Awareness of Urban

Science Postgraduate University students is better than Rural Science postgraduate University Students of Haryana state .

5. In Hypothesis no.5- There exists significant difference of Cyber Crime Awareness of Urban and Rural Arts Postgraduate University students. It is clear in result that the Cyber Crime Awareness of Urban Arts Postgraduate University students is better than Rural Arts postgraduate University Students of Haryana state .

### **Educational implications:**

In this study the researcher found that the Arts and Science University Students have significant difference between Cyber Crime Awareness. The investigator further found that students of Male and Female and Urban and Rural Arts and Science University students have also significant difference between Cyber Crime Awareness.

In this research the major findings indicate that science university students are better in Cyber Crime Awareness than Arts university students. Similarly the Male and Urban area Science University Students is better than Female and rural Area Arts University students in Cyber Crime Awareness. Arts University Postgraduate students and Female and Rural area Postgraduate University students must be given training on Cyber Crime awareness so that they may also protect themselves in the cyber crimes. University Science and Arts students must be given opportunities to update themselves in the ICT Act and aware them regarding Cyber Crimes in the present scenario. Students can improve themselves in Internet and have better attitude using E-Learning and have awareness in the context of Cyber Crimes.

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