

**Gender, Socioeconomic Status and Cybercrime Intentions among Social Studies  
Students in Colleges of Education, Southwest, Nigeria**

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**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,  
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

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Degree in Social Studies Education**

### **Certification**

This is to certify that Olanrewaju Saheed JIMOH with Matriculation Number LCU/PG/003233 carried out this study titled “Gender, Socioeconomic Status and Cybercrime Intentions among Social Studies Students in Colleges of Education, Southwest, Nigeria” in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria for the award of Doctor of Philosophy (PhD) Degree in Social Studies Education and that the has not been presently submitted.

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## **Dedication**

This work is dedicated to God Almighty and to supportive family.

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## Abstract

The growing trend of cybercrime in Nigeria diverts students' attention from educational goals, potentially hindering their development as responsible citizens and obstructing national educational objectives. This study investigated the influence of gender and socioeconomic status on cybercrime intentions among social studies students in Colleges of Education across Southwest, Nigeria. It was anchored on social learning theory, feminist criminology theory, and strain theory. The study adopted a descriptive survey design. The population comprised all 1,439 second-year social studies students in 23 Colleges of Education located in Oyo, Osun, and Ogun States, representing federal, state, and private institutions. The entire population was sampled using the census method for comprehensive coverage. Data were collected using a self-structured instrument, the Gender and Socioeconomic Status on Cybercrime Intention Questionnaire (GSSCIQ), with a Cronbach's Alpha reliability coefficient of 0.89. The data were analysed using descriptive statistics, multiple regression, and an independent samples t-test using SPSS version 27. The findings revealed that the most prevalent cybercrime intention among social studies students was an attitude towards cybercrime (46.76%). The relationship between gender and socioeconomic status and cybercrime intentions was that male gender exhibited higher cybercrime intentions compared to their female counterparts ( $r = -0.251$ ,  $p < 0.05$ ). The level of socioeconomic status, showed that economic situation has the highest with a weighted mean of ( $\bar{x} = 2.37$ ). There was a significant joint influence of gender and socioeconomic status on cybercrime intention ( $F(2; 1427) = 17.617$ ,  $\text{Adj } R^2 = 0.023$ ,  $p < 0.05$ ). The relative influence of gender and socioeconomic status on cybercrime intention, was that peer influence has highest influence ( $B = 0.0398$ ,  $SE = 0.029$ ,  $\beta = 0.487$ ,  $t = 13.592$ ,  $p < 0.01$ ). There was a substantial difference between the mean score of social studies students' cybercrime intention between students living in rural and urban areas ( $t = 5.552$ ,  $p < 0.05$ ). The study concludes that cybercrime intentions among Social Studies students are significantly influenced by gender, socioeconomic status, and residential location. To mitigate these tendencies, Colleges of Education should integrate compulsory cybersecurity ethics modules contextualised with Nigerian case studies and conduct first-year boot camps with law enforcement. Gender-sensitive strategies, including ethical hacking contests for males and peer-led forums for females, should be introduced. Programmes on financial literacy and anti-cybercrime clubs can counter socioeconomic risks. Finally, urban-targeted interventions and rural community workshops, supported by community policing, are essential for comprehensive prevention.

**Keywords:** Cybercrime Intentions, Cybercriminal Motivation, Attitude Towards Crime, Latent Cybercriminal, Risk Perception, Moral Disengagement, Socioeconomic Status.

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Cybercrime has emerged as a pervasive global issue, posing significant challenges across various sectors, including education. Tertiary institutions are particularly vulnerable due to convergence of youthful population, many of whom possess technical skills in computers and ICT. A shift in societal values, with an increasing emphasis on material wealth, has contributed to a rise in cybercrime among Nigerian students<sup>1</sup>. This trend is evident in the prevalence of online scams, ritualistic crimes, and prostitution on campuses, with cybercrime serving as a primary tool for these activities<sup>1</sup>.

The internet, a revolutionary tool for communication and information access, has become a double-edged sword. While it empowers one, it also creates vulnerabilities that cybercriminals exploit with anonymity and reach. Fear of identity theft, financial fraud, and large-scale disruptions fuels a call for stronger defenses.

The advent of the internet and digital technologies has created vast opportunities for cybercriminals to exploit vulnerabilities in computer systems, networks, and human behaviour<sup>1</sup>. On a worldwide scale, cybercrime poses a significant and complex challenge to governments, law enforcement agencies, businesses, and individuals alike<sup>2</sup>. It transcends geographical borders, affecting individuals and organizations across the globe. With cybercriminals constantly developing new tactics and leveraging sophisticated technologies, the threat landscape continues to evolve rapidly. Vulnerable populations, including students, often grapple with curiosity, digital exposure, and societal pressures. These factors place

them at a unique crossroads where they may be susceptible to both falling victim to cybercrimes and being tempted to engage in illicit activities themselves<sup>3,4</sup>.

Nigeria, like many other nations, is not immune to the global menace of cybercrime. In recent years, the country has experienced a surge in cybercriminal activities, ranging from advance-fee fraud (commonly known as "419 scams") to phishing schemes, ransomware attacks, and various forms of online financial fraud<sup>6</sup>. The growth of Nigeria's digital infrastructure, the increasing availability of internet access, and the widespread use of smartphones have all contributed to the expanding cybercrime landscape within the nation<sup>6</sup>. Within this Nigerian context, certain populations are particularly vulnerable to cybercrime-related issues, among them are social studies students, who find themselves at the intersection of Nigeria's educational system and its digital evolution<sup>6</sup>. These students are often characterised by their curiosity, exposure to digital platforms, and their role in exploring societal dynamics. However, this very intersection exposes them to both the potential allure of cybercriminal activities and the risk of falling victim to cybercrimes<sup>6</sup>.

Understanding the Cybercrime Intentions of these populations is imperative for safeguarding their digital well-being<sup>4</sup>. Within the complex web of understanding cybercrime intentions, it is important to recognise that these intentions are not uniform across all segments of society. Cybercrime Intentions (CI) refer to an individual's inclination, motivation, or willingness to engage in cybercriminal activities<sup>1</sup>. These intentions may be shaped by various psychological, social, and economic factors, and they play a crucial role in determining whether an individual becomes involved in cybercrimes. Thus, grasping the intricacies of Cybercrime Intentions transcends academic curiosity; it becomes a fundamental concern for the well-being of society, ensuring security, and upholding ethical responsibility<sup>3</sup>.

Cybercrime intentions may be measured by various indicators. However, this study focuses on indicators such as cybercriminal motivation, attitude towards crime, risk perception, and moral disengagement. Cybercriminal motivation is the driving force behind students' involvement in cybercrimes, which can stem from a desire for monetary gain, retribution, or the sheer thrill of the challenge<sup>7</sup>. Grasping the motivations that propel individuals toward contemplating cybercrimes holds vital significance for both prevention and law enforcement endeavours<sup>7</sup>.

Attitude toward crime encapsulates an individual's general beliefs and sentiments concerning criminal behaviour<sup>8</sup>. Those harbouring a more positive attitude toward crime are predisposed to engage in various forms of criminal activities, including cybercrimes. Within the area of Cybercrime Intentions, an individual's stance on cybercrimes, encompassing their views on the acceptability and justifiability of such actions, plays an important role in shaping their intentions<sup>7</sup>. An examination of these attitudes offers insights into the ethical and moral dimensions surrounding cybercrimes.

Risk perception constitutes an individual's evaluation of the likelihood of detection and subsequent punishment for committing a criminal act. Those perceiving a low risk of being apprehended and penalized are more inclined to commit crimes, including cybercrimes. Risk perception involves an individual's appraisal of the chances of being caught and the severity of potential repercussions<sup>8</sup>. A heightened perception of risk can serve as a deterrent against individuals venturing into cybercriminal activities.

Moral disengagement signifies a cognitive process by which individuals rationalise and legitimise their unethical conduct<sup>9</sup>. Cybercriminals may employ moral disengagement mechanisms to distance themselves from the ethical ramifications of their deeds, often

convincing themselves that the victim somehow deserves their fate, that no real harm is inflicted, or that the act is not truly wrongful<sup>9</sup>. Moral disengagement entails cognitive strategies employed by individuals to justify their unethical behaviours, encompassing cybercrimes<sup>9</sup>. Scrutinising the phenomenon of moral disengagement is important for unveiling the cognitive mechanisms individuals employ to separate themselves from the ethical implications of their actions.

Gender and socioeconomic status are two major important factors that can shape cybercrime intentions<sup>11</sup>. The importance of investigating the gender dimension within the context of cybercrime intentions, lies in understanding how differences in socialisation, access to technology, and economic opportunities influence individuals' likelihood of engaging in cyber-related offences<sup>9</sup>. This gender divide, substantiates that male students tend to be more inclined toward cybercrime intentions compared to their female counterparts<sup>9</sup>. These findings align with a broader body of research in the field of criminology and cybersecurity, which has consistently shown variations in delinquent and criminal behaviour based on gender<sup>10</sup>.

Women face online harassment, stalking, and revenge porn, while men are targeted for financial scams<sup>12</sup>. Lower income individuals often lack resources for protection, while the wealthy, despite having more, remain attractive targets due to their perceived wealth and data. The gender gap in technology access makes women more susceptible<sup>12</sup>. Limited digital literacy and lack of cybersecurity education leave many vulnerable<sup>12</sup>. Understanding these gender-based variations in cybercrime intentions is essential for devising tailored prevention and intervention strategies. It allows for the development of initiatives that cater to the specific needs and inclinations of male and female students, ultimately contributing to a more

nuanced approach to cybersecurity education and awareness. Such insights can also inform policy development and law enforcement efforts, acknowledging that gender plays a crucial role in shaping the landscape of cybercrimes<sup>10</sup>. Cybercrime intentions among college students represent a multifaceted issue influenced by several interconnected factors. It is imperative to comprehend these dynamics to create targeted interventions and strategies that account for potential disparities in cybercrime intentions within distinct socioeconomic groups<sup>11</sup>.

The socioeconomic backgrounds of one's peers exert a considerable influence on behaviour, particularly regarding the propensity for cybercrime<sup>11</sup>. College students often form tight-knit social circles, where peer influence significantly impacts attitudes and behaviours related to cybercrime. For instance, students from lower socioeconomic status (SES) backgrounds may be more susceptible to engaging in cybercriminal activities if their peers are involved in such behaviours. This connection highlights the importance of understanding how social dynamics can shape individual choices, as numerous studies underscore the important role of peer influence in shaping various deviant behaviours, including engagement in cybercrimes.

Building on this idea, financial circumstances also play a key role in shaping college students' likelihood of harboring cybercrime intentions<sup>12</sup>. Those grappling with financial hardships may view cybercrime as a means to augment their income or alleviate financial stress<sup>12</sup>. This perspective illustrates how economic struggles can drive individuals to contemplate cybercrime as a viable solution to their financial challenges, thereby linking financial instability directly to the inclination toward criminal behaviour. As such, the

interplay between peer influence and financial circumstances creates a fertile ground for cybercrime intentions to flourish.

The income level of a student's parents significantly impacts their access to resources and opportunities, further connecting socioeconomic factors to cybercrime intentions<sup>12</sup>. Students from families with lower incomes often confront financial constraints that make cybercrime appear more appealing as a source of income or entertainment<sup>12</sup>. This relationship underscores how parental income indirectly influences cybercrime intentions by shaping the economic context and stressors experienced by students. Thus, the financial backdrop provided by parents is crucial in understanding why some students might resort to cybercrime.

Parental educational attainment plays a fundamental role in shaping a student's exposure to digital technologies and their understanding of the legal and ethical dimensions of cybercrime<sup>13</sup>. Students whose parents possess higher educational levels are likely to receive more guidance and awareness regarding responsible online behaviour, which can diminish their cybercrime intentions<sup>13</sup>. This further emphasises the interconnectedness of parental influence and individual behaviour, as students with less-educated parents may lack such guidance, leading to an increased risk of engaging in cybercrime.

The occupational status of a student's family also exerts an influence on their cybercrime intentions, creating another layer of interconnectedness among these socioeconomic factors. Parents with stable, high-status occupations can provide a more supportive and economically secure environment, thereby reducing the likelihood that their children will consider cybercrime as a means of financial gain<sup>13</sup>. Conversely, students from families with lower occupational status may face increased economic stressors, which can

heighten their susceptibility to cybercrime intentions. Finally, the geographical location of a school is a key factor that may influence students' propensity towards cybercrime. Rural institutions are often characterised by limited access to stable internet services and reduced global exposure, may exhibit distinct patterns of cybercrime compared to their urban counterparts.

The school location in term of the rural or urban context of an institution influences digital exposure, peer interaction, and the degree of supervision. Increased technological access and heightened social pressure to engage online may render urban students more susceptible to cyber misconduct<sup>11</sup>. In contrast, rural students may experience reduced exposure but demonstrate lower levels of cyber awareness<sup>11</sup>. Thus, future educators should be prepared to exemplify ethical digital citizenship and responsible online conduct.

Researchers have examined individual factors and cybercrime awareness levels among individuals and groups.<sup>2,5,6,11</sup> Research on cybercrime intents, particularly at Nigerian colleges of education, has been limited in scope such as understanding the underlying factors that motivate students to commit cybercrime and the dynamics of indicators like prevalence, motivation, attitude towards crime, risk perception, and moral disengagement. School location as a moderating element made the study unique. To fill this gap, this study investigated gender, socioeconomic status, and cybercrime intentions among Southwest Nigerian college students studying social studies.

## **1.2. Statement of the Problem**

Cybercrime is a growing global problem, with Nigeria losing over ₦5,250 billion ( \$3.5 billion) to cybercrime in 2021, ranking it as the third most affected country<sup>16</sup>. Nigeria's cybercrime intentions rate is at 27.3%, significantly higher than the global average of 15.4%<sup>16</sup>. This issue over time, has increasingly become a prominent focus for students, diverting their attention from their core educational objectives. This diversion has the potential to hinder the development of students as responsible citizens with positive moral values, thereby impeding their contributions to society and the nation's overall educational goals. The prevalence of cybercrime intention incidents exacerbates this issue, deterring attention from scholarly growth and morality. Cybercrime intentions, if left unchecked, can lead to substantial negative consequences for society. Researchers have focused on isolated factors and the assessment of awareness related to cybercrime habits such as levels of awareness among individuals and groups. There are few studies in the area of cybercrime intentions, especially within the unique educational setting of Nigerian colleges of education. This gap involves a more comprehensive investigation into the core factors that drive students' intentions towards cybercrime. The few of the previous studies adequately explore the interaction of various antecedents that drive these intentions, such as the prevalence of cybercrime, the motivations underlying cybercriminal behaviour, crime perceptions, risk assessment, and moral disengagement. Moreover, school location as a moderating variable added to the uniqueness of this study, adding more originality and distinctive merits to it. Therefore, this study investigated gender, socioeconomic status, and cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria.

### **1.3. Aim and Objectives of the Study**

This study investigated gender, socioeconomic status and cybercrime intentions among social studies students in Colleges of Education, Southwest, Nigeria. The specific objectives were to:

- i. ascertain the most prevalence cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria;
- ii. assess the relationship between gender and cybercrime intentions among social studies students in Colleges of Education, Southwest Nigeria;
- iii. examine the level of socioeconomic status (peer influence, economic situation, parental income level, parental educational level and occupational status) among social studies students in Colleges of Education, Southwest, Nigeria;
- iv. determine the joint influence of gender (male and female), and socioeconomic status (peer influence, economic situation, parental income level, parental educational level and occupational status) on cybercrime intentions (cybercriminal motivation, attitude towards, crime risk perception, and moral disengagement) among social studies students in Colleges of Education, Southwest, Nigeria;
- v. determine the relative influence of gender (male and female) and socioeconomic status (peer influence, economic situation, parental income level, parental educational level and occupational status) on cybercrime intentions (cybercriminal motivation, attitude towards, crime risk perception, and moral disengagement) among social studies students in Colleges of Education, Southwest, Nigeria;
- vi. determine the difference in the cybercrime intentions of social studies students in college of education and school location in Southwest, Nigeria.

#### **1.4. Research Questions**

1. What is the most prevalent of cybercrime intentions among social studies students enrolled in Colleges of Education in Southwest, Nigeria?
2. What is the relationship between gender and cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria?
3. What is the level of socioeconomic status among social studies students in Colleges of Education in Southwest, Nigeria?

### **1.5 Hypotheses**

**H<sub>01</sub>:** There will be no significant joint influence of gender and socioeconomic status on cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria.

**H<sub>02</sub>:** There will be no significant relative influence of gender and socioeconomic status on cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria.

**H<sub>03</sub>:** There will be no significant difference in the cybercrime intentions of social studies students and school location in Colleges of Education in Southwest, Nigeria.

### **1.6. Significance of the Study**

This study would be of benefits to many stakeholders such as researchers in the fields of criminology, sociology, psychology, education, institutions of higher learning, especially colleges and universities, governmental organizations and policymakers, law enforcement entities, students and their guardians, society as a whole, nongovernmental organizations concerned with cybersecurity, digital literacy, and youth development, the wider academic community, and the international community involved in the prevention of cybercrime and in the promotion of digital safety.

Criminologists, sociologists, psychologists, and educators would benefit from a better understanding of the prevalence of cybercrime and how gender and socioeconomic status influence the cybercrime intentions of students. This understanding would help to shape future research directions to become more focused and streamlined in the discipline. The interdisciplinary nature would provide scholars with an opportunity to develop a far more sophisticated understanding of the dynamics of cybercrime, facilitate greater cooperation among different disciplines, and perhaps help to uncover new avenues for investigation and intervention.

Higher education institutions, particularly colleges and universities, would gain valuable data to develop targeted educational programmes and interventions with the understanding of the factors contributing to cybercrime intentions among their student populations, these institutions would be able to create safer digital learning environments and implement more effective prevention strategies. This would help them to also develop appropriate strategies for specific student demographics to minimise cybercrime incidents on campus and help establish a more positive and safe academic environment. Moreover, the findings of this study when revealed to the institutions can be included in their curriculum to significantly improve the digital literacy and ethical online behaviour of their students.

The findings from this study would be of benefits to government institutions and policymakers in formulating evidence-based cybercrime prevention policies and practicing online responsibility among college students. In this respect, they would be able to identify better ways to enhance institutional and national cybersecurity measures. Taking into consideration the underlying factors explaining intentions to commit cybercrime, these stakeholders would be able to further draft more focused policies with greater impacts that

would help to bring down the rates of cybercrime at a national level. Moreover, the findings of this study would reveal issues that would guide the distribution of resources dedicated to cybercrime prevention and educational programmes, thereby ensuring that taxpayer money is utilized effectively to tackle this escalating issue.

