



A comparative study of the awareness of teachers towards cyber crime

Dr. Prem Sunder

Principal, Darsh College of Education, Gohana, Haryana, India

Abstract

The internet and computer, as we know, has grown rapidly over the last decade which has increased the cyber crimes about which public is not much aware and becomes easily victim of the cyber crime; therefore; The present investigation is an attempt to ascertain the awareness of teachers (Male and Female working in Education Colleges, teachers working in Engineering and Degree Colleges, school teachers of government senior secondary schools, teachers of Social studies and Science and teachers from urban and rural areas). The Cyber Crime Awareness Scale of Dr. S. Rajasekar (2013) used to collect the pertinent data and it had been found that there was significant difference in each category except in terms of gender about the awareness towards cyber crime and need to be more awareness. There should be awareness among the teachers towards this crucial issue so that the teachers may protect themselves and educate the students towards cyber crime with preventive measures.

Keywords: awareness, cyber crime

Introduction

Now a day, there is a sea change in the world due to advancement in science and technology. This materialistic and modern world has created a number of problems which has put the world endanger; one of them is cyber crime that is emerging as a serious threat in the world. The increased reliance of individuals/organizations/students on cyber resources (blogs/forums, e-dictionary/book, meta search engines, database-journals/libraries/documents, e-mail, website, web based application, search engines) has resulted in to a corresponding increase in the cybercrime (assault by threat, pornography, contraband, laundering, stalking, terrorism, theft, fraud, credit/debit card fraud etc.). These cyber resources especially internet has a significant impact on our lives and no doubt; today, it is the need of the hour. Welsh (2011) ^[10] call today generation is "digital natives" or the "I-Generation". New generation is growing up with computers and which is bringing joy in their lives but also with a number of dangerous problems due to unawareness about cyber crime. Pandey (2012) ^[7] stated that lack of awareness about internet and low level of internet security is fast making a heaven for cybercriminals. The most targeted groups of this problem are students; they are not aware about the cyber crime and unknowingly they do crime which leads them to criminal. This technology becomes a more prevalent part of education system which cannot be ignored and the role of teachers is not only to teach the students but aware them about the social and other problems and teach them how to overcome on these problems special cyber crimes and how to implement these resources in order to be successful careers and happy life. The students must be aware that what is the best use of cyber resources for him/her and how to protect from the hazards of cyber crime; what is cyber crime? Here, is the question that who will make them aware about all these? Very simple; it is only teachers who can do this job for students but before

teaching to the students; a teacher him/her self be aware about the cyber resources and crime and must be trained in preventive measures for cyber crime. When a teacher will be aware and train regarding this crucial issue then it is possible for him/her that he/she can create awareness towards cyber crime among the students with preventing measures. Asefeh (2007) ^[2] stated that proper propagation of awareness to the youth is possible only with the proper coordination between parents and teachers to guide the teen-agers on safety related issues. Cyber crime awareness and prevention courses for Teachers must be integral part of training in-service or pre-service. This study is an attempt to provide a glimpse towards the awareness of teachers towards the cyber crime who make the future of the nation. Brenner (2010) ^[3] highlights the fact that common man has a limited knowledge about the crimes which occur in cyberspace. Knowledge is very important for everyone to prevent cybercrime.

Statement of the Problem

A Comparative Study of the Awareness of Teachers towards Cyber Crime.

Definition of Operational / Key terms

Awareness: The consciousness or alertness about a thing.

Cybercrime: An illegal or unethical activity which is done with the help of computer or internet.

Limitations of the Study

The study is confined to the working teachers of education colleges (male and female), engineering and degree colleges, urban and rural areas' teachers and science and social studies teachers.

Sampling

The male and female teachers of six Education Colleges of

Gohana, Haryana and three engineering colleges from district Sonapat and three Degree Colleges of Gohana and five Government Senior Secondary Schools of Gohana had been selected. Twenty teachers selected for each category from each institution and teachers also from the Rural and Urban areas with the help of incidental sampling method to collect pertinent data.

Tool and Statistical Techniques Used

The Cyber Crime Awareness Scale used by Dr. S. Rajasekar (2013) To collect the pertinent data which has 36 statements out of which 21 are positive and 15 are negative. Mean and Standard Deviation (S.D) used to describe the characteristics of the sample and T- test has used to find out the significant differences among the mean scores.

Table1: Comparison of Attitude of Teachers towards the Awareness about Cyber Crime

S. No	Categories	No	Mean	S.D	't'-Test	Level of Significance
01	Male Teachers (Education Colleges)	20	118.79	19.844	1.14	0.05
	Female Teachers (Education Colleges)	20	125.36	19.306		
02	Engineering Colleges Teachers	20	128.37	19.345	2.04	0.05
	Degree Colleges Teachers	20	117.66	16.933		
03	Urban areas teachers	20	122.35	19.841	2.54	0.05
	Rural areas Teachers	20	115.46	15.209		
04	Teachers of Social studies	20	115.83	22.801	3.62	0.05
	Teachers of Science	20	125.95	19.853		

Findings, Conclusion and Implications of the Study

It was found that the mean score of male teachers (118.79) is less than the mean scores of female teachers (125.36). The calculated t-value is 1.14 which showed that there is no significant difference between male and female teachers in respect of their attitude towards the cyber crime awareness which supports the findings of Dhayni (2008) ^[5] that there is no significant difference about the attitude of male and female teachers working in higher educational institutions.