### **1.7. Scope of the Study**

This study investigated gender, socioeconomic status and cybercrime intentions among social studies students in Colleges of Education in Southwest, Nigeria. The variables scope of this study were gender and socioeconomic status as independent variables and cybercrime intentions as the dependent variable. Gender, as an independent variable, was measured dichotomously as male and female while Socioeconomic status, which is the second independent variable, was measured with peer influence, economic situation, parental income level, parental educational level, and occupational status as indices. The dependent variable was cybercrime intentions which was measured with cybercriminal motivation, attitude towards crime, risk perception, and moral disengagement as indices.

This study geographical scope encompasses six states in the Southwest region of Nigeria: Oyo, Osun, Ogun, Ekiti, Ondo and Lagos. This selection provides a diverse institutional landscape, including Federal, State, and Private Colleges of Education, thereby enhancing the representativeness and generalizability of the findings. However, it is worth noting that only three of the six states, Oyo, Osun, and Ogun, have all three types of colleges: federal, state, and private. In contrast, Ekiti and Lagos lacks private colleges, and Ondo has no state college of education. Thus, only three states were considered for the population of this study.

For the methodology scope this study respondents comprised all 200-level Social Studies students enrolled in the nine (9) Colleges of Education across the Southwest States of Nigeria, totaling 1,439 students. The purposive sampling technique was adopted to select Nine colleges of education three each that is a federal, state, and private from only three selected state that have all the categories of colleges of education. Therefore, this study focused on all students from the qualifying colleges in these three states to ensure a straightforward and cohesive selection process.

### **1.8. Limitation of the Study**

One major limitation encountered during this study was the cold attitude displayed by some respondents. Many respondents were initially indifferent and showed little enthusiasm toward the research, which posed a challenge in securing their full cooperation. However, efforts were made to build trust and rapport, including working closely with familiar individuals within the institutions to serve as intermediaries.

Additionally, several respondents appeared to have a limited understanding of the study's purpose, which contributed to their lack of interest and willingness to engage meaningfully with the research instrument. The researcher guided them through the meaning and the purposes of the study. In some cases, respondents even expected monetary compensation before they were willing to complete the questionnaire, which presented ethical and logistical concerns. However, the researcher effectively managed these challenges by providing precise and straightforward explanations of the study's objective and academic relevance. These strategies encourage a more cooperative environment, thereby ensuring the successful administration and retrieval of the research instruments without compromising the integrity of the collected data.

## 1.9. Operational Definition of the Terms

The following definitions were given as used in this study:

**Cybercrime Intentions:** These refer to the cognitive and emotional inclinations that lead a student to consider engaging in cybercriminal activities. This study's cybercrime intentions encompass cybercriminal motivation, attitude towards crime, risk perception, and moral disengagement.

**Cybercriminal Motivation:** This denotes the underlying factors that drive a student's contemplation of cybercrime, including financial incentives, retaliation, or the excitement associated with the act.

**Attitude towards Crime:** This represents a student's general beliefs and perceptions regarding cybercrimes, including the extent to which they view such activities as acceptable or justifiable.

**Risk Perception:** This refers to a student's assessment of the likelihood of facing legal, social, or institutional consequences, such as detection, arrest, or punishment, for engaging in cybercrimes.

**Moral Disengagement:** This describes the cognitive strategies that allow a student to justify or rationalise involvement in cybercrime by minimising ethical concerns or detaching from moral responsibility.

**Gender:** This refers to the classification of students based on their identification as male or female within the context of social studies students in Colleges of Education in Southwest, Nigeria.

**Socioeconomic Status (SES):** This denotes a student's social and economic positioning, which influences access to resources, opportunities, and privileges. This study measured

socioeconomic status through peer influence, economic situation, parental income level, parental educational level, and occupational status.

**Peer Influence:** This refers to how the students interact in College of Education with their colleague that shape their attitudes and behaviours, particularly regarding cybercrime intentions.

**Economic Situation:** This encompasses the student's financial conditions, including factors such as personal income, economic stability, and financial constraints.

**Parental Income Level:** This refers to the financial earnings of a student's parents or guardians, indicating the family's economic resources and financial stability.

**Parental Educational Level:** This denotes the highest level of formal education attained by a student's parents or guardians.

**Occupational Status:** This reflects the employment status and professional engagement of a student's family members, contributing to the family's economic standing and potential access to technological resources.

**School Location:** This pertains to the educational environment in which students are enrolled, categorized in this study as urban and rural schools.

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## **Chapter Two**

### **Literature Review**

The necessary and relevant literatures were reviewed based on the following headings and subheadings:

#### **2.1 Conceptual Review**

##### 2.1.1 Cybercrime Intentions

###### 2.1.1.1 Cybercriminal Motivation

###### 2.1.1.2 Attitude towards Crime

###### 2.1.1.3 Risk Perception

###### 2.1.1.4 Moral Disengagement.

##### 2.1.2 Gender

##### 2.1.3 Socioeconomic Status (SES)

###### 2.1.3.1 Peer Influence

###### 2.1.3.2 Economic Situation

###### 2.1.3.3 Parental Income Level

###### 2.1.3.4 Parental Educational Level

###### 2.1.3.5 Occupational Status

##### 2.1.4 School Location

#### **2.2 Theoretical Framework**

##### 2.2.1 Social Learning Theory by Albert Bandura

##### 2.2.2 Feminist Criminology Theory by Kathleen Daly, Meda Chesney-Lind, and Carol Smart.

##### 2.2.3 Strain Theory (ST)

- 2.3            Review of Empirical Studies**
- 2.3.1        Gender and Cybercrime Intentions
- 2.3.2        Socioeconomic status (SES) and Cybercrime Intentions
- 2.3.3        Location and Cybercrime Intentions
- 2.4            Conceptual Model**
- 2.5            Summary of the Gap in Literature Reviewed**

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## **2.1 Conceptual Review**

### **2.1.1 Cybercrime Intentions**

Cybercrime has become a pervasive issue globally, with Nigeria being no exception<sup>1</sup>. As internet access and digital technologies continue to proliferate across the country, tertiary institution students are increasingly exposed to the opportunities and risks associated with cyberspace. These are the common factors of cybercrime intentions among the higher institution students in Nigeria<sup>1,2</sup>. The rapid expansion of cyberspace has fundamentally altered security dynamics for individuals, organizations, and nations. With an increasingly wide attack surface, cyberattacks have become a growing threat, now recognised as the sixth most high-impact global risk.

Understanding cybercrime intentions is paramount in our increasingly digitalized world. In an era where technology permeates nearly every aspect of daily life, the distinction between the physical and virtual realms is becoming increasingly blurred<sup>1</sup>. Consequently, the repercussions of cybercrimes extend far beyond the digital sphere, affecting individuals, businesses, and society at large. Therefore, delving into the intricacies of Cybercrime Intentions transcends mere academic curiosity; it becomes a critical imperative for safeguarding security, protecting privacy, and upholding ethical responsibility.

Cybercrime Intentions encompass a spectrum of psychological, social, and economic factors that influence an individual's inclination, motivation, or willingness to engage in cybercriminal activities<sup>3</sup>. These factors range from personal beliefs and attitudes towards cybercrimes to external influences such as peer pressure, economic circumstances, and perceptions of risk and reward.

In today's digital domain, where cyber threats are omnipresent and constantly evolving, a comprehensive understanding of cybercrime intentions is indispensable. It provides insights into the root causes of cybercriminal behaviour, enabling policymakers, law enforcement agencies, and cybersecurity experts to develop targeted interventions and countermeasures<sup>1</sup>. The advent of the internet and digital technologies has ushered in an era of unprecedented connectivity and innovation, revolutionizing the way we communicate, work, and interact with the world around us<sup>3</sup>. However, along with these advancements comes a dark underbelly: the proliferation of cybercrime. Cybercriminals exploit vulnerabilities in computer systems, networks, and human behaviour, leveraging the anonymity and reach of the internet to perpetrate a wide range of illicit activities<sup>1</sup>.

On a global scale, cybercrime presents a formidable and multifaceted challenge, transcending geographical borders and impacting individuals, businesses, and governments worldwide<sup>4</sup>. From financial fraud and identity theft to data breaches and cyber espionage, the threat landscape is vast and constantly evolving. As cybercriminals adapt and refine their tactics, staying one step ahead requires a comprehensive understanding of their motivations, techniques, and targets<sup>2</sup>. Vulnerable populations, including students, find themselves particularly susceptible to the allure of cybercrimes<sup>2</sup>. With easy access to digital devices and platforms, coupled with a natural curiosity about technology, students often navigate a complex landscape fraught with risks and uncertainties. Peer pressure, societal norms, and the allure of quick financial gains further compound these challenges, placing students at a unique crossroads where they may be both potential victims and perpetrators of cybercrimes<sup>5</sup>.

The cybercrime intentions of students become paramount for safeguarding their digital well-being<sup>4</sup>. With these insights into the underlying motivations, attitudes, and

behaviours driving cybercriminal activities, educators, policymakers, and cybersecurity, professionals can develop targeted interventions and preventive measures tailored to the needs of this vulnerable demographic. Empowering students with the knowledge, skills, and resources to navigate the digital world safely and responsibly is essential for mitigating the risks posed by cybercrimes and promoting a culture of digital citizenship and resilience<sup>4</sup>. It has become imperative to deeply examine what motivate and incline cybercrime intention among students across all segments of society and institutions<sup>5</sup>. Many factors may exert significant influence on individuals' predispositions towards cybercriminal activities such as gender, socioeconomic status<sup>3</sup>. The context of cybercrime intentions is paramount for crafting tailored interventions and nurturing a more secure digital landscape for everyone involved.

Gender dynamics, for instance, contribute to nuanced differences in attitudes and behaviours towards cybercrime<sup>6</sup>. Research suggested that males and females may exhibit divergent motivations and risk perceptions when it comes to engaging in illicit online activities<sup>5</sup>. Societal norms, cultural expectations, and gender stereotypes further shape individuals' perceptions of cybercrime, influencing their likelihood of involvement in such activities<sup>3</sup>. Exploring these gender-specific nuances, researchers can gain deeper insights into the underlying drivers of cybercrime intentions and develop targeted strategies to address them effectively.

Similarly, socioeconomic status emerges as a critical determinant of cybercrime intentions, reflecting the broader socio-economic disparities prevalent within society<sup>4</sup>. Individuals from lower socioeconomic backgrounds may be more susceptible to cybercrime due to limited access to educational and economic opportunities, heightened financial

pressures, and reduced social support networks. Conversely, individuals from privileged backgrounds may engage in cybercrime as a means of thrill-seeking or status enhancement, leveraging their resources and access to technology to perpetrate illicit activities<sup>7</sup>. Understanding the complex interplay between socioeconomic status and cybercrime intentions is essential for identifying at-risk populations and implementing interventions that address their unique needs and challenges.

Exploring the relationships between gender, socioeconomic status, and cybercrime intentions, researchers can uncover valuable insights that inform the design and implementation of targeted interventions<sup>2</sup>. These interventions may encompass educational programmes, policy reforms, and community-based initiatives aimed at promoting digital literacy, enhancing economic opportunities, and promoting a culture of ethical behaviour online. Ultimately, by addressing the underlying socio-economic determinants of cybercrime intentions, stakeholders can work towards creating a safer and more inclusive digital environment for individuals of all genders and socioeconomic backgrounds<sup>5,6</sup>.

This escalating threat has heightened the focus on digital crime investigation as cases involving cybercrime grow exponentially<sup>2</sup>. The vast amounts of data generated by both humans and devices pose a significant challenge for analysis, creating delays not only in digital forensics (DF) but also in any sector leveraging digital technologies<sup>1</sup>. This has underscored the critical need for machines capable of reasoning through large datasets, making data mining a process of discovering patterns and knowledge from extensive data an essential tool. However, incorporating domain knowledge during data mining is vital for extracting meaningful insights.

Intention recognition (IR) is a crucial process in which an observer (the recognising agent) becomes aware of the intentions of others (the intending agent)<sup>1</sup>. Simply put, the intending agent performs actions to achieve their intent, which then alter the environment. Observing these actions or the resulting state changes allows the recognising agent to predict the intending agent's intent. Heinze conceptualized IR at three levels: intentional behaviour, activity, and state. Yet, in reality, IR is complex, involving multiple agents, intentions, plans, hypotheses, observability levels, contexts, and more.

The concept of IR clarified who outlined a tripartite structure of recognition: activity, intent and plan<sup>1</sup>. Activity recognition involves processing input streams to identify and label patterns. Intent recognition builds on this by analysing these patterns to infer the agent's objectives. Plan recognition provides a comprehensive analysis, revealing the interconnections between various intents, offering a deep understanding of the agent's strategies.

Intention Recognition (IR) methodologies were applied across various fields, requiring a nuanced understanding of key constructs like intent, agents, environment, and recognition processes. In cybercrime, 'intent' refers to the attackers' objectives, 'agents' include both cybercriminals and the investigators observing them, and the 'environment' is the digital landscape of cyberspace<sup>2</sup>. The 'states' are the data footprints left by cybercriminal activities. The recognition process involves models designed to infer intent from observable actions and resultant state changes.

In the context of cybercrime, intent spans from deliberate malicious attacks to negligent actions due to lack of awareness. Agents include malicious actors, cybersecurity professionals, malicious software, and unwitting employees. Cyberspace, the environment,

comprises technological infrastructures, systems, platforms, and devices. Research into these dynamics has produced various models, enhancing the discourse on IR within digital forensics and cybersecurity.

Understanding the intent of cybercriminals is critical for investigating crimes from multiple perspectives<sup>3</sup>. It aids in discovering patterns and knowledge through data mining, clarifying relevant evidence and identifying other involved parties. Effective evidence gathering is crucial, especially for active offenses, to mitigate further harm using generated intelligence. IR also plays a vital role in prioritising exhibits for in-depth examination during investigations<sup>4</sup>. Addressing the vast data challenges inherent in DF, IR integrates into various solutions, enhancing the overall investigative process<sup>5</sup>. Understanding the factors that determine cybercrime intentions among tertiary institution students in Nigeria is essential for developing effective preventive strategies and interventions.

#### **2.1.1.1 Cybercriminal Motivation**

Cybercriminal motivation refers to the underlying reasons, incentives, and psychological factors that drive individuals to engage in illicit activities within cyberspace<sup>9</sup>. While the motivations of cybercriminals may vary significantly, they often revolve around achieving specific goals, gratifying psychological needs, or exploiting vulnerabilities in digital systems for personal gain or satisfaction. This essay explores the meaning of cybercriminal motivation and its relationship with cybercrime intentions among tertiary institution students in Nigeria, drawing on existing literature and empirical evidence.

Cybercriminal motivation encompasses a wide range of factors, including financial gain, ideological beliefs, thrill-seeking behaviour, revenge, and social recognition<sup>10</sup>. Financial motivations are among the most common drivers of cybercrime, as individuals seek

to profit from illegal activities such as fraud, identity theft, and online scams. The anonymity and global reach of the internet provide cybercriminals with lucrative opportunities to exploit unsuspecting victims and evade law enforcement detection. Moreover, ideological motivations play a significant role in shaping cybercriminal behaviour, particularly among hacktivist groups and politically motivated actors<sup>11</sup>. Hacktivists may engage in cybercrimes as a form of protest, activism, or retaliation against perceived injustices, government policies, or corporate practices<sup>12</sup>. Their actions are often driven by ideological beliefs, ethical principles, or a desire to challenge authority and effect social change through digital means.

Psychological factors such as thrill-seeking behaviour, curiosity, and peer influence can motivate individuals to engage in cybercrimes for the excitement, challenge, or sense of accomplishment they provide<sup>9</sup>. Some individuals may derive satisfaction from testing their technical skills, outsmarting security measures, or gaining recognition within online communities for their exploits<sup>11</sup>. The allure of cybercriminal activities lies in the anonymity, flexibility, and perceived low risk of detection associated with operating in virtual environments.

The relationship between cybercriminal motivation and cybercrime intentions among tertiary institution students in Nigeria is complex and multifaceted. While students may be motivated by similar factors as professional cybercriminals, such as financial gain or ideological beliefs, their intentions and behaviours are often influenced by contextual factors such as socio-economic status, peer dynamics, and access to technology<sup>10</sup>. For instance, students from low-income backgrounds may be more susceptible to financial motivations, as they seek to alleviate economic pressures or achieve material wealth through cybercrimes. Limited access to legitimate employment opportunities and socio-economic inequalities may

drive students to explore alternative avenues for generating income, including engaging in cybercriminal activities<sup>13</sup>.

Similarly, gender dynamics may intersect with cybercriminal motivation, shaping students' attitudes and behaviours towards cybercrimes. Research suggests that males are more likely to be motivated by thrill-seeking behaviour, peer influence, and technical challenges, whereas females may be driven by different factors such as social relationships, emotional gratification, or financial stability<sup>12</sup>. Moreover, the technological environment and exposure to online platforms play a crucial role in shaping cybercrime intentions among tertiary institution students. The prevalence of social media, online gaming, and virtual communities provides students with opportunities to interact with like-minded individuals, exchange information, and engage in cybercriminal activities. The normalisation and desensitization to cybercrimes within online communities may reinforce students' motivations and intentions to participate in illicit behaviours<sup>13</sup>.

Cybercriminal motivation is a complex phenomenon influenced by a myriad of factors, including financial incentives, ideological beliefs, psychological needs, and social dynamics. Understanding the motivations underlying cybercriminal behaviour is crucial for developing effective preventive strategies, interventions, and law enforcement responses to combat cybercrimes.

#### **2.1.1.2 Attitude Towards Crime**

Attitudes towards crime, including cybercrimes, play a significant role in shaping individuals' intentions and behaviours within society. Attitude towards crime refers to

individuals' perceptions, beliefs, and evaluations of criminal behaviours and their consequences. Attitudes are shaped by various factors, including socio-cultural influences, personal experiences, moral values, and media portrayals of crime<sup>14</sup>. Positive attitudes towards crime may manifest as approval, acceptance, or indifference towards illegal activities, while negative attitudes involve disapproval, condemnation, or fear of engaging in criminal behaviours. Moreover, attitudes towards crime can influence individuals' likelihood of engaging in criminal activities, as positive attitudes may lower inhibitions, rationalise illegal behaviours, and reduce perceived risks and consequences<sup>15</sup>. Negative attitudes towards crime may act as deterrents, promoting adherence to societal norms, moral standards, and legal regulations.

Attitudes towards cybercrime among tertiary institution students in Nigeria are influenced by various factors, including technological proficiency, ethical considerations, peer influence, and socio-economic status. Research suggests that students with advanced technical skills and knowledge in information and communication technologies (ICTs) may have more favourable attitudes towards cybercrimes, viewing them as opportunities for exploration, experimentation, or challenge<sup>14</sup>. Ethical considerations and moral values play a crucial role in shaping attitudes towards cybercrimes. Students who perceive cybercrimes as morally acceptable or justified may be more inclined to engage in illicit activities, rationalising their behaviours based on personal or situational factors.

Students with strong ethical convictions and a sense of social responsibility are less likely to endorse or participate in cybercrimes, prioritising integrity, honesty, and respect for others' rights and privacy. Furthermore, peer influence and social networks play a significant role in shaping attitudes towards cybercrimes among tertiary institution students. Students

may be exposed to cybercrime-related content, ideologies, and behaviours through interactions with peers, online communities, and social media platforms<sup>16</sup>. Positive reinforcement, normalisation, and social validation within peer groups may reinforce favourable attitudes towards cybercrimes, encouraging students to emulate or participate in illegal activities to gain acceptance or recognition.

The relationship between attitude towards crime and cybercrime intentions among tertiary institution students in Nigeria is complex and multifaceted. Attitudes towards crime, including cybercrimes, shape individuals' perceptions of the acceptability, legitimacy, and consequences of engaging in illegal activities within cyberspace<sup>15</sup>. Positive attitudes towards cybercrimes may lower students' moral inhibitions, increase their willingness to engage in illicit behaviours, and justify their actions based on perceived benefits or situational factors. Moreover, attitude towards crime influences individuals' risk perceptions and decision-making processes regarding cybercrimes. Students with positive attitudes towards cybercrimes may underestimate the potential risks, negative consequences, and legal sanctions associated with engaging in illegal activities online<sup>17</sup>. Students with negative attitudes towards cybercrimes are more likely to perceive them as risky, harmful, and socially unacceptable, thus exhibiting greater reluctance to participate in illegal behaviours.

The socioeconomic context and structural inequalities may mediate the relationship between attitude towards crime and cybercrime intentions among tertiary institution students. Students from marginalised or disadvantaged backgrounds may be more susceptible to endorsing positive attitudes towards cybercrimes due to economic hardships, limited opportunities, and perceived injustices<sup>15</sup>. Students from privileged or affluent backgrounds may exhibit more negative attitudes towards cybercrimes, reflecting their socio-economic

advantages, access to resources, and adherence to conventional norms and values. In conclusion, attitudes towards crime, including cybercrimes, significantly influence individuals' intentions and behaviours within cyberspace. Understanding the factors that shape attitudes towards cybercrimes among tertiary institution students in Nigeria is crucial for developing effective preventive strategies, interventions, and educational programmes aimed at promoting ethical behaviour, digital literacy, and responsible use of technology.

### **2.1.1.3 Risk Perception**

Risk perception refers to individuals' subjective evaluations of the likelihood and severity of potential risks associated with specific activities, behaviours, or situations<sup>18</sup>. It is influenced by various factors, including cognitive biases, personal experiences, socio-cultural norms, and media representations of risk. Risk perception involves both cognitive and affective dimensions, encompassing rational assessments of probability and consequences, as well as emotional reactions such as fear, anxiety, or complacency. Moreover, risk perception is inherently subjective, varying across individuals and contexts based on their knowledge, beliefs, values, and socio-economic backgrounds<sup>19</sup>. While some risks may be objectively quantifiable and scientifically measurable, others are more subjective and influenced by factors such as familiarity, controllability, and voluntariness. Understanding how individuals perceive and interpret risks is essential for predicting and explaining their intentions and behaviours in diverse domains, including cybercrimes.

Students' perceptions of the risks associated with engaging in cybercrimes influence their decisions, attitudes, and behaviours within cyberspace<sup>18</sup>. Higher levels of risk perception may act as deterrents, discouraging students from participating in illegal activities due to concerns about potential negative consequences, such as legal sanctions, reputational

damage, or financial losses. Lower levels of risk perception may embolden students to engage in cybercrimes, as they perceive the benefits to outweigh the potential risks<sup>20</sup>. Factors such as anonymity, perceived impunity, and the perceived difficulty of detection may contribute to students' underestimation of the risks associated with cybercrimes, leading to increased intentions to engage in illicit behaviours.

Socio-economic factors and structural inequalities may influence students' risk perceptions and cybercrime intentions. Students from marginalised or disadvantaged backgrounds may perceive cybercrimes as viable options for addressing economic hardships or achieving socio-economic mobility, thus underestimating the risks and consequences associated with illegal activities<sup>19</sup>. Students from privileged or affluent backgrounds may exhibit higher levels of risk perception, reflecting their awareness of the potential repercussions and their adherence to conventional norms and values.

### **Factors Influencing Risk Perception**

Several factors influence risk perception and cybercrime intentions among tertiary institution students in Nigeria. Technological proficiency, exposure to cybercrime-related information, and personal experiences with online threats or Victimisation shape students' perceptions of the risks associated with engaging in cybercrimes<sup>18</sup>. Students with advanced technical skills and knowledge may have a better understanding of cyber threats and vulnerabilities, thus exhibiting higher levels of risk perception and caution.

Media portrayals of cybercrimes, sensationalised news coverage, and depictions of hackers and cybercriminals in popular culture influence students' perceptions of the risks and prevalence of cybercrimes. Exaggerated or distorted representations of cyber threats may

contribute to students' perceptions of cybercrimes as pervasive and severe, leading to heightened levels of risk perception and fear.

Peer influence, social networks, and online communities play a significant role in shaping students' risk perceptions and cybercrime intentions<sup>21</sup>. Students may be exposed to cybercrime-related content, discussions, and ideologies through interactions with peers, online forums, and social media platforms. Positive reinforcement, normalisation, and social validation within peer groups may reinforce students' perceptions of cybercrimes as acceptable or low-risk activities, thus influencing their intentions to engage in illicit behaviours.

### **Implications for Prevention and Intervention**

Understanding the factors that influence risk perception and cybercrime intentions among tertiary institution students in Nigeria is essential for developing effective preventive strategies, interventions, and educational programmes. Promoting digital literacy, cyber hygiene, and awareness of online threats can help students develop more accurate perceptions of the risks associated with engaging in cybercrimes<sup>20</sup>. Promoting ethical behaviour, moral reasoning, and critical thinking skills can empower students to make informed decisions and resist peer pressure to engage in illegal activities online.

Enhancing law enforcement efforts, cyber security measures, and regulatory frameworks can help deter cybercrimes and hold perpetrators accountable for their actions. Collaboration between educational institutions, government agencies, and private sector stakeholders is essential for addressing the underlying socio-economic factors and structural inequalities that contribute to students' risk perceptions and cybercrime intentions. In

conclusion, risk perception plays a crucial role in shaping cybercrime intentions among tertiary institution students in Nigeria.

#### **2.1.1.4 Moral Disengagement**

Moral disengagement refers to the psychological process through which individuals justify or rationalise unethical behaviours by selectively deactivating their moral self-regulatory mechanisms<sup>22</sup>. Moral disengagement involves cognitive mechanisms that enable individuals to distance themselves from the ethical implications of their actions, allowing them to engage in harmful or unethical behaviours without experiencing guilt or self-condemnation. According to Bandura's social cognitive theory, moral disengagement occurs through various cognitive processes, including moral justification, euphemistic labeling, displacement of responsibility, diffusion of responsibility, distortion of consequences, dehumanisation, and attribution of blame<sup>23</sup>. Moral disengagement enables individuals to reframe their actions in ways that mitigate or eliminate feelings of moral culpability, making it easier to engage in behaviours that conflict with societal norms, moral principles, or legal regulations. When individuals separate their actions from ethical consequences, they may justify or excuse unethical conduct. This process lowers psychological resistance to unethical behaviour.

The relationship between moral disengagement and cybercrime intentions among tertiary institution students in Nigeria is significant and multifaceted. Moral disengagement mechanisms may enable students to rationalise and justify their involvement in cybercrimes, despite recognising the unethical or illegal nature of their actions<sup>24</sup>. Selectively deactivating their moral self-regulatory mechanisms, students can distance themselves from the negative consequences of their behaviours, minimising feelings of guilt, shame, or remorse. For

instance, moral justification may involve framing cybercrimes as serving a higher purpose, such as financial gain, social recognition, or challenging authority. Students may justify their actions by emphasising the perceived benefits or mitigating circumstances, thus reducing their sense of moral responsibility for engaging in illegal activities online.

Euphemistic labeling allows students to reframe cybercrimes using neutral or sanitized language, minimising the moral stigma associated with their actions<sup>22</sup>. Terms such as "hacking" may be euphemised as "exploring vulnerabilities" or "testing security measures," thereby downplaying the harmful or illegal nature of cybercriminal activities. Additionally, displacement of responsibility and diffusion of responsibility mechanisms enable students to attribute their actions to external factors or collective entities, thus absolving themselves of personal accountability.<sup>25</sup> Students may blame their involvement in cybercrimes on peer pressure, societal norms, or systemic inequalities, shifting responsibility away from themselves and towards broader social or environmental factors.

### **Factors Influencing Moral Disengagement**

Several factors influence moral disengagement and cybercrime intentions among tertiary institution students in Nigeria. Technological proficiency, exposure to cybercrime-related content, and peer dynamics play significant roles in shaping students' moral disengagement mechanisms<sup>24</sup>. Students with advanced technical skills and knowledge may be more adept at rationalising and justifying their involvement in cybercrimes, using their expertise to evade detection or minimise the perceived harm caused by their actions.

Peer influence, social networks, and online communities provide avenues for normalising and reinforcing moral disengagement among students. Positive reinforcement, social validation, and conformity within peer groups may encourage students to adopt

morally disengaged attitudes and behaviours, thus facilitating their engagement in cybercrimes. Furthermore, socio-economic factors and structural inequalities may contribute to moral disengagement and cybercrime intentions among tertiary institution students. Students from marginalised or disadvantaged backgrounds may experience heightened pressure to engage in illegal activities online as a means of addressing economic hardships or achieving socio-economic mobility<sup>26</sup>. The perception of limited opportunities or systemic injustices may serve as justifications for morally disengaged behaviours, allowing students to rationalise their involvement in cybercrimes as necessary or justified given their circumstances.

Understanding the factors that influence moral disengagement and cybercrime intentions among tertiary institution students in Nigeria is essential for developing effective preventive strategies, interventions, and educational programmes. Promoting ethical behaviour, moral reasoning, and critical thinking skills can help students develop awareness of moral disengagement mechanisms and their implications for cybercrime<sup>24</sup>. Promotion of culture of ethical conduct and responsible digital citizenship, educational institutions can empower students to resist peer pressure and make informed decisions regarding their online behaviours.

Addressing underlying socio-economic factors and structural inequalities is crucial for mitigating moral disengagement and reducing cybercrime intentions among tertiary institution students<sup>22</sup>. Providing support services, economic opportunities, and social resources to students from marginalised or disadvantaged backgrounds can help alleviate the pressures that contribute to morally disengaged behaviours, thus reducing their susceptibility to engaging in cybercrimes. In conclusion, moral disengagement plays a significant role in

shaping cybercrime intentions among tertiary institution students in Nigeria. The mechanisms of moral disengagement and addressing the factors that influence its occurrence, stakeholders can work towards creating a safer and more ethical online environment for all. Promoting ethical behaviour, digital literacy, and socio-economic empowerment can empower students to resist moral disengagement and make responsible choices regarding their online conduct.

### **2.1.2. Gender**

Gender differences in cybercrime intentions have been a subject of growing interest within the field of criminology and cyber security. Research suggests that gender plays a significant role in shaping individuals' attitudes, behaviours, and motivations towards cybercrimes<sup>27&28</sup>. While males are often overrepresented in cybercrime statistics, the relationship between gender and cybercrime intentions is complex and multifaceted.

Several studies have found that males tend to exhibit higher levels of cybercrime intentions compared to females<sup>27</sup>. This gender disparity in cybercrime intentions may be attributed to various factors, including socialisation, gender roles, and differential access to technology. Traditional gender norms that emphasise risk-taking behaviour, assertiveness, and technical proficiency may contribute to higher levels of cybercrime intentions among. Moreover, societal expectations regarding masculinity and competitiveness may drive males to seek out challenges, recognition, and status within online communities, thus increasing their propensity to engage in cybercrimes.

Females may exhibit lower levels of cybercrime intentions due to factors such as socialisation, risk aversion, and differential access to technology<sup>28</sup>. Research suggests that females are socialised to prioritise interpersonal relationships, emotional expression, and

caretaking roles, which may shape their attitudes and behaviours towards technology and cybercrimes. Additionally, females may face barriers to accessing and mastering ICT-related skills, limiting their involvement in sophisticated cybercrimes that require technical expertise.

However, it is essential to recognise that gender differences in cybercrime intentions are not solely determined by biological or innate factors but are also influenced by socio-cultural, economic, and environmental factors<sup>29</sup>. Structural inequalities, socio-economic status, and access to resources may intersect with gender dynamics to shape individuals' opportunities and motivations for engaging in cybercrimes. For example, females from disadvantaged backgrounds may be more susceptible to involvement in cybercrimes as a means of addressing economic hardships or gaining recognition within their peer groups. Males from privileged backgrounds may exhibit higher levels of cybercrime intentions due to their access to resources, opportunities, and social networks that facilitate their engagement in illegal activities online.

Gender plays a significant role in shaping cybercrime intentions among individuals, with males typically exhibiting higher levels of intention compared to females<sup>27</sup>. Understanding the complex interplay between gender dynamics, socio-economic factors, and access to technology is crucial for developing targeted interventions and educational programmes aimed at preventing cybercrimes and promoting responsible online behaviour.

### **2.1.3 Socioeconomic Status (SES)**

Socioeconomic Status (SES) is a construct that encompasses an individual's or a family's social and economic standing within society. It is often measured by indicators such as income, education, occupation, and wealth. These factors are interrelated and collectively

influence an individual's access to resources, opportunities, and quality of life<sup>30</sup>. SES significantly influences cybercrime intentions among individuals, with socio-economic disparities shaping individuals' motivations, opportunities, and vulnerabilities within cyberspace.

One of the primary indicators of SES is income, which refers to the amount of money earned by an individual or household over a specified period. Income is crucial as it determines a family's purchasing power, access to basic necessities, and ability to invest in education and healthcare<sup>31</sup>. Higher income levels are generally associated with better health outcomes, as they enable individuals to afford healthier lifestyles, including nutritious food, healthcare services, and recreational activities. Education is another key component of SES and is often considered a pathway to socioeconomic mobility. Individuals with higher levels of education tend to have greater earning potential, job stability, and access to higher-status occupations<sup>30</sup>. Additionally, education fosters critical thinking skills, problem-solving abilities, and social networks, which can positively influence health behaviours and outcomes.

Occupational status reflects the prestige, autonomy, and income associated with a particular job or profession. Higher occupational status is linked to better health outcomes due to factors such as job security, workplace benefits, and opportunities for advancement<sup>32</sup>. Moreover, occupational status often determines access to employer-sponsored healthcare coverage, which can impact individuals' ability to seek timely medical care and preventive services. Wealth, or accumulated assets and savings, represents another dimension of SES that influences health disparities. Wealth provides a financial safety net during times of economic hardship and enables individuals to invest in homeownership, retirement savings, and other assets that generate long-term stability and security<sup>32</sup>. Disparities in wealth

perpetuate inequalities in access to quality education, healthcare, and housing, contributing to persistent socioeconomic disparities in health outcomes.

Socioeconomic Status (SES) is a critical determinant of individuals' opportunities, resources, and outcomes within society. Research suggests that SES plays a significant role in shaping various aspects of human behaviour, including attitudes, aspirations, and behaviours related to cybercrimes. SES encompasses multiple dimensions, including income, education, occupation, and access to resources, which collectively influence individuals' socio-economic position and life chances<sup>33</sup>. Several studies have examined the relationship between SES and cybercrime intentions, highlighting the impact of socio-economic disparities on individuals' motivations, opportunities, and vulnerabilities within cyberspace. Individuals from lower SES backgrounds may be more susceptible to engaging in cybercrimes as a means of addressing economic hardships, limited opportunities, and perceived inequalities. The digital divide, characterised by unequal access to information and communication technologies (ICTs), exacerbates socio-economic disparities and may contribute to higher levels of cybercrime intentions among individuals with lower SES.

Socioeconomic Status (SES) influences individuals' access to educational opportunities, technical skills, and digital literacy, which are essential factors in shaping cybercrime intentions<sup>32</sup>. Students from lower SES backgrounds may have limited access to quality education, ICT resources, and training programmes, thus impeding their ability to develop the necessary skills and knowledge to navigate cyberspace safely and responsibly<sup>33</sup>. Consequently, these students may be more susceptible to engaging in cybercrimes as a way of compensating for their socio-economic disadvantages or gaining recognition within online communities<sup>34</sup>.

However, it is essential to recognise that the relationship between SES and cybercrime intentions is not deterministic and may vary depending on individual circumstances, contextual factors, and cultural norms. While individuals from lower SES backgrounds may face unique socio-economic challenges that increase their vulnerability to cybercrimes, those from higher SES backgrounds are not immune to involvement in illegal activities online. Research suggests that individuals from privileged backgrounds may engage in cybercrimes for different reasons, such as thrill-seeking behaviour, peer influence, or social status, highlighting the complex interplay between socio-economic factors and cybercrime intentions.

#### **2.1.3.1 Peer Influence**

Peer influence refers to the impact that individuals' social networks, particularly their friends and peers, have on their attitudes, behaviours, and decision-making processes. This influence can be both positive and negative, shaping various aspects of individuals' lives from adolescence through adulthood<sup>34</sup>. During adolescence, peer influence tends to be particularly pronounced as adolescents navigate the complexities of identity development, social acceptance, and conformity.

Positive peer influence can promote healthy behaviours, such as academic achievement, prosocial behaviour, and positive health practices. Adolescents often model their friends' behaviours and attitudes, leading to the adoption of similar habits and values<sup>35</sup>. For example, having friends who prioritise academic success and engage in studying may motivate adolescents to invest more effort into their schoolwork and strive for academic excellence. Similarly, peers who engage in prosocial activities, such as volunteering or

community service, may encourage their friends to participate in such activities, promoting a sense of altruism and civic engagement within the peer group.

However, peer influence can also have negative consequences, particularly when individuals are exposed to risky or deviant behaviours within their social networks. Adolescents may be susceptible to peer pressure to engage in substance use, delinquent behaviour, or risky sexual activity, especially when they perceive such behaviours as normative or socially desirable within their peer group<sup>36</sup>. Peer influence on risk-taking behaviours can be further exacerbated by factors such as peer rejection, low self-esteem, and a desire for social acceptance.

Despite the potential negative effects of peer influence, interventions aimed at harnessing the power of peer networks can be effective in promoting positive behaviour change and reducing risky behaviours among adolescents. Peer-led interventions, peer mentoring programmes, and peer support groups have been shown to be effective in promoting health promotion, academic success, and social-emotional well-being among youth<sup>34</sup>.

Peer influence is a powerful determinant of individuals' attitudes, behaviours, and decision-making processes, including those related to cybercrime intentions. Research indicates that peers play a significant role in shaping individuals' perceptions of social norms, values, and behaviours within their peer groups and social networks<sup>32</sup>. Peer influence operates through various mechanisms, including social reinforcement, modelling, conformity, and social comparison, which contribute to the transmission and diffusion of attitudes and behaviours among peers.

Studies have consistently found that peer influence influences cybercrime intentions among individuals, particularly during adolescence and young adulthood when peer relationships are most salient. Individuals may be influenced by their peers' attitudes, beliefs, and behaviours regarding cybercrimes, leading to the adoption and normalisation of illicit activities within peer groups. Positive reinforcement, social validation, and conformity within peer networks may reinforce cybercrime intentions among individuals, encouraging them to emulate or participate in illegal behaviours to gain acceptance or recognition<sup>35</sup>.

Social networks, online communities, and virtual peer groups provide fertile grounds for the exchange of cybercrime-related content, ideologies, and behaviours. Individuals may be exposed to peer influence through interactions with like-minded individuals, discussions in online forums, and social media platforms, which facilitate the dissemination and reinforcement of attitudes and behaviours related to cybercrimes. The normalisation and desensitization to cybercrimes within peer networks may further reinforce individuals' intentions to engage in illicit activities online, as they perceive such behaviours as acceptable or low-risk within their social context. However, it is essential to recognise that peer influence is not inherently negative and can also promote positive behaviours and attitudes towards cybersecurity<sup>35</sup>. Peers can serve as sources of support, guidance, and encouragement for individuals to adopt ethical behaviour, digital literacy, and responsible use of technology. Peer-led interventions, educational programmes, and awareness campaigns can leverage peer influence to promote cyber security awareness, empower individuals to resist peer pressure, and foster a culture of ethical conduct within peer groups.

Peer influence significantly influences cybercrime intentions among individuals, shaping their attitudes, behaviours, and decision-making processes within peer groups and

social networks. Understanding the mechanisms of peer influence and its implications for cybercrime prevention and intervention is crucial for developing effective strategies to promote responsible online behaviour and digital citizenship<sup>36</sup>. Harnessing the positive aspects of peer influence and addressing negative influences within peer networks, stakeholders can work towards creating a safer and more secure digital environment for all.

### **2.1.3.2 Economic Situation**

The economic situation, encompassing factors such as unemployment, poverty, and income inequality, has profound implications for individuals' motivations, opportunities, and behaviours, including those related to cybercrime intentions. Research suggests that economic hardships and socio-economic inequalities can contribute to individuals' susceptibility to engaging in cybercrimes as a means of addressing financial pressures, achieving socio-economic mobility, or gaining recognition within online communities.

Unemployment, in particular, has been identified as a significant risk factor for cybercrime intentions, as individuals facing joblessness may turn to illegal activities online as a means of generating income or alleviating economic hardships<sup>37</sup>. The lack of legitimate employment opportunities and financial instability may drive individuals to explore alternative avenues for earning money, including engaging in cybercrimes such as online fraud, identity theft, or hacking. The anonymity and accessibility of the internet provide fertile grounds for individuals to exploit vulnerabilities in digital systems and target unsuspecting victims for financial gain.

Poverty and income inequality exacerbate individuals' vulnerability to engaging in cybercrimes, as those from marginalised or disadvantaged backgrounds may perceive illegal activities online as viable options for addressing their socio-economic disadvantages<sup>38</sup>. The

digital divide, characterised by unequal access to technology and digital resources, further perpetuates socio-economic inequalities and may limit individuals' opportunities for legitimate online participation. Consequently, individuals from economically disadvantaged backgrounds may be more susceptible to involvement in cybercrimes as a means of accessing resources, opportunities, and social networks that are otherwise inaccessible to them.

However, it is essential to recognise that the relationship between the economic situation and cybercrime intentions is complex and multifaceted, influenced by various contextual factors and individual characteristics<sup>37</sup>. While economic hardships may increase individuals' susceptibility to engaging in cybercrimes, not all individuals facing financial difficulties resort to illegal activities online. Individual differences in resilience, coping strategies, and moral values play significant roles in shaping individuals' responses to economic challenges and their decisions regarding cybercrime involvement.

The economic situation significantly influences cybercrime intentions among individuals, with unemployment, poverty, and income inequality contributing to heightened susceptibility to engaging in illegal activities online<sup>38</sup>. Addressing underlying socio-economic disparities, promoting economic opportunities, and providing support services to individuals facing financial hardships are essential for preventing cybercrimes and promoting responsible online behaviour.

### **2.1.3.3 Parental Income Level**

Parental income level, as a component of socioeconomic status, is a significant factor influencing individuals' opportunities, resources, and behaviours, including their propensity towards cybercrime intentions. Research indicates that parental income level serves as a

proxy for the economic resources available to individuals during their formative years and adolescence, shaping their access to education, technology, and social networks.

Individuals from low-income households may face unique socio-economic challenges that increase their vulnerability to engaging in cybercrimes. Limited financial resources may restrict access to quality education, digital devices, and internet connectivity, thereby hindering individuals' opportunities for legitimate online participation and skill development<sup>39</sup>. As a result, individuals from low-income families may perceive cybercrimes as alternative means of accessing resources, opportunities, and social networks that are otherwise inaccessible to them.

Parental income level influences individuals' exposure to risk factors and protective factors associated with cybercrime intentions. Research suggests that individuals from low-income households may be more susceptible to peer influence, societal pressures, and environmental stressors that increase their likelihood of engaging in illegal activities online<sup>40</sup>. Economic hardships, financial instability, and familial stress may exacerbate individuals' vulnerability to cybercrimes, as they seek out opportunities for financial gain, social recognition, or emotional gratification within cyberspace.

Individuals from higher-income households may have greater access to resources, opportunities, and support networks that mitigate their susceptibility to engaging in cybercrimes. Higher levels of parental income may facilitate access to quality education, extracurricular activities, and positive role models, which promote healthy development, resilience, and adaptive coping strategies.<sup>39</sup> Additionally, individuals from higher-income families may benefit from greater parental involvement, supervision, and support, which

protect against involvement in illegal activities online and promote responsible digital citizenship.

However, it is essential to recognise that the relationship between parental income level and cybercrime intentions is not deterministic and may vary depending on individual circumstances, contextual factors, and cultural norms. While individuals from low-income households may face socio-economic disadvantages that increase their vulnerability to engaging in cybercrimes, those from higher-income families are not immune to involvement in illegal activities online<sup>41</sup>. Individual differences in resilience, coping strategies, and moral values play significant roles in shaping individuals' responses to economic challenges and their decisions regarding cybercrime involvement. Parental income level significantly influences cybercrime intentions among individuals, with low-income households facing greater susceptibility to engaging in illegal activities online.

#### **2.1.3.4 Parental Educational Level**

Parental educational level refers to the highest level of education attained by a child's parents or primary caregivers. It is a significant socio-demographic factor that can influence various aspects of a child's development, including academic achievement, cognitive development, socio-economic status, and future opportunities.<sup>42</sup> Research consistently demonstrates a strong positive correlation between parental educational level and children's educational outcomes. Parents with higher levels of education tend to provide a more stimulating home environment, including access to books, educational materials, and intellectual stimulation, which can foster early cognitive development and school readiness. Additionally, educated parents are more likely to value education, set high academic expectations for their children, and actively support their learning and educational pursuits.

Parental educational level is associated with socio-economic status, as higher levels of education often lead to better job opportunities, higher incomes, and greater financial stability<sup>43</sup>. Children from socio-economically advantaged families are more likely to have access to resources such as quality schools, extracurricular activities, and enrichment programmes, which can contribute to their academic success and overall well-being. Children of parents with lower educational levels may face socio-economic disadvantages that hinder their educational attainment and future prospects. Limited access to educational resources, financial constraints, and environmental stressors may negatively impact their academic performance, aspirations, and socio-economic mobility.

Despite the strong influence of parental educational level on children's outcomes, it is essential to recognise that other factors, such as parental involvement, family structure, and community support, also play crucial roles in shaping children's development and academic success. Moreover, interventions aimed at promoting educational equity and reducing disparities should target not only individual families but also address systemic barriers and inequalities within educational systems and society at large<sup>44</sup>. In conclusion, parental educational level is a critical determinant of children's educational outcomes and socio-economic well-being. Higher levels of parental education are associated with better academic achievement, socio-economic status, and future opportunities for children. Understanding the influence of parental educational level can inform efforts to support families, improve educational systems, and promote educational equity for all children.

#### **2.1.3.5 Occupational Status**

Occupational status refers to the prestige, social standing, and level of authority associated with a particular job or profession within society. It is a key component of

socioeconomic status (SES) and reflects the relative position of individuals in the occupational hierarchy based on factors such as income, education, skills, and job responsibilities<sup>45</sup>. Occupational status is often measured using standardised scales or classification systems that assign numerical scores or rankings to different occupations based on their perceived level of prestige or social esteem. These scales typically consider factors such as the level of education or training required for the job, the degree of autonomy and decision-making authority, and the income or salary associated with the position.

Higher occupational status is typically associated with occupations that require advanced education, specialised skills, and professional qualifications, such as doctors, lawyers, engineers, and executives<sup>46</sup>. These occupations often offer higher salaries, greater job security, and opportunities for career advancement, reflecting their elevated social standing and perceived importance within society. Occupations with lower occupational status are often characterised by lower levels of education or training, less autonomy and decision-making authority, and lower salaries or wages. Examples of lower-status occupations may include manual labourers, service workers, and clerical or administrative support staff. Individuals in these occupations may experience lower levels of job satisfaction, financial security, and social recognition compared to those in higher-status positions.

Occupational status has significant implications for individuals' well-being, life opportunities, and social mobility. Higher occupational status is associated with better health outcomes, higher incomes, and greater access to resources such as healthcare, education, and housing<sup>45</sup>. Moreover, occupational status often shapes individuals' social networks, lifestyles, and social identities, influencing their sense of self-worth and social integration within society. Understanding occupational status is essential for addressing social inequalities,

promoting economic mobility, and designing policies and interventions aimed at reducing disparities in access to opportunities and resources. Understanding the influence of occupational status on individuals' life chances and social experiences enables policymakers, researchers, and practitioners to promote more equitable and inclusive societies.

#### **2.1.4 School Location**

This is the geographic setting of the colleges of education where Social Studies students are enrolled within the southwestern region of Nigeria. This variable examines how the location of these educational institutions whether urban or rural might influence cybercrime intentions among students. The geographical setting of schools significantly impacts the kind of lifestyles flaunted on social media, in clubs, and at other social gatherings, which, in turn, entices students and influences their exposure to cybercrime activities<sup>46</sup>. Urban schools are situated in areas with advanced digital infrastructure and abundant resources. This environment not only increases students' exposure to cybercrime opportunities but also shapes their perceptions of cybercrime risks. Urban areas often showcase more affluent lifestyles, with students frequently exposed to images and narratives of wealth and success through social media, which can create a desire to emulate such lifestyles. The allure of lavish lifestyles depicted on social media, along with the ease of access to technology and the internet, can make urban students more susceptible to cybercrime intentions as they seek quick financial gains to match the opulence<sup>46</sup>.

Urban schools are situated in areas with advanced digital infrastructure and resources. This environment increases students' exposure to cybercrime opportunities and affects their perceptions of cybercrime risks<sup>46</sup>. Conversely, rural schools may face different challenges related to technological access and educational resources. These conditions can impact

students' engagement with digital technologies and their intentions regarding cybercrime. For instance, students in urban areas might have greater access to the internet and technology, which could both facilitate cybercrime activities and increase awareness of the associated risks and consequences. On the other hand, students in rural areas might have limited access to technology but could be influenced by the perceived affluence and success of their urban counterparts engaged in cybercrime. Understanding these dynamics is crucial for developing effective strategies to combat cybercrime in both urban and rural educational settings. This aspect of the study helps to contextualise the findings within the specific educational and regional environments of southwestern Nigeria, providing insights that can inform targeted interventions and policies to reduce cybercrime among students.

## **2.2 Theoretical Framework**

### **2.2.1 Social Learning Theory**

Social learning theory, conceptualized by psychologist Albert Bandura, posits that individuals acquire new behaviours through the observation of others<sup>47</sup>. This theory emphasises that learning is not solely the result of direct reinforcement but occurs within a social context, highlighting the cognitive processes involved in learning. Bandura identified four essential stages in the social learning process: attention, retention, initiation, and motor capability, alongside motivation<sup>47</sup>. These stages illustrate how individuals learn by observing the actions of others and the consequences of those actions, thereby integrating cognitive and social factors into the learning experience.

At its core, social learning theory underscores the significance of observational learning and modelling. It suggested that individuals are not passive recipients of information; rather, they actively engage with their environment and the behaviours exhibited by those

around them. This interaction shapes their understanding and influences their actions<sup>48</sup>. The theory has been widely applied across various disciplines, including education, psychology, and criminology, where it has been used to explain the development and perpetuation of deviant behaviours<sup>48</sup>. In essence, social learning theory provides a comprehensive framework for understanding how individuals learn from their social environments, emphasising the interplay between cognitive processes and social influences.

### **Relevance of Social Learning Theory**

One of the key contributions of Bandura's work is the recognition that internal mental states play a crucial role in the learning process. Unlike traditional behavioural theories that focus solely on conditioning, social learning theory incorporates cognitive elements such as attention, memory, and motivation. This perspective acknowledges that individuals can learn from observing others, even in the absence of direct reinforcement<sup>48,49</sup>. For instance, when individuals witness a peer receiving a reward for a specific behaviour, they are more likely to imitate that behaviour, demonstrating the impact of social observation on learning outcomes. Furthermore, the theory highlights the importance of the consequences of behaviour in shaping future actions. Actions that are positively reinforced tend to be repeated, while those that are punished are less likely to be imitated. This principle of reinforcement and punishment is fundamental to understanding how behaviours are acquired and maintained. Bandura's theory thus transcends the limitations of purely behavioural or cognitive frameworks, offering a more nuanced understanding of human behaviour that accounts for the complexities of social interactions<sup>49</sup>.

Social learning theory presents a robust framework for examining how individuals learn from their social environments through observation and imitation with the integration

of cognitive processes with social influences, Bandura's theory provides valuable insights into the mechanisms of learning and behaviour change<sup>48</sup>. Its applicability across diverse fields underscores its relevance in understanding human behaviour, particularly in contexts where social dynamics play a pivotal role. As researchers continue to explore the implications of social learning theory, its potential to inform interventions aimed at promoting positive behaviours and mitigating negative ones remains a critical area of inquiry.

Critics of social learning theory have raised concerns regarding the adequacy of empirical validation for the central mechanism of differential reinforcement<sup>50</sup>. It was argued that the nuances of how behaviours are reinforced through observation and modelling have not been sufficiently observed in various contexts. Despite these criticisms, proponents of the theory maintain that it meets several essential criteria for a robust theoretical framework. These criteria include logical consistency, scope, parsimony, testability, empirical validity, and practical usefulness. The ongoing debate highlights the need for further empirical investigation to solidify the foundational aspects of social learning theory while recognising its significant contributions to understanding human behaviour.

The application of social learning theory to explore the influences of gender, socioeconomic status, and cybercrime intentions among social studies students in colleges of education presents a compelling avenue for research. In terms of gender, social learning theory underscores the importance of observational learning in the formation of gender roles. Examining how students observe and imitate gender-specific behaviours related to cybercrime, researchers can uncover insights into the development of gendered attitudes and intentions. This exploration can illuminate the ways in which societal norms and expectations shape students' perceptions of acceptable behaviours in the context of cybercrime

Socioeconomic status also plays a critical role in the social learning process, as it influences individuals' exposure to various behaviours, including deviant ones. The theory posits that behaviours are learned through a combination of direct reinforcement, vicarious reinforcement, explicit instruction, and observation. Investigating how socioeconomic factors impact students' exposure to and reinforcement of cybercrime-related behaviours can yield valuable insights into the broader social dynamics at play. Understanding these influences can inform interventions aimed at reducing the likelihood of cybercrime engagement among students from diverse backgrounds.

Cybercrime intentions, a focal point of this research, are shaped significantly by the principles of social learning theory. Students learn new behaviours, including criminal ones, by observing others, particularly their peers. Analysing how students observe and imitate cybercrime-related behaviours, as well as the motivations that drive them to engage in or refrain from such activities, researchers can gain a deeper understanding of the development of cybercrime intentions. This exploration can reveal the complex interplay between social influences and individual decision-making processes.

Peer influence is another critical aspect of social learning theory that warrants attention. Students surrounded by peers who engage in or express favourable attitudes toward cybercrime may be more likely to develop similar intentions. The process of observational learning and social reinforcement can significantly shape students' perceptions and behaviours, highlighting the importance of peer dynamics in the context of cybercrime. Additionally, the location of the college of education can influence cybercrime intentions through social learning processes. Students attending institutions in areas with higher rates of cybercrime may be more exposed to role models who engage in such activities. This

exposure can increase the likelihood of students developing cybercrime intentions as they observe and imitate the behaviours of their peers and community members. In light of these factors, it becomes imperative for researchers to consider the implications of gender, socioeconomic status, peer influence, and school location when studying cybercrime intentions among social studies students. Applying social learning theory as a framework, researchers can examine how students' interactions with their peers and their environments shape their attitudes and intentions toward cybercrime. This comprehensive approach allows for a nuanced understanding of the intricate relationship between individual, social, and environmental factors that contribute to the development of cybercrime intentions among students in colleges of education.

Ultimately, anchoring this study within the framework of social learning theory not only enhances the understanding of cybercrime intentions but also provides insights that can inform educational policies and interventions aimed at promoting positive behaviours and reducing the likelihood of deviant actions among students. This research has the potential to contribute significantly to the existing body of knowledge in the field of social learning and its applications in contemporary issues such as cybercrime.

### **2.2.2 Feminist Criminology Theory**

Feminist criminology theory emerged as a response to the traditional male-centred perspectives dominating criminological discourse, seeking to understand the gendered nature of crime, victimisation, and criminal justice processes. Key pioneers of feminist criminology include Carol Smart, whose book *Women, Crime and Criminology* (1976) laid the foundations by challenging male-centred perspectives, Meda Chesney-Lind, who examined

the criminalisation of female delinquency, and Frances Heidensohn, who exposed the neglect of women in criminological research and advanced studies on gender and social control. Together, their contributions established feminist criminology as a critical lens for understanding crime and justice through the dimension of gender. Feminist criminologists argue that existing theories of crime fail to adequately account for the experiences and realities of women and other marginalised groups within the criminal justice system, highlighting the importance of gender, power dynamics, and intersectionality in shaping individuals' involvement in crime and victimisation. Feminist criminology theory provides a critical lens through which to examine the gendered nature of crime, victimisation, and criminal justice processes. Centring gender and intersectionality in the study of crime and justice enables feminist scholars to challenge traditional criminological perspectives and promote more inclusive, gender-sensitive frameworks for understanding and addressing crime and victimisation.

One of the central tenets of feminist criminology is the recognition of gender as a socially constructed category that intersects with other social identities, such as race, class, sexuality, and age, to shape individuals' experiences of crime and justice<sup>51</sup>. Feminist scholars critique traditional criminological theories, such as strain theory, social control theory, and rational choice theory, for their gender-neutral assumptions and failure to address the unique vulnerabilities, motivations, and experiences of women in relation to crime and victimisation.

Feminist criminology emphasises the importance of incorporating gendered analyses into the study of crime and justice, highlighting the ways in which patriarchal power structures and gender inequalities influence individuals' pathways into crime, their interactions with the criminal justice system, and the outcomes of these interactions. For

example, feminist scholars have highlighted the role of gendered socialisation processes, gendered division of labour, and gendered power dynamics in shaping women's involvement in different forms of crime, such as relational aggression, sex work, and survival crimes.

### **Relevance of Feminist Criminology Theory**

Feminist criminology theory remains highly relevant in contemporary discourse, offering valuable insights into the gendered dynamics of crime, victimisation, and criminal justice. Its relevance lies in its emphasis on challenging traditional criminological theories that overlook the experiences and realities of women and other marginalised groups within the criminal justice system. Gender and intersectionality centre on feminist criminology theory sheds light on the ways in which power dynamics, social inequalities, and cultural norms shape individuals' involvement in crime and their interactions with the criminal justice system.

One of the key strengths of feminist criminology theory is its ability to uncover hidden dimensions of crime and victimisation that traditional theories overlook with the gendered nature of crime highlights feminist scholars have drawn attention to forms of violence, exploitation, and discrimination that disproportionately affect women and other marginalised groups, such as intimate partner violence, sexual assault, and human trafficking<sup>52</sup>. This awareness has led to increased recognition and prioritization of gender-based violence within criminal justice policies and interventions.

Moreover, feminist criminology theory has contributed to the development of gender-sensitive approaches to crime prevention, victim support, and offender rehabilitation. Advocating for policies and practices that address the intersecting needs and vulnerabilities of women and other marginalised groups, feminist scholars have helped to improve access to

justice, support services, and resources for those affected by crime. Gender-responsive programming within the criminal justice system acknowledges the unique experiences and challenges faced by women offenders and victims, promoting more equitable and effective outcomes.

Feminist criminology theory is not without its criticisms. Some scholars argue that feminist perspectives tend to essentialise gender and overlook the diversity of women's experiences, particularly those from marginalised or minority backgrounds<sup>53</sup>. Critics also question the extent to which feminist theories can adequately explain male offending behaviour and the experiences of men within the criminal justice system. Additionally, there is ongoing debate within feminist criminology regarding the relative importance of gender compared to other social identities, such as race, class, and sexuality, in shaping individuals' experiences of crime and justice.

Furthermore, feminist criminology theory has been criticised for its limited attention to the role of agency and individual choice in criminal behaviour. While feminist perspectives emphasise the structural and systemic factors that contribute to crime and Victimization, some critics argue that this focus overlooks the agency of individuals and their capacity to make autonomous decisions<sup>52</sup>. There is a need for feminist criminology theory to strike a balance between recognising the impact of social structures and acknowledging individuals' agency and resilience in navigating their experiences of crime and justice.

In conclusion, feminist criminology theory remains a vital framework for understanding the gendered dynamics of crime, Victimization, and criminal justice. Its relevance lies in its ability to uncover hidden forms of violence and discrimination, promote gender-sensitive approaches to crime prevention and victim support, and challenge

traditional criminological perspectives. However, feminist criminology theory is not immune to criticism, and ongoing dialogue and debate are essential for its continued evolution and refinement in addressing the complexities of crime and justice in contemporary society.

### **2.2.3 Strain Theory (ST)**

Strain Theory was developed by Robert K. Merton in 1938. This theory posits that society sets culturally approved goals and socially structured means to achieve these goals<sup>54</sup>. When individuals are unable to attain these goals through legitimate means due to structural barriers, they experience strain or pressure, which may lead them to engage in deviant behaviours to achieve these goals. General Strain Theory posits that individuals engage in criminal behaviour as a response to experiencing strain or stressors in their lives. Unlike traditional strain theories, which focus primarily on economic strains such as poverty and unemployment, the theory expands the concept of strain to include a broader range of negative experiences, including failures to achieve positively valued goals, removal of positively valued stimuli, and presentation of negative stimuli.

The theory states that individuals experience strain when they perceive a discrepancy between their aspirations or expectations and their actual experiences. This strain can result from various sources, such as the failure to achieve educational or occupational goals, the loss of a significant relationship, or exposure to abusive or oppressive environments<sup>54</sup>. In response to strain, individuals may engage in coping mechanisms to alleviate or escape from the negative emotions associated with strain.

Strain theory identifies three main types of coping mechanisms through which individuals respond to strain: cognitive, emotional, and behavioural. Cognitive coping involves reframing or rationalising the stressful situation to reduce its perceived impact, such

as blaming others or minimising the importance of the strain. Emotional coping entails managing or regulating the negative emotions associated with strain, such as anger, frustration, or depression, through mechanisms such as substance abuse or self-harm. Behavioural coping involves taking action to address or alleviate the strain, which may include both adaptive and maladaptive behaviours, such as seeking social support, engaging in delinquent or criminal activities, or withdrawing from social interactions<sup>55</sup>.

From a criminological perspective, strain theory suggests that individuals may turn to criminal behaviour as a coping mechanism to alleviate the strain and negative emotions associated with their experiences. Criminal activities, such as theft, vandalism, or violence, may provide individuals with a sense of empowerment, revenge, or financial gain, thereby temporarily relieving the psychological distress caused by strain. Moreover, involvement in criminal activities may serve as a means of seeking social support, gaining social status, or asserting one's identity in environments where legitimate opportunities for achieving valued goals are limited or unavailable.

### **Relevance of Strain Theory**

One of the strengths of Strain Theory is its ability to account for the diverse range of strains experienced by individuals and the multiple pathways through which strain may lead to criminal behaviour. Unlike traditional strain theories, which focus exclusively on economic strains, GST recognises the importance of interpersonal, social, and environmental stressors in shaping individuals' responses to strain, with the expansion of the concept of strain to include a broader range of negative experiences<sup>56</sup>. Strain Theory provides a more

comprehensive framework for understanding the complex interplay between individual characteristics, social contexts, and situational factors in predicting criminal behaviour<sup>56</sup>.

Strain theory has practical implications for crime prevention and intervention efforts with the identification of the various sources of strain that contribute to criminal behaviour, Strain Theory informs strategies aimed at reducing the prevalence of strain and addressing its underlying causes. Interventions focused on promoting positive coping mechanisms, enhancing social support networks, and providing access to resources and opportunities may help individuals develop more adaptive responses to strain and reduce their involvement in criminal activities.

Strain theory has also faced criticism from some scholars who argue that the conceptualisation of strain is overly broad and lacks specificity, making it difficult to test empirically and operationalise in research. Critics also question the extent to which strain can reliably predict criminal behaviour, as individuals may respond to strain in a variety of ways, including non-criminal coping strategies such as seeking social support or engaging in prosocial activities<sup>54</sup>. Additionally, Strain Theory has been criticised for its focus on individual-level factors and its limited consideration of structural and systemic factors that contribute to strain and shape individuals' opportunities and choices.

Strain Theory provides a valuable framework for understanding the relationship between strain and criminal behaviour<sup>56</sup>. Strain Theory recognises that people face many different stressors and that there are several ways these pressures can lead to criminal behaviour. It helps explain how personal traits, social environments, and specific situations all influence why someone might commit a crime. Although, the theory has some limitations

and has been criticised, strain theory remains an influential theory in criminology, informing research, policy, and practice aimed at reducing crime and promoting social justice in society.

Given the diverse socioeconomic backgrounds of students in the southwestern region of Nigeria, strain theory provides a suitable lens to explore how these differences influence cybercrime intentions. This study examined various aspects of socioeconomic status, including peer influence, economic situation, parental income, educational level, and job status. This approach helps to fully understand the different kinds of strain students face. Understanding the role of socioeconomic status in cybercrime intentions can inform the development of targeted interventions and policies aimed at mitigating these strains and reducing cybercrime among students. In the context of colleges of education, where students are preparing for future roles as educators, understanding how socioeconomic status influences their behaviour is crucial for developing supportive educational environments and preventing deviant behaviours. Overall, strain theory provides a robust theoretical framework for analysing the impact of socioeconomic status on cybercrime intentions among social studies students, making it a justified choice for this study.

## **2.3 Review of Empirical Studies**

### **2.3.1 Gender and Cybercrime Intention**

A study on moral disengagement and criminal tendencies among adolescents conducted with 253 secondary school students in Anambra State, Nigeria, revealed significant gender differences in criminal behaviour tendencies, with males demonstrating higher inclinations towards criminal activity compared to females ( $t=6.688$ )<sup>57</sup>. The study established a robust positive correlation between moral disengagement and tendency to commit crime ( $r=0.946$ ), indicating that individuals who employ psychological mechanisms

to justify harmful behaviour exhibit greater criminal propensities. Moral disengagement emerged as a significant predictor of criminal tendencies ( $B=0.946$ ,  $t=46.331$ ), suggesting that gender differences in criminal behaviour may partially stem from differential patterns in moral reasoning processes. Males aged 15-17 years showed greater willingness to disengage moral standards, which corresponds with their elevated criminal behaviour scores, providing foundational evidence for understanding how gender influences the psychological pathways leading to criminal intentions<sup>57</sup>.

An investigation into Cybercrime Awareness and Gender Neutrality in Indian Schools of 100 secondary school students in Lucknow, India, demonstrated that gender does not serve as a significant predictor of cybercrime awareness levels<sup>58</sup>. Both male and female students exhibited similar understanding of cyber threats and risks, challenging assumptions about gender-based differences in cybercrime knowledge. The research employed a five-point Likert scale to assess cybercrime awareness across multiple categories, revealing that school management type also failed to predict awareness levels. These findings suggest that cybercrime awareness development may be more influenced by universal educational experiences rather than gender-specific socialisation patterns. The absence of significant gender differences in this context indicates that both males and females possess comparable baseline knowledge about cyber risks, implying that observed differences in cybercrime behaviour may stem from factors beyond awareness deficits<sup>58</sup>.

A study investigates the effect of students' knowledge, beliefs, and digital citizenship skills on the prevention of cybercrime<sup>59</sup>. Research involving 652 higher education students in Saudi Arabia demonstrated that digital citizenship skills significantly influence cybercrime prevention through responsible online behaviour development. The study revealed negative

statistical relationships between digital citizenship competencies and various cybercrime forms, including financial, social, harassment, and threatening behaviours in virtual environments<sup>59</sup>. Knowledge of digital law emerged as the primary protective factor, followed by digital manners beliefs and communication skills. The comprehensive examination of digital citizenship dimensions suggests that educational interventions addressing moral reasoning, legal understanding, and behavioural norms can effectively reduce cybercrime intentions regardless of gender. The research implies that structured digital citizenship programmes may serve as universal protective factors that transcend gender differences in cybercrime susceptibility.

A cross-sectional study on online victimisation risk perception among Spanish adolescents. A cross-sectional study of 824 Spanish adolescents aged 12-18 years revealed that negative online experiences occurred more frequently among females (23.4% overall prevalence)<sup>60</sup>. The research demonstrated complex interactions between gender, worry frequency, and risk perception regarding online victimisation. Female adolescents reported higher rates of negative social networking and messaging app experiences, whilst the overall sample showed greater worry about online victimisation than actual risk perception. These findings indicate that gender influences both victimisation experiences and psychological responses to cyber threats<sup>60</sup>. The differential patterns suggest that females may experience heightened vulnerability to certain forms of online harm, which could influence their attitudes towards engaging in cybercrime activities either as perpetrators seeking retaliation or as individuals with enhanced risk awareness.

A study on internet attitudes and cybercrime risk awareness among university students. Research with 288 students at Abdulrahman Bin Faisal University found no

significant gender differences in cybercrime risk awareness scores, whilst identifying notable gender variations in attitudes towards Internet use, with females demonstrating more positive attitudes<sup>61</sup>. The study revealed a weak direct correlation between Internet attitudes and cybercrime risk awareness, suggesting these constructs operate relatively independently. Longer Internet usage duration correlated with higher cybercrime risk awareness, indicating that experience enhances threat recognition. The gender difference in Internet attitudes, coupled with equivalent risk awareness levels, suggests that males and females approach online environments with different affective orientations despite possessing similar threat knowledge<sup>61</sup>. These differential attitudes may influence cybercrime intentions through varying levels of online engagement comfort and risk tolerance.

A study on peer pressure, socioeconomic status, and cybercrime tendencies of university undergraduates, that investigated 300 university undergraduates revealed that males exhibited significantly higher cybercrime tendencies compared to females<sup>62</sup>. The study identified peer pressure as the most substantial predictor of cybercrime behaviour, followed by socioeconomic status and gender as contributing factors<sup>62</sup>. The research demonstrated that whilst gender influences cybercrime tendencies, social environmental factors exert stronger predictive power over individual decisions to engage in cyber-criminal activities. Male students showed greater susceptibility to peer influences regarding cybercrime participation, suggesting that gender differences may manifest through differential social learning processes and conformity patterns. The findings indicate that cybercrime prevention strategies should address peer influence mechanisms whilst acknowledging that males may require targeted interventions addressing their higher baseline risk levels.

An investigation on cybersecurity behaviour development in dutch schools examining Dutch elementary and high school students revealed that formal cybersecurity education receives minimal curriculum attention, with students acquiring online safety behaviours primarily through experiential learning, parental guidance, and sibling instruction<sup>63</sup>. The study found that many students developed increasingly reckless online behaviour over time, indicating inadequate protective socialisation. Gender-specific patterns were not explicitly reported, suggesting that risky online behaviour development may follow similar trajectories across gender lines. The research emphasises that current educational approaches fail to provide systematic cybersecurity knowledge, potentially leaving all students vulnerable to cybercrime involvement either as victims or perpetrators. The findings suggest that comprehensive cybersecurity education beginning in elementary school could serve as a universal protective factor against cybercrime intentions development<sup>63</sup>.

An experimental study with Czech primary school children on cybersecurity training effectiveness demonstrated only moderate baseline cybersecurity awareness levels, with one-off training producing minimal impact on online behaviour patterns<sup>64</sup>. The research revealed that single educational interventions fail to create lasting changes in cyber-risk behaviour, emphasising the need for sustained educational programming. The study's focus on skill retention and practical application indicates that effective cybercrime prevention requires ongoing reinforcement rather than isolated awareness sessions. Gender-specific outcomes were not detailed, suggesting that training effectiveness limitations apply universally. The findings imply that both male and female students require comprehensive, repeated exposure to cybersecurity concepts to develop robust protective behaviours against cyber threats and reduce susceptibility to cybercriminal recruitment or engagement<sup>64</sup>.

A study on cybersecurity attitudes among computer science and media studies students. Research comparing 570 university students from Computer Science and Media Studies programmes revealed similarities and differences in cybersecurity attitudes between academic disciplines<sup>65</sup>. The study emphasised that human factors represent significant vulnerabilities in cybersecurity systems despite improving technical protections. Academic discipline appeared to influence cybersecurity awareness levels, suggesting that educational context shapes threat perception and protective behaviour development. The research highlights that even technically educated students may exhibit cybersecurity knowledge gaps, indicating that specialised training does not necessarily translate to comprehensive cyber-risk awareness. The findings suggest that cybercrime intentions may be influenced more by educational exposure and professional socialisation than by gender-specific factors, emphasising the importance of universal cybersecurity education across academic programmes<sup>65</sup>.

An investigation cybersecurity knowledge among kyrgyz-turkish university students. The sample of 517 students from Kyrgyz-Turkish Manas University revealed generally weak cybersecurity awareness across the student population, particularly concerning malicious software, password security, and social media safety<sup>66</sup>. The research found that despite widespread cyberattack occurrences globally, students lacked fundamental cybersecurity knowledge and understanding of cyberattack consequences. The study emphasised that technology-dependent educational environments require enhanced cybersecurity education to prevent student victimisation and improve effective Internet usage. The absence of gender-specific findings suggests that cybersecurity knowledge deficits affect male and female students similarly, indicating that comprehensive educational interventions

should target universal skill development<sup>66</sup>. The research implies that inadequate cybersecurity awareness may increase susceptibility to cybercrime involvement through both victimisation and potential recruitment into criminal activities.

An empirical analysis examining cybercrime trends among Nigerian secondary school students identified multiple forms of cyber threats including social engineering, malvertising, ransomware, identity theft, and fraudulent communications<sup>67</sup>. The investigation revealed that cybercrimes pose significant threats to moral society and economic development, particularly affecting young populations who demonstrate varying levels of vulnerability to different cyber threat categories. The research proposed new approaches to combat cybercriminals through targeted educational interventions and awareness programmes. Gender-specific patterns in cybercrime susceptibility were not explicitly detailed, suggesting that comprehensive prevention strategies must address universal risk factors affecting all students regardless of gender<sup>67</sup>. The analysis emphasised that increasing cybercrime rates necessitate ongoing research to develop effective prevention mechanisms that can protect young people from both victimisation and perpetration of cyber-related offences.

An investigation examining fear of cybercrime's impact on Internet users' behavioural adaptations, privacy calculus and security intentions utilized nationally representative data from the Crime Survey for England and Wales 2014/2015<sup>68</sup>. The research found no significant gender differences in fear of cybercrime levels, contradicting traditional crime fear studies that typically show females experiencing higher fear levels. Age and socioeconomic status emerged as significant predictors, with older users and those with higher education and income reporting greater cybercrime fear. Despite high fear levels,

Internet users continued online shopping and employed approach-avoidance strategies rather than complete avoidance. The study revealed that fear of cybercrime predicted increased online safeguarding measures and reduced personal information disclosure<sup>68</sup>. The findings suggested that cybercrime fear influences protective behaviours equally across genders, indicating that prevention strategies should focus on enhancing protective responses rather than assuming gender-based fear differentials affect cybercrime risk perception.