The obtained result showed that the mean scores of engineering colleges' teachers (128.37) are more than the mean scores of degree colleges' teachers (117.66). The calculated t-value is 2.04 which showed that there is significant difference between the attitude of engineering and degree colleges teachers towards the awareness about cyber crime which supports the findings of Amita (2014) ^[1] that cyber crime awareness affected by professional and traditional courses.

The result revealed that teachers of urban areas teachers (122.35) are more than the mean scores of rural areas teachers (115.46). The calculated t-value is 2.54. It expressed that there is exists significant difference between the attitude of urban and rural areas teachers towards the awareness about cyber crime which supports the findings of Singh (2014) ^[9] that cyber crime awareness of prospective urban teachers was significantly more as compared to prospectiverural teachers.

The acquired result showed that the mean scores of science teachers (125.95) are more than the mean scores of social studies teachers (115.83). The calculated t-value is 3.62. It means that there is significant difference between the attitude of science and social studies teachers towards the awareness about cyber crime which supports the findings of Singh (2014) ^[9] that prospective science teachers was significantly more as compared to prospective social studies teachers about cyber crime awareness.

Conclusion and Suggestions

The present study concludes that there is average cyber crime awareness among the teachers of all categories towards cyber

crime. We have to provide guidelines and training to use of cyber resources with preventive measures towards this kind of crime. Choi (2008) ^[4] emphasizes on the effectiveness of university programs in promoting knowledge and values about cybercrime as these programs could improve future behavior of students and teachers towards cybercrime in terms of safety and security. Teachers must be trained in operation of internet and computer; regular practical workshops, conferences, seminars and short term training courses (in- service or pre - service) must be organized to trained and inform them about cyber resources, security and crime so that they may not only safe them against cyber crime but also make aware and safe their students and society towards this crime. (Levin 2008) ^[6] Knowledge helps people to be more aware on cybercrime. Saxena (2012) ^[8] concluded that proactive actions on the part of government and enhanced participation of education system in the cyber security awareness approach may lead to a strongly secured nation.

Implications of the Study

The present investigation has a number of educational implications and is very important, valuable for education thinkers, policy makers, teachers, students, administrators and all others who are concerned with the sphere of education. As education is the powerful mean to sentient the public towards cyber crime. This study can be usefully employed in school practice and will help to understand the utility of cyber resources and will help the teachers to know about the harmful effects of using internet without sufficient preventing measures. The teacher can tell the students about the safe use of cyber resources so that they may not be victim of cyber crime but merely; then when teachers themselves would be trained and aware about the safe use of cyber resources. The training institutes of teachers should provide a fearless and advanced atmosphere to develop favorable attitude towards use of technology in teaching learning process to improve the outcomes and the authorities must include courses for teachers regarding cyber-crime. Informing and educating about the dangers of cyber crime must become a campaign, widespread,

common and continuous to all level of society. Users must/ought to know how to use these cyber resources rationally, responsible and safely.

References

1. Amita. A Study of Awareness of Parent of School Going Children towards Cyber Crime. Unpublished M.Ed Dissertation, M.D University, Rohtak, 2014.
2. Asefeh, Nosrat. To Investigate the Relationships between Awareness and Use of Digital Resources among Students. A Report Submitted to Isfahan University of Medical Sciences, 2007.
3. Brenner WS. Cyber-Crime: Criminal Threats from Cyberspace. Greenwood Publishing group, Westport, 2010.
4. Choi K. Structural Equation Modeling Assessment of Key Causal Factors in Computer Crime Victimization. PhD Dissertation, Indiana University of Pennsylvania, USA, 2008.
5. Dhayni R. A Study of the Approach of Teachers of Higher Educational Institutions in Terms of Cyber Crime. An M.Phil Education Dissertation Submitted to V.M. University, Salem, TM, 2008.
6. Levin A, Foster M, West B, Nicholson MJ, Hernandez T. The Next Digital Divide: Online Social Network Privacy. Privacy and Cybercrime Institute, Ryerson University, Canada, 2008.
7. Pandey K. Low Security Makes Denizens Vulnerable to Cyber Crimes, Retrieved from [http:// Articles. Times of India, Indiatimes.Com/Indore](http://Articles.TimesofIndia.com/Indore), Cyber Crimes-Cell cyber-Criminals on, 2012.
8. Saxena P. A Cyber Era Approach for Building Awareness in Cyber Security for Educational System in India, IACSIT, 2012, 2.
9. Singh C. Awareness about Cyber Crime among Pupil Teachers of Ludhiana District. Unpublished M.Ed Dissertation, Panjab University, Chandigarh, 2014.
10. Welsh Jennifer, Is Constant Face booking Bad for Teens? Livescience, 2011.