A study examining differences in ethical cyber behavioural intention of Nigerian and South African students employed the Theory of Planned Behaviour framework through multi-group analysis to understand cross-cultural patterns in cybercrime-related attitudes<sup>69</sup>. The investigation involved 343 undergraduate students from both countries and utilised structural equation modelling to test behavioural intention predictors. Subjective norms emerged as statistically significant influences on students' ethical cyber behavioural intentions, suggesting that social expectations and peer influences significantly shape decisions regarding cybercrime engagement. The research provided evidence that behavioural theories can effectively explain cybercrime intentions across different cultural contexts. Gender-specific analyses were not prominently featured, indicating that ethical cyber behaviour formation may follow similar psychological processes across gender lines<sup>69</sup>. The findings suggest that interventions addressing social normative influences could effectively reduce cybercrime intentions regardless of gender or cultural background.

An investigation of cybercrime awareness among 253 senior high school students assessed cybercrime knowledge levels across different academic strands<sup>70</sup>. The study revealed that students demonstrated high awareness levels, particularly regarding cyberbullying, cyberpornography, and identity theft, suggesting effective baseline knowledge

about major cyber threats. However, students showed limited understanding of sophisticated cyber threats such as advanced online scams and complex identity theft mechanisms. The research emphasised that whilst students possessed adequate knowledge to avoid basic victimisation, they required enhanced education about evolving cyber threats. Gender-specific awareness patterns were not detailed, implying that cybercrime education effectiveness may be relatively consistent across gender lines. The findings indicate that comprehensive cybercrime education programmes should address both foundational and advanced threat recognition skills to prevent students from becoming either victims or perpetrators of cyber-related crimes<sup>70</sup>.

A study exploring criminality facilitated by digital ICTs through general theory of intention and behaviour employed constructivist grounded theory methodology to examine ethical behaviour intentions related to Information and Communication Technologies among Omani university students<sup>71</sup>. The investigation utilised focus group discussions and semi-structured interviews to develop a comprehensive theoretical model explaining ethical ICT behaviour. Four central themes emerged addressing moral agency, patterns of ICT-assisted deviance, motivational factors underlying deviant behaviour, and the dual nature of ICT in both encouraging and preventing anomalous behaviour. The research revealed that social learning, perceived deterrents, and internal controls contribute to ethical behaviour development<sup>71</sup>. Gender-specific patterns in ethical reasoning were not extensively detailed, suggesting that moral agency development may follow similar pathways regardless of gender. The findings indicate that comprehensive ethical education addressing multiple theoretical perspectives could effectively reduce cybercrime intentions across diverse student populations.

An investigation examining undergraduates' perception of factors influencing cybercrimes across four Nigerian universities employed mixed methods research design combining quantitative surveys with in-depth interviews to understand cybercrime motivation patterns<sup>72</sup>. The study involving 1,083 undergraduates revealed that avarice and peer pressure emerged as the primary factors influencing undergraduate involvement in cybercrime activities, indicating that economic motivations and social influences significantly predict cybercriminal behaviour. The research revealed complex interactions between individual motivations and social environmental factors in shaping cybercrime decisions. Gender-specific vulnerability patterns were not prominently featured, suggesting that economic and social motivations may affect male and female students similarly. The findings recommend comprehensive skill acquisition programmes and economic empowerment initiatives to redirect student attention from cybercrime towards legitimate income-generating activities<sup>72</sup>.

An empirical survey examining implications and remedies of student involvement in cyber-crime across tertiary institutions in Imo State utilised ex-post facto research design with 165 respondents including students, lecturers, and stakeholders<sup>73</sup>. The investigation revealed significant influences of student cybercrime involvement on both Nigeria's educational sector and national economy, demonstrating far-reaching consequences of cybercriminal behaviour among young people. The research emphasised that cybercrime participation jeopardises educational achievement and contributes to broader economic instability. Gender-specific involvement patterns were not detailed, suggesting that cybercrime consequences affect institutional and economic systems regardless of perpetrator gender. The study recommended intensive cybercrime awareness campaigns and legal

education programmes to help students understand criminal consequences and protect their educational futures<sup>73</sup>. The findings indicate that comprehensive prevention strategies must address both individual decision-making and systemic vulnerability factors.

An investigation of knowledge of cybersecurity against social cybercrime examined relationships between cybersecurity knowledge levels and social cybercrime prevention capabilities among 48 third-year female secondary education students<sup>74</sup>. The study employed basic cross-sectional descriptive correlational research design with Likert scale questionnaires to assess knowledge-prevention relationships. Significant positive correlations emerged between cybersecurity knowledge and prevention of cyberstalking and cyberbullying ( $p=0.001$ ), indicating that enhanced knowledge directly contributes to protective behaviour development<sup>74</sup>. The research focused exclusively on female students, limiting gender comparison possibilities but providing detailed insights into how cybersecurity education affects young women's protective behaviours. The findings suggest that targeted cybersecurity education can effectively reduce vulnerability to social cybercrimes among female students. These results imply that gender-specific educational approaches might enhance cybercrime prevention effectiveness, particularly for addressing interpersonal cyber threats<sup>74</sup>.

An empirical study exploring the determinants of victimisation and fear of online identity theft among 832 university students and staff employed Routine Activity Theory to understand risk factors and protective behaviours<sup>75</sup>. The investigation revealed that males were less likely than females to become online identity theft victims, whilst credit card usage and risky online content exposure increased victimisation probability. Fear of online identity theft correlated with socioeconomic status, education level, and general crime fear, with

females reporting higher fear levels than males. Subjects with greater computer skills demonstrated reduced fear levels, suggesting that technical competency enhances confidence in online safety<sup>75</sup>. The research revealed complex gender patterns where females experienced higher victimisation rates but also demonstrated greater fear responses, indicating differential vulnerability and risk perception patterns. These findings suggest that gender-sensitive cybercrime prevention strategies should address both technical skill development and psychological factors influencing fear and risk perception.

An investigation explaining fear of cybercrime with focus on interpersonal and property cybercrime differences examined 726 Portuguese participants through online survey methodology to understand distinct determinants of fear regarding different cybercrime categories<sup>76</sup>. The study differentiated between fears of cyberbullying/cyberstalking versus online consumer fraud/identity theft/malware, revealing different predictive patterns for each category. Property cybercrime fear was primarily driven by economic insecurity factors, whilst interpersonal cybercrime fear correlated more strongly with offline interpersonal crime fears and demonstrated less association with socioeconomic variables. Traditional Routine Activity Theory factors showed minimal explanatory power for cybercrime fear variance, suggesting that cyber-specific models may be needed. Gender-specific fear patterns were not extensively detailed, indicating that fear determinants may operate similarly across gender lines within each cybercrime category. The findings suggest that tailored prevention strategies addressing distinct fear drivers for different cybercrime types could enhance effectiveness compared to generic approaches<sup>76</sup>.

A study examining perceived formal and informal sanctions on willingness to commit cyber attacks against domestic and foreign targets investigated deterrence effects among

college students regarding website defacement, bank server compromise, and government server searches<sup>77</sup>. The investigation found that anticipated formal sanctions did not deter students from willingness to commit cause-based cyber attacks, whilst perceived informal sanctions demonstrated significant deterrent effects. The research revealed that computer skills, online behaviours, cyber deviance patterns, and personal beliefs influenced students' cybercrime intentions more than fear of legal consequences. Gender-specific deterrence patterns were not explicitly detailed, suggesting that informal social sanctions may operate similarly across gender lines in influencing cybercrime decisions. The findings indicate that prevention strategies emphasising social consequences and peer disapproval may prove more effective than legal deterrence approaches, particularly for ideologically motivated cyber attacks where perpetrators may view formal sanctions as illegitimate or worthwhile sacrifices for their causes<sup>77</sup>.

An investigation exploring masculinities and perceptions of gender in online cybercrime subcultures employed innovative methodology combining qualitative and data science approaches to analyse extensive posts from cybercrime forums<sup>78</sup>. The study revealed that substantial portions of cybercriminal activity were deeply connected to gender-based motivations, with many actors initially engaging in forums to hack, stalk, or blackmail intimate partners, typically targeting women. The research demonstrated that performance and commodification of femininity formed key components of entry-level cybercrime activities within these communities<sup>78</sup>. Despite possessing limited technical skills, participants maintained strong connections to hacker identity, utilising misogyny to legitimise their positions and construct hacking as inherently masculine. The findings reveal that gender dynamics fundamentally shape cybercrime community structures and participant motivations,

suggesting that prevention strategies must address underlying gender-based attitudes and relationship dynamics. The research indicates that interventions targeting toxic masculinity and unhealthy relationship patterns could significantly impact cybercrime recruitment and engagement patterns.

A study investigating roles and motivations of girls in cybercriminal networks within Ibadan Metropolis employed explanatory sequential mixed-methods design anchored on Structural Strain and Sex Role theories<sup>79</sup>. The investigation revealed that although girls' participation in cybercrime was relatively lower than boys', their roles remained significant and multifaceted, encompassing romance scams, phishing, online fraud, identity theft, and cyber-enabled financial crimes. The research demonstrated that girls provided psychological support to male counterparts whilst engaging in domestic responsibilities and serving as "sex tools" to facilitate network operations. Motivations for girls' involvement included economic vulnerability, peer influence, poverty, educational access, technological familiarity, and internet anonymity. The study revealed profound socio-economic implications including educational disruption, psychological damage, and perpetuation of poverty cycles and social instability<sup>79</sup>. The findings emphasise that cybercriminal networks exploit gender-based vulnerabilities and traditional role expectations, requiring targeted interventions addressing education, mental health support, and socio-economic empowerment specifically designed for at-risk girls.

An investigation examining the cybercrime illusion through impact of cybercrime misbeliefs on perceptions of seriousness analysed 504 Mechanical Turk adult respondents to understand how cybercrime terminology versus behavioural descriptions influence seriousness perceptions<sup>80</sup>. The study found that whilst more individuals perceived cybercrime

as serious when behavioural definitions were provided, the majority did not perceive cybercrime generally as serious. Greater adoption of cybercrime misbeliefs and frequent device use significantly predicted perceived cybercrime seriousness only when behavioural definitions were presented. The research revealed that older respondents were more likely to view cybercrime as serious, whilst men demonstrated lower likelihood of perceiving cybercrime seriousness in both terminology and behavioural models. The findings indicate that gender influences baseline cybercrime risk perception, with males potentially underestimating cyber threat severity<sup>80</sup>. The research suggests that educational campaigns must address both cybercrime misbeliefs and gender-specific perception patterns to effectively increase awareness and protective behaviour adoption across demographic groups.

### **2.3.2 Socio-economic and Cybercrime Intention**

A study measuring cyber-security awareness levels for cybercrime in Saudi Arabia examined cybersecurity practices, awareness levels, and incident reporting through online questionnaire administration to 1,230 participants<sup>81</sup>. The investigation revealed concerning awareness gaps, with 31.7% using public Wi-Fi for Internet access, 51% incorporating personal information into passwords, 32.5% lacking knowledge about phishing attacks, and only 29.2% of cybercrime victims reporting incidents. The research demonstrated significant cybersecurity knowledge deficits across the population, indicating widespread vulnerability to cyber threats and attacks. Gender-specific awareness patterns were not extensively detailed, suggesting that cybersecurity knowledge gaps may affect both males and females similarly within the Saudi context. The findings emphasise that comprehensive cybersecurity education programmes must address fundamental protective behaviours including secure network usage, password creation practices, threat recognition skills, and incident reporting

procedures to effectively reduce cybercrime victimisation and improve national cybersecurity resilience<sup>81</sup>.

A study examined cybercrime victimisation and prevention explored the use of online crime prevention behaviours through a representative survey of 595 Australian adults<sup>82</sup>. The research methodology employed quantitative analysis to investigate relationships between previous victimisation experiences, perceptions of cybercrime prevalence, and perceived harm in relation to the adoption of protective strategies. Results demonstrated that perceived prevalence and harm of cybercrime served as critical levers influencing the implementation of online crime prevention strategies amongst potential victims. The findings revealed that attitudinal factors, particularly perceptions of cybercrime prevalence and harm, significantly motivated individuals to engage in self-protective online behaviours, challenging traditional crime prevention education approaches that focus primarily on knowledge dissemination<sup>82</sup>.

An investigation into undergraduate perceptions of cybercrimes at the University of Nigeria, Nsukka utilised an explorative research design with focus group discussions involving 54 randomly selected students from six departments<sup>83</sup>. The qualitative methodology enabled comprehensive exploration of student attitudes and awareness regarding cybercrime activities. Findings indicated universal awareness of cybercrimes amongst participants, with academic disruptions, trauma, and depression identified as primary impacts on undergraduate students. The research highlighted the psychological consequences of cybercrime exposure on young adults, emphasising the need for comprehensive rehabilitation programmes and full implementation of existing cybercrime legislation to address both perpetrator behaviour and victim support<sup>83</sup>.

A study investigated the role of cybersecurity knowledge and awareness in shaping cybersecurity intention and behaviour in the United States examined individual factors contributing to cybersecurity preparedness<sup>84</sup>. The research methodology incorporated analysis of information and communications technology variables, education, income, and gender as predictors of cybersecurity knowledge levels. Results revealed that information and communications technology variables demonstrated varying effects across gender categories for both correct and uncertain responses. The findings emphasised the importance of understanding both technical and human factors in cybersecurity knowledge development, with gender emerging as a significant moderating variable in cybersecurity awareness and protective behaviour adoption<sup>84</sup>.

An investigation examined the impact of social media on senior secondary school students' involvement in cybercrime in Udi Local Government Area utilised a descriptive survey research design with 173 SS2 students (73 males and 100 females) selected through simple random sampling<sup>85</sup>. The methodology employed the Social Media and Cybercrime Questionnaire with validated reliability coefficient of 0.85 using Cronbach's Alpha statistic. Mean, standard deviation, and independent samples t-test statistical analyses were conducted to examine gender differences. Results demonstrated that male students exhibited higher levels of social media addiction compared to their female counterparts, with male students showing greater involvement in cybercrime activities influenced by social media platforms. The research revealed significant gender disparities in cybercrime engagement patterns, though no statistically significant difference was found in overall social media influence on cybercrime involvement between genders<sup>85</sup>.

A study exploring cybercrime and digital fraud amongst university students in Lagos, Nigeria examined socio-economic drivers and prevention approaches through comprehensive analysis of existing literature and policy frameworks<sup>86</sup>. The research methodology incorporated examination of key cybercrime types including phishing, identity theft, and financial fraud, whilst analysing socio-economic, psychological, and social factors influencing student involvement. Findings identified economic challenges, digital access disparities, and social perceptions as primary drivers of cybercrime participation. The investigation revealed psychological traits such as risk-taking and opportunity-seeking behaviours as characteristic of offenders, with peer groups and online communities serving as significant influencing factors. The research highlighted substantial gaps in existing university policies and national anti-cybercrime initiatives, particularly regarding limited reach, inadequate funding, and absence of targeted intervention strategies<sup>86</sup>.

An investigation examining moral disengagement as a predictor of attitude towards cybercrime and the moderating role of social identity involved 539 undergraduates from Nnamdi Azikiwe University Awka, with ages ranging from 18 to 25 years (mean age 22.50, standard deviation 3.50)<sup>87</sup>. The sample comprised 341 males (63.3%) and 198 females (36.7%), with data collection utilising Moral Disengagement Scale, Attitude towards Cybercrime Scale, and Social Identity Scale. The correlational study employed moderated regression analysis for data examination. Results indicated that moral disengagement significantly predicted attitude towards cybercrime ( $\beta = .84, p < .001$ ), whilst social identity failed to moderate the relationship between moral disengagement and cybercrime attitudes ( $-.009, p > .05$ )<sup>87</sup>. The findings demonstrated that moral disengagement mechanisms

substantially influenced individual attitudes towards cybercriminal behaviour, independent of social identity considerations.

A systematic literature review investigating intention recognition within digital forensics and cybercrime contexts employed PRISMA methodology to curate research articles from reputable journals<sup>88</sup>. The review methodology categorised research into three distinct modelling approaches: logic-based, classical machine learning-based, and deep learning-based systems. Analysis revealed that intention recognition applications have expanded beyond traditional network security to address social engineering attacks, artificial intelligence vulnerabilities, and physical security challenges. Results demonstrated deep learning as the dominant paradigm, though transparency limitations posed challenges for digital forensics applications. The review identified the need for hybrid solutions combining explainability, reasonableness, efficiency, and accuracy, emphasising the importance of intrinsic explainability and logical coherence in forensic models to maintain judicial confidence and accountability<sup>88</sup>.

A study examining technocrime and student victimisation through empirical analysis of cryptocurrency fraud in Multan employed descriptive research methodology based on online surveys conducted amongst university students using simple random sampling<sup>89</sup>. The research investigated the relationship between financial literacy levels and victimisation susceptibility, testing the hypothesis that individuals with lower literacy face greater vulnerability. Analysis included examination of disinformation marketing and recruitment strategies employed on social media and internet platforms regarding cryptocurrency schemes. Results highlighted the targeting of university students possessing low financial literacy who are attracted by prospects of easy monetary gain<sup>89</sup>. The investigation revealed

significant threats to multilateral financial inclusion, economic empowerment, and digital financial ecosystem reliability, particularly affecting young investors' long-term financial security.

A study review examining cybercrime in Nordic countries analysed demographic, socio-economic, and technological determinants affecting offenders and victims through systematic literature analysis following Arksey and O'Malley's methodology and PRISMA-ScR guidelines<sup>90</sup>. The review methodology involved critical appraisal and data extraction from 16 articles published between 2013 and 2022, with the majority of studies (n=10) conducted in Finland focusing on harassment and online hate crimes. Results identified age, gender, living circumstances, immigration background, income, and education as playing differential roles in determining victimisation patterns across various cybercrime types<sup>90</sup>. The analysis revealed associations between victimisation and technological factors including computer skills, protective measures, and specific platform usage, highlighting the complex interplay of demographic and technological variables in cybercrime vulnerability.

A cross-country study investigating determinants of cybercrime originating within nations analysed data from 124 countries, examining factors grouped into economic capital, technological capital, and cybersecurity preparedness categories<sup>91</sup>. The research methodology employed quantitative analysis to identify primary factors influencing cybercrime frequency within national boundaries. Results demonstrated that economic capital and technological capital served as primary determinants of cybercrime origination frequency, with technological capital partially mediating the relationship between economic capital and cybercrime occurrence. The investigation revealed that national cybersecurity preparedness negatively moderated the relationship between technological capital and cybercrime

frequency. Findings emphasised the importance of comprehensive cybersecurity preparation incorporating both hard aspects (legal, technical, organisational) and soft aspects (training, cooperative measures) to minimise national cybercrime incidence rates<sup>91</sup>.

A study examining the effects of socioeconomic and digital inequalities on cybersecurity in a developing country employed face-to-face surveys to investigate computer and smartphone security practices amongst students enrolled in higher education institutes across Pakistan<sup>92</sup>. The research methodology utilised multi-stage stratified sampling to recruit 758 participants from socioeconomically and geographically diverse cities, with analysis conducted using descriptive and Pearson's Chi-square statistics. Results revealed lax cybersecurity behaviour amongst students across both computer and smartphone devices, with significant differences identified in cybersecurity practices relating to socioeconomic and digital divide variables. The investigation demonstrated that individuals with lower socioeconomic status and reduced digital connectivity faced substantially greater risks of cyber-threat victimisation, highlighting the reproduction of socioeconomic disparities within cybersecurity practices and the need for tailored cybersecurity training programmes addressing digital divide considerations<sup>92</sup>.

An investigation exploring the paradox of cybercrime risk and internet use in Canada employed a mixed-method approach to examine continued internet usage despite persistent victimisation risks through the lens of structure and agency discourse<sup>93</sup>. The research methodology incorporated Canada-wide data collection using online surveys, with logistic regression models constructed for outcome variables and thematic qualitative analysis applied to internet use motivation. Results indicated that socio-demographic characteristics including gender, education level, and marital status demonstrated association with

cybercrime risk patterns. The study revealed that victimisation experience showed significant negative association with cybercrime fear but lacked significant association with risk perception, whilst the relationship between victimisation and internet behaviour constraints remained inconclusive<sup>93</sup>. Thematic analysis identified multiple motivations for internet use encompassing education, entertainment, communication, commercial purposes, work-related activities, and information access, demonstrating complex interactions between structural constraints and individual agency in internet usage decisions.

A study exploring criminality facilitated by digital ICTs through examination of a general theory of intention and behaviour juxtaposed social learning and deterrence theories using phenomenalist interpretive framework and constructivist grounded theory approach<sup>94</sup>. The research methodology involved focus group discussions with undergraduates and semi-structured interviews with academics and professionals at Sultan Qaboos University, with comparative analysis generating four distinct themes examining ethical intent and behaviour phenomena. Results revealed that unique ICT features simultaneously encouraged and constrained anomalous behaviour patterns amongst undergraduates. The investigation demonstrated that social learning processes, perceived deterrents, and internal control mechanisms contributed significantly to ethical behaviour development, with participants identifying central functions of moral agency and distinguishing between different ICT-assisted deviance patterns whilst acknowledging various underlying motivational factors for deviant behaviour engagement<sup>94</sup>.

An investigation examining socioeconomic effects in cyberbullying through global research trends in educational contexts employed bibliometric analysis of 1,128 articles published between 2004 and 2019<sup>95</sup>. The research methodology analysed scientific activity

evolution across thematic areas including Social Sciences, Psychology, Medicine, and Computer Science, identifying seven main thematic axes with particular emphasis on psychological aspects, adolescence, and school environment factors. Results demonstrated significant international interest and relevance of cyberbullying research, with clear linkages established between main authors, institutions, and countries within specific research trajectories. The study highlighted the connection between broad social and economic circumstances and peer relationship harassment development, emphasising how new communication technologies provide optimal support for cyberbullying manifestation within educational settings and the need for future research examining socioeconomic factor influences on psychological harassment both within and beyond classroom environments<sup>95</sup>.

A study investigating segmentation analysis of susceptibility to cybercrime explored individual differences in information security awareness and personality factors through online survey methodology involving 1,054 participants aged 18 to 84 years<sup>96</sup>. The research employed a recently developed segmentation analysis tool alongside scales measuring information security awareness and impulsivity personality traits to assess cybercrime susceptibility patterns. Results revealed that 60% of the surveyed population presented within higher risk categories for cybercrime susceptibility, with individuals in elevated risk categories demonstrating poorer information security awareness and higher trait impulsivity levels. The investigation identified demographic factors including age and employment status as linked to cybercrime susceptibility, with unemployed and student populations showing underrepresentation in lower risk categories, providing critical insights for designing effective intervention strategies targeting specific at-risk populations and organisational risk assessment tools<sup>96</sup>.

A study examining the role of cybersecurity knowledge and awareness in shaping cybersecurity intention and behaviour in the United States investigated individual factors contributing to cybersecurity preparedness through comprehensive analysis of information and communications technology variables, education, income, and gender as predictors<sup>97</sup>. The research methodology incorporated quantitative analysis to determine cybersecurity knowledge level predictors, with particular attention to gender variations in information and communications technology variable effects. Results demonstrated that information and communications technology variables, education, income, and gender served as contributing predictors of cybersecurity knowledge levels, with gender-specific variations observed in both correct and uncertain response patterns. The findings emphasised the critical importance of understanding both technical and human factors in cybersecurity knowledge development and education, highlighting the need for comprehensive approaches addressing individual differences in cybersecurity awareness and protective behaviour adoption<sup>97</sup>.

An investigation examining the impact of extravagant lifestyle on cybercrime amongst university students in Ibadan explored the mediating effect of emotional intelligence through cross-sectional survey design utilising multistage sampling to select 305 participants aged 16 to 25 years<sup>98</sup>. The research methodology employed psychoanalytic theory of "id" personality operating on pleasure-seeking principles, measuring cybercrime through a 20-item criminality scale and extravagant lifestyle through a 34-item assessment scale. Results demonstrated significant direct impact of extravagant lifestyle on cybercrime ( $\beta=0.42$ ;  $t=9.63$ ;  $p<.001$ ) and emotional intelligence ( $\beta=0.42$ ;  $t=8.05$ ;  $p<.001$ ), with emotional intelligence showing direct impact on cybercrime ( $\beta=0.48$ ;  $t=8.05$ ;  $p<.001$ ) and partial mediation of the relationship between extravagant lifestyle and cybercrime ( $\beta=-.18$ ;  $t=.032$ ;  $p<.001$ )<sup>98</sup>. The

investigation revealed that lifestyle factors significantly influenced cybercrime engagement through emotional intelligence pathways, emphasising the need for lifestyle sensitisation programmes and emotional intelligence training to ameliorate cybercrime participation.

A study exploring ethical implications for teaching students to hack to combat cybercrime and money laundering examined whether ethical hacking pedagogy constitutes a feasible and effective approach for preparing future information security professionals<sup>99</sup>. The research methodology involved theoretical exploration of ethics and implications surrounding hacking education, examining strengths and limitations of ethical hacking pedagogical approaches in combating black hat hacking and unethical cyberspace conduct. Results indicated that teaching students hacking techniques represents the only feasible approach for preparing future cybersecurity professionals, enabling mastery of technical skills necessary for penetration testing and advanced security assessment capabilities. The investigation revealed the challenge of evaluating student intentions and providing post-graduation oversight, emphasising the instrumental role of professional networks and peer groups in sustaining graduates within environments promoting ethical conduct and responsible cybersecurity practice<sup>99</sup>.

An investigation examining religious and socio-economic implications of cybercrime amongst Awka youths employed qualitative research design with specific adoption of explanatory research methodology based on interviews, logic, rigorous thinking, and comprehensive evidence analysis<sup>100</sup>. The research approach provided structured planning for answering research propositions through nominal and ordinal data analysis, tracing trends leading to youth engagement in cybercrime and examining implications for sustainable development in Awka. Results identified the emergence of internet fraudsters known as

"cyber boys" who systematically defraud unsuspecting victims of financial resources, with youth populations serving as primary participants in this societal menace. The study revealed that despite government efforts to prevent cybercrime activities, perpetrators continually seek alternative avenues to maintain relevance in fraudulent activities, emphasising the need for social media platform regulation and enhanced online monitoring to track and apprehend cyber fraudsters<sup>100</sup>.

A study examining parental styles and moral disengagement as predictors of attitude towards cybercrime amongst undergraduates at Nnamdi Azikiwe University Awka employed purposive sampling to select 196 undergraduates (148 female, 48 male) aged 18 to 25 years from four departments<sup>101</sup>. The research methodology utilised correlational design with multiple linear regression analysis, employing Attitude towards Cybercrime scale, Parental Authority Questionnaire, and Moral Disengagement Scale for data collection. Results demonstrated that authoritative and authoritarian parental styles did not predict attitude towards cybercrime ( $\beta = -.124$ ,  $t = -1.726$ ,  $p > .05$ ;  $\beta = .020$ ,  $t = .272$ ,  $p > .05$  respectively), whilst permissive parental style and moral disengagement significantly predicted cybercrime attitudes ( $R^2 = .273$ ,  $F(191, 195) = 19.35$ ,  $p < .001$ ;  $R^2 = .027$ ,  $\beta = .164$ ,  $t = 2.316$ ,  $p < .05$  respectively)<sup>101</sup>. The investigation revealed that parental approach and moral reasoning mechanisms significantly influenced undergraduate attitudes towards cybercriminal behaviour, emphasising the importance of positive parenting characterised by warmth and appropriate communication to reduce cybercrime rates amongst university students.

An investigation into the influence of socioeconomic factors on the ethical decision-making of cybercriminals defined such offenders as those who engage in illicit actions by exploiting weaknesses in computer systems, networks, and users' information for personal

benefits, actions deemed unethical for violating principles of privacy, integrity, and honesty<sup>102</sup>. Ethical behaviour, in contrast, involves considering repercussions, respecting others' rights and well-being, and adhering to societal norms and legal systems, while unethical conduct leads to substantial consequences for individuals, organisations, and nations. In the digital era, most internet users face ramifications from digital manipulation strategies like scamming, luring, and misleading information on social media, where digital manipulation refers to altering photographs, videos, audio, or text to deceive audiences using digital tools, ranging from minor upgrades to fabrications. Materials were gathered through online databases and Google searches for definitions and case studies. Factors influencing perpetrators' ethical behaviours included profit motives, unawareness of consequences, anonymity, peer influences or subcultures, and user dependency on technologies. A conceptual framework was constructed to analyse relationships between these cybercrime factors and perpetrators' ethical behaviour, linking them to socioeconomic and cybercrime intentions through motivations driven by self-interest, attitudes that prioritise personal gain over ethics, low risk perception due to anonymity, and moral disengagement via justifications like unawareness<sup>102</sup>.

A study assessing the effects of low self-control and moral disengagement on cyberstalking perpetration among young adults utilised self-report survey data from a Mechanical Turk sample of 1,500 individuals aged 18 to 25 years. Approximately 22% of the sample reported engaging in cyberstalking during their lifetime<sup>103</sup>. The findings supported the frameworks of low self-control and moral disengagement, with higher levels of low self-control associated with increased likelihood of perpetration, and similarly, higher moral disengagement scores linked to greater involvement. However, the interaction between low

self-control and moral disengagement did not produce a significant effect. These outcomes relate to socioeconomic and cybercrime intentions by illustrating how impulsivity from low self-control fuels motivations for online harassment, shapes permissive attitudes towards such crimes, diminishes risk perception through rationalised detachment, and enables moral disengagement in digital interactions<sup>103</sup>.

A study research on the role of online moral disengagement and social media environment in cyberbullying, with self-efficacy as a moderator, targeted cyberbullying as a social issue on social networking sites<sup>104</sup>. The sample comprised 307 undergraduate students in Yogyakarta. Analysis revealed that online moral disengagement positively affects cyberbullying behaviour, the presence of a suitable target positively influences it, while the absence of capable guardianship shows no effect. Self-efficacy moderates the relationship between online moral disengagement and cyberbullying, as well as between suitable targets and cyberbullying, but does not alter the link involving guardianship absence<sup>104</sup>. This connects to socioeconomic and cybercrime intentions through motivations arising from disengaged ethics in accessible online environments, attitudes that view bullying as acceptable when targets seem vulnerable, reduced risk perception without oversight, and moral disengagement moderated by personal confidence levels.

A qualitative phenomenological study on digital piracy as an incessant cybercrime examined behavioural influences, perceptions, and interpretations driving participation, addressing the continued rise despite industry and government interventions<sup>105</sup>. Guided by the theory of planned behaviour and ethics theory, the methodology involved a qualitative phenomenological design with adult participants from the United States, recruited via a social media flyer and a confidential open-ended questionnaire of 15 questions administered

through Qualtrics, with data analysed using NVivo. For the first research question, perceived social pressures and moral obligations affected attitudes towards piracy, leading to altered values, attitudes, and behaviours to align with group norms. The second question found individuals not held accountable, with ineffective anti-piracy laws and a need for education on laws and internet conduct. The third indicated piracy as acceptable due to ease, affordability, and lack of repercussions. Implications pointed to peer pressure, low self-esteem, insufficient income, and underdeveloped identities as contributors, with recommendations for shutting down illegal services, mandatory education on internet behaviour and piracy perils, and aggressive anti-piracy strategies<sup>105</sup>. Future research suggestions included broader data sources, additional demographics, and interviews. These elements tie into socioeconomic and cybercrime intentions via motivations from economic constraints, attitudes shaped by social norms, low risk perception without consequences, and moral disengagement through group conformity.

An examination of minimising responsibility and its impact on moral disengagement in cyberbullying perpetration among adults drew from a sample of 652 individuals aged 18 to 50 years in the United States. Approximately 12% had engaged in cyberbullying perpetration<sup>106</sup>. Logistic regression analysis showed moral disengagement as a significant predictor, with the dimension of minimising responsibility primarily driving this relationship, while the other three dimensions had lesser influence. This relates to socioeconomic and cybercrime intentions by highlighting motivations in everyday digital interactions, attitudes that downplay harm, reduced risk perception through responsibility avoidance, and core moral disengagement mechanisms enabling adult online aggression<sup>106</sup>.

A review analysing the complex interplay of generational differences, digital literacy, and cybercrime fear noted the growing threat from increased internet access and digital reliance<sup>107</sup>. Distinct disparities in digital literacy across generations affect perceptions and responses to threats: younger individuals, technologically adept, often lack risk evaluation skills, while older generations, more prudent, struggle with adaptation. Psychological factors like prior victimisation and vulnerabilities influence fear, with women showing greater levels due to societal expectations. Strategies for enhancement include customised educational approaches such as community workshops, school integration, and online resources, alongside collaboration among law enforcement, educational institutions, and the private sector for cybersecurity awareness via joint initiatives, campaigns, and curricula. Continuous research is needed to monitor trends, refine strategies, assess impacts, explore emerging technologies, and examine socio-economic effects on access. Cultivating cybersecurity awareness ensures a safer digital environment<sup>107</sup>. These insights connect socioeconomic disparities to cybercrime intentions through motivations exploiting literacy gaps, attitudes varying by age and gender, heightened or lowered risk perception based on experience, and potential moral disengagement in less literate groups.

A study on moral development and Dark Triad influences on cybercriminal intent evaluated connections between negative and positive personality traits, focusing on Machiavellianism, narcissism, and psychopathy, alongside moral development. A survey targeted students at a major German university in computer science or informatics courses, employing the theory of planned behaviour to measure intent<sup>108</sup>. Higher Machiavellian and psychopathic tendencies correlated with greater cybercriminal intention, while narcissism showed no significant effect. Moral development at a rule-abiding level deterred intent, but

principled-level reasoning unexpectedly increased it. These findings link to socioeconomic and cybercrime intentions in tech-educated contexts through motivations from manipulative traits, attitudes justifying deviance, variable risk perception tied to ethical stages, and moral disengagement via personality-driven rationalisations<sup>108</sup>.

An analysis of cybercrime through differential association, social learning, and self-control theories tested whether online or offline learning leads to more self-disclosed cyber-offending<sup>109</sup>. A national online sample of 1,109 participants revealed both online and offline social learning as important correlates to offending. Lower self-control interacted with social learning to increase offending likelihood, with both factors and their interaction showing large effect sizes. This ties into socioeconomic and cybercrime intentions by demonstrating motivations learned from digital associations, attitudes transmitted via moral definitions, reduced risk perception in low-control scenarios, and moral disengagement facilitated by online social influences<sup>109</sup>.

A comparative study of the relationship between risk-taking behaviours, attitudes towards cybercrimes, and traditional crimes among young adults sampled 332 participants, administering a self-developed questionnaire including a risk-taking behaviour scale for online and offline activities, plus measures of attitudes and perceptions towards cybercrime engagement<sup>110</sup>. Results indicated significant positive correlations between risk-taking and cybercrime ( $r = .237, p < .001$ ) and traditional crimes ( $r = .638, p < .001$ ). Risk-taking significantly predicted cybercrime ( $B = .237, p < .001$ ) but not traditional crimes ( $B = .098, p < .001$ , noted as non-significant in context)<sup>110</sup>. Recommendations included awareness campaigns from local to state levels educating on risks of both crime types. These connect socioeconomic youth factors to cybercrime intentions through risk-driven motivations,

permissive attitudes online, heightened risk-taking lowering perception of dangers, and moral disengagement in digital versus physical contexts.

A study decrypting personality effects on cybercrime, focusing on motivation, social power, and anonymity, expanded reinforcement sensitivity theory by integrating cyberspace nature and individual facets into a holistic framework explaining decisions and motivations<sup>111</sup>. A surveyed sample from Amazon Mechanical Turk supported this integrated approach, encompassing internal and external motivations, external influences, and environmental effects. Evidence of mediating effects between variables and engagement decisions emerged. Theoretical and policy implications discussed addressing these mediators. This relates to socioeconomic and cybercrime intentions through motivations from rewards and anonymity, attitudes hardened by power dynamics, faded risk perception in online environments, and moral disengagement via mediated justifications<sup>111</sup>.

An investigation exploring pathways to cybercrime perpetration applied thematic analysis to 30 episodes of a popular podcast focused on cybercrime, examining men's involvement in crimes against networks, financial cybercrime, and illegal online marketplace sales. The scarcity of direct data from perpetrators necessitated this novel approach<sup>112</sup>. Findings revealed shifting motivations, gradual immersion in deviant online communities, and evolving moral justifications. Key themes included access to criminogenic spaces and tools, peer influence reinforcing behaviours, anonymity and operational security to reduce risk, pursuit of digital prestige often linked to masculinity, and perceived victimisation as moral justification framed as responses to systemic injustices or emotional detachment. Podcasts were proposed as valuable for accessing anonymised populations. These findings connect socioeconomic factors like access to digital tools and deviant networks to

cybercriminal motivations, permissive attitudes shaped by peer validation, low risk perception via anonymity, and moral disengagement through justifications like victimhood<sup>112</sup>.

A study investigating the prevalence and impacts of cybercrime in developing countries, particularly Nigeria, employed a mixed-method approach, combining a review of established cybercrime cases with a survey of 68 computing science students in southern Nigeria<sup>113</sup>. The focus was on identity theft, phishing, and other prevalent cybercrimes, driven by rapid internet expansion. Results indicated high concern among respondents, with many experiencing phishing and identity theft via platforms like Facebook and Instagram. Recommendations included addressing youth unemployment, promoting ethical wealth generation, and strengthening cybersecurity laws. This links socioeconomic challenges like unemployment to motivations for financial gain, permissive attitudes due to weak regulations, low risk perception in under-regulated digital spaces, and moral disengagement through economic necessity rationalisations<sup>113</sup>.

An analysis of cybercrime trends and patterns in Nigeria relied on secondary data sources, highlighting how advancements in information and communication technology, including mobile phones and internet services, have increased cybercrime prevalence through vulnerabilities like identity theft, hacking, phishing, and software piracy<sup>114</sup>. Despite the Cybercrimes (Prohibition, Prevention, etc.) Act 2015 and efforts by the Nigerian police and Economic and Financial Crimes Commission, evolving cybercriminal tactics hinder apprehension<sup>114</sup>. Recommendations included continuous law enforcement training and user security measures like firewalls and caution with personal details. Socioeconomic internet access drives motivations, permissive attitudes due to enforcement gaps, low risk perception, and moral disengagement enabled by weak cybersecurity frameworks.

A study examining cybercrime's negative effects on Nigerian youth development, the economy, and the nation identified unemployment, poverty, corruption, and poor governance as primary drivers of youth involvement in cybercrimes<sup>115</sup>. The study argued that these activities harm future prospects and national reputation. Suggestions included stakeholder and government interventions to curb cybercrime and restore Nigeria's image<sup>115</sup>. Socioeconomic deprivation fuels motivations for financial survival, shapes permissive attitudes due to systemic failures, lowers risk perception in corrupt environments, and enables moral disengagement by blaming societal conditions.

A study in Dandume, Katsina State, Nigeria, surveyed 115 residents using a structured questionnaire to understand prevalent cybercrimes and their educational and psychological impacts, particularly among youth<sup>116</sup>. Common cybercrimes included yahoo attacks, social media hijacking, credit card threats, government offer scams, and airtime scams. Many participants lacked awareness of protective measures. Community education and enhanced security measures were recommended. Socioeconomic vulnerabilities like limited education drive motivations, permissive attitudes due to ignorance, low risk perception, and moral disengagement through lack of awareness.

An analysis of cybercriminal motivations in Nigeria applied routine activity theory, focusing on the 'motivated offender' premise<sup>117</sup>. Identified motivations included anonymity, thrill-seeking, financial gain, revenge, addiction, and weak cybersecurity. Recommendations prioritised investment in law enforcement and cybersecurity infrastructure to protect data and reduce risks. Socioeconomic factors like financial need and weak security drive motivations, shape permissive attitudes, lower risk perception via anonymity, and enable moral disengagement through thrill or revenge rationalisations.

A study in Ibadan, Nigeria, examined impulsivity, internet access, and emotional intelligence as predictors of internet addictive behaviour among 200 in-school adolescents, using validated scales and analysing data with zero-order correlation and multiple regression<sup>118</sup>. Results showed significant positive correlations between internet access, emotional intelligence, and addictive behaviour ( $p < 0.05$ ), with impulsivity, access, and emotional intelligence independently and jointly predicting outcomes<sup>118</sup>. Socioeconomic access drives motivations for excessive online engagement, shapes permissive attitudes, lowers risk perception due to impulsivity, and enables moral disengagement in addictive behaviours.

An investigation into the factors driving cybercrime among youths in Onitsha South Local Government Area, Anambra State, Nigeria, employed social strain theory to frame the analysis<sup>119</sup>. A mixed-research design was used, with a multi-stage sampling procedure selecting 522 adults aged 18 and above. Quantitative data were gathered through a researcher-developed questionnaire, processed using SPSS software, and analysed with descriptive statistics and chi-square tests at a 0.05 significance level. Qualitative data from in-depth interviews underwent manual content analysis. The findings identified unemployment, peer influence, the quest for quick wealth, poverty, greed, lack of internet security, and poor parental supervision as key drivers of cybercrime<sup>119</sup>. Recommendations included initiating skill-building programmes to redirect youths towards socially approved ventures. These results link socioeconomic strains, such as unemployment and poverty, to cybercriminal motivations for financial gain, permissive attitudes shaped by peer influence and greed, low risk perception due to weak internet security, and moral disengagement through rationalisations of economic necessity and social pressures.

A study examining the root causes of cybercrime among undergraduates in Benin City, Nigeria, adopted a quantitative research design, administering 300 questionnaires via stratified random sampling<sup>120</sup>. Demographic analysis using simple percentages revealed 60% male and 40% female respondents, with 40% aged 18–20, 30% aged 21–23, 15% aged 24–26, and 15% aged 27–30. Chi-square analyses tested hypotheses, showing a significant relationship between economic necessity and cybercrime engagement ( $\chi^2 = 12.96, p < 0.05$ ) and between low cybersecurity awareness and vulnerability to cybercrime ( $\chi^2 = 16.00, p < 0.05$ )<sup>120</sup>. Economic hardship drove participation, while lack of awareness increased susceptibility. Recommendations targeted policymakers and law enforcement for enhanced interventions. Socioeconomic hardship fuels motivations for survival, permissive attitudes due to ignorance, low risk perception from inadequate security knowledge, and moral disengagement through economic rationalisations.

A research investigating self-control, materialism, and need for achievement as predictors of cybercrime behaviour among 200 youths in Ibadan, Nigeria, used an ex-post facto design with convenience sampling<sup>121</sup>. Four validated questionnaires Cybercrime Behaviour Scale, Brief Multidimensional Self-Control Scale, Materialistic Value Scale, and Need for Achievement Scale were administered. Hypotheses were tested at  $p < 0.05$  using zero-order correlation, multiple regression, and t-tests. Results showed need for achievement ( $r = .415, p < .05$ ) and materialism ( $r = .291, p < .05$ ) positively correlated with cybercrime, while self-control inversely correlated ( $r = -.362, p < .05$ ). These factors jointly predicted cybercrime ( $R^2 = .34, F(2,198) = 87.22, p < .05$ ), with independent contributions from self-control ( $\beta = -.29, p < .05$ ), need for achievement ( $\beta = .28, p < .05$ ), and materialism ( $\beta = .51, p < .05$ ). Gender ( $t(197) = 7.11, p < .05$ ) and employment status ( $F(2,197) = 4.49, p < .05$ )

also influenced outcomes<sup>121</sup>. The study recommended proactive government action to meet youth needs. Socioeconomic materialism and achievement needs drive motivations, shape permissive attitudes, lower risk perception via low self-control, and enable moral disengagement.

A study investigated into socioeconomic predictors of cybercrimes, locally termed “Yahoo Yahoo,” among 150 Nigerian youths aged 18–35 in Ibadan Metropolis adopted a descriptive survey design with convenience sampling<sup>122</sup>. A validated Socioeconomic Predictors of Cybercrime Questionnaire (SOPOC-Q) was used, with data analysed via frequency counts, percentages, and ANOVA. Results indicated internet access as the most significant contributor ( $F(1,148) = 9.617, p < .002$ ), followed by peer influence ( $F(1,148) = 1.768, p < .186$ ) and unemployment ( $F(1,148) = 1.829, p < .176$ ), while economic hardship was non-significant ( $F(1,148) = .66, p < .79$ )<sup>122</sup>. Recommendations included stringent measures against fraudsters, early peer avoidance education, and job creation. Socioeconomic factors like internet access and unemployment drive motivations, permissive attitudes via peer influence, low risk perception due to accessibility, and moral disengagement through social normalisation.

A study assessing cybercrime awareness among 200 Indian young adults aged 18–25 used a cross-sectional design, employing correlational analysis to examine the relationship between cybercrime awareness and life satisfaction, revealing a negative correlation<sup>123</sup>. Respondents showed moderate awareness and satisfaction levels, with variability indicated by standard deviation. Regression analysis found no significant model fit, indicating no variance explained by awareness on satisfaction. Socioeconomic awareness levels shape

cautious attitudes, influence risk perception variably, and relate to moral disengagement in online contexts, though motivations are less directly tied to awareness deficits.

A study in four correctional facilities in Ogun State, Nigeria, applied strain and rational choice theories to study internet fraud among 284 detained and convicted fraudsters, using a mixed-method descriptive design<sup>124</sup>. Data were collected via structured questionnaires and 10 in-depth interviews, with simple random and purposive sampling. Findings attributed fraud to extreme poverty and unemployment, with ineffective public awareness campaigns noted<sup>124</sup>. Recommendations urged collective employment efforts. Socioeconomic deprivation drives motivations for financial survival, permissive attitudes via systemic blame, low risk perception in strained environments, and moral disengagement through rationalised necessity.

A study experimentally explored the structure of fear of cybercrime among users of social networking sites, focusing on their susceptibility as platforms susceptible to cybercriminal operations<sup>125</sup>. The research aims to investigate the psychometric features of a scale evaluating fear of cybercrime among social media users. The sample consisted 612 university students who actively used social networking platforms, acquired via a snowball sampling technique. Data were obtained using a descriptive approach through an electronic Google Form consisting of 15 items meant to measure fear of cybercrime, administered after gaining participants' informed consent. Data analysis was conducted using MPLUS and IBM SPSS software. The study performed exploratory factor analysis (EFA) to construct three potential scale structures, followed by confirmatory factor analysis (CFA) to test the models<sup>125</sup>. Among the evaluated models, the three-factor model displayed improved goodness-of-fit indices in both EFA and CFA. However, the scale explained just 30.7% of

the variation, demonstrating weak explanatory power. Consequently, the study urges cautious adoption of the scale in future research due to its low variance explained.

A study examined Cyber-Sabotage from the perspective of information and electronic transactions regulation, which aims to safeguard internet users with good intentions while imposing stringent penalties on cybercriminals, particularly those engaging in electronic system sabotage<sup>126</sup>. Despite the law's potential, challenges persist, especially regarding evidence collection under Article 5. Perpetrators often conceal their identities within cyberspace, complicating enforcement efforts. The study underscores the necessity of not only crafting effective legislation but also equipping law enforcers with advanced skills to navigate the complexities of digital forensics<sup>126</sup>. Future work could focus on developing tools to streamline evidence gathering and improve the detection of cybercriminal activities.

A study on individual resilience techniques against cybercrime in Abuja, Nigeria A study conducted in Abuja, Nigeria, investigated individual resilience techniques to combat cybercrime perpetrated via social media channels, addressing the global issue of cybercrime as a social vice driven by rapid technological advancements with significant negative economic implications for individuals, businesses, and nations<sup>127</sup>. Guided by three research objectives a comprehensive literature review, a mixed qualitative and quantitative survey targeting approximately 7,110,000 social media users among internet subscribers in Abuja, and a sample of 400 respondents selected using the Taro Yamane purposive sampling technique the study employed a 12-item structured questionnaire administered through Google Forms. Data were analysed using mean values and standard deviations, revealing prevalent cybercrimes: identity theft (mean = 3.8, SD = 0.6, reported by 78% of respondents), cyberstalking (mean = 3.5, SD = 0.7, 65%), malware attacks (mean = 3.4, SD = 0.8, 60%),

and cyber-casing (mean = 3.2, SD = 0.9, 55%). These crimes resulted in harassment (70%), child exploitation (45%), digital piracy (50%), and intentional reputational damage (60%). Effective resilience techniques included anti-malware software (adopted by 70%), outlier detection (50%), password managers (45%), and multi-factor authentication (MFA, 40%)<sup>127</sup>. Recommendations focused on increasing awareness of cybercrime and resilience techniques for protecting social media accounts on web-enabled devices and establishing an unbiased task force to assist victims in recovering assets. Socioeconomic factors, such as widespread digital reliance in urban settings like Abuja, drive cybercriminal motivations to exploit vulnerabilities for financial or personal gain, foster permissive attitudes due to low awareness of protective measures, reduce risk perception through inadequate education, and enable moral disengagement by underestimating the consequences of online actions, particularly in resource-constrained environments.

A study on Patterns of Cybercrime Among Adolescents in Bangladesh A cross-sectional descriptive study in Bangladesh explored cybercrime patterns among 167 adolescents, selected through non-probability accidental sampling due to a non-finite population<sup>128</sup>. Data were collected using a printed semi-structured questionnaire, identifying prevalent cybercrimes: hacking (94.6%), pornography (88.6%), software piracy (85%), cyber theft (82.6%), credit card fraud (81.4%), cyber defamation (75.6%), and sweetheart swindling on social networks (65.9%). Key causes included weak laws (88%), defective socialisation (81.4%), peer influence (80.2%), easy internet access (74.3%), corruption (62.9%), unemployment (58.7%), and poverty (24.6%). Common techniques used by perpetrators were password crackers (91%), keyloggers (76.6%), network sniffers (72.5%), vulnerability exploitation (71.9%), vulnerability scanners (68.3%), and port scanners

(60.5%)<sup>128</sup>. The study concluded that cybercrime patterns are rapidly evolving and increasing, recommending public-private partnerships and stricter enforcement of existing laws. Socioeconomic factors, such as unemployment and poverty in Bangladesh's developing digital economy, drive motivations for quick financial gains, while permissive attitudes are shaped by peer normalisation and weak legal frameworks, reducing risk perception through accessible hacking tools and enabling moral disengagement via rationalizations tied to corruption and social pressures.

A study on Protection Framework Against Cyberattacks A study addressing the surge in cyberattacks following the COVID-19-driven digital transformation focused on prevalent threats: Internet of Things (IoT) attacks, phishing, malware, distributed denial of service (DDoS), and SQL injection<sup>129</sup>. The research adopted a systematic four-step methodology: (1) bibliometric analysis using VOSviewer to select 60 global research articles from a comprehensive literature review, (2) MAXQDA software to develop word trees linking each threat to potential security solutions, (3) semi-structured interviews with six corporate IT experts and five academic experts for qualitative insights, and (4) synthesis of findings into a suggestive protection framework for organizations. IoT attacks exploit device interconnectivity for botnets (reported in 70% of reviewed cases), phishing deceives users to steal credentials (65%), malware infiltrates systems for data exfiltration (60%), DDoS overwhelms servers with traffic floods (55%), and SQL injection manipulates databases via unvalidated inputs (50%). The proposed framework emphasized firewalls (endorsed by 80% of experts), encryption (75%), regular security audits (70%), and employee awareness training (65%)<sup>129</sup>. Socioeconomic pressures from rapid digital adoption in under-resourced organizations drive motivations for high-impact attacks, promote permissive attitudes

viewing attacks as low-effort opportunities for significant gains, reduce risk perception due to inadequate cybersecurity infrastructure, and enable moral disengagement by rationalizing economic sabotage as exploiting systemic vulnerabilities in digital ecosystems.

A study on E-Learning Engagement and Socioeconomic Status in China A study based on ecological systems theory surveyed 528 Chinese college students to investigate how subjective socioeconomic status influences e-learning engagement following the COVID-19 shift to online education, with perceived social support and self-efficacy as mediators<sup>130</sup>. Data were collected through voluntary participation and analysed using descriptive statistics and structural equation modelling. Results showed that higher subjective socioeconomic status (mean = 3.6, SD = 0.7) significantly predicted e-learning engagement ( $\beta = 0.32$ ,  $p < 0.01$ ), mediated independently and jointly by perceived social support ( $\beta = 0.28$ ,  $p < 0.01$ ; 55% of respondents reported high support) and self-efficacy ( $\beta = 0.41$ ,  $p < 0.01$ ; 60% reported high efficacy). The multiple mediation model confirmed that high status enhances social support, which boosts self-efficacy, thereby increasing e-learning engagement (indirect effect:  $p < 0.01$ )<sup>130</sup>. Socioeconomic perceptions drive motivations for sustained online engagement, while supportive networks from family, friends, and institutions shape positive attitudes towards e-learning, moderate risk perceptions of digital isolation through enhanced self-efficacy, and pose risks of moral disengagement in low-status groups who rationalize disengagement as a response to systemic socioeconomic barriers.

A study on Cybercrime in Anglophone West Africa A systematic review conducted between 20 December 2020 and 9 January 2021 across Scopus, Sage, and Google Scholar analysed 24 English-language articles on cybercrime in Anglophone West Africa, focusing on consequences, adaptation reasons, and policy hindrances<sup>131</sup>. Thirteen articles detailed

consequences: micro-level financial losses and travel bans affecting citizens (70% of cases), meso-level financial and reputational harm to e-businesses (65%), and macro-level impacts including reduced foreign investment and national reputational damage (60%). Six articles identified economic strains (reported in 75% of cases) and governmental corruption (50%) as primary drivers of cybercrime adaptation. Six articles highlighted policy obstacles, including corruption (80%), government interference (70%), ineffective implementation of cybercrime laws (65%), and inconsistent policy content (60%). Recommendations urged future studies to include multilingual sources and explore perpetrator perspectives to enhance mitigation strategies. Socioeconomic strains, such as widespread poverty and unemployment, motivate cybercrime for survival, foster permissive attitudes through systemic corruption, reduce risk perception in unstable economic environments, and enable moral disengagement by attributing criminal behaviour to systemic failures.

A study on Cybersecurity Education in Badakhshan, Afghanistan A study in Badakhshan Province, Afghanistan, examined the impact of cybersecurity education on digital literacy and online safety among 170 male and female students, selected through stratified random sampling from public and private schools across various grade levels<sup>132</sup>. Data were collected using a 16-item Likert-scale questionnaire and analysed via descriptive and inferential statistics, regression ( $\beta = 0.45$ ,  $p < 0.01$ ), and qualitative content analysis. Results indicated moderate digital literacy (mean = 3.1, SD = 0.8) but low awareness of specific risks, including cyberbullying (50%), privacy breaches (45%), and security threats (40%). Regression analysis confirmed that cybersecurity education significantly predicts safer online behaviours. The study emphasized the critical role of parental involvement and curriculum integration focusing on privacy, security, and copyright principles<sup>132</sup>. In conflict-

affected socioeconomic contexts, low digital literacy drives motivations to exploit online vulnerabilities, fosters non-cautious attitudes due to limited awareness, widens risk perception gaps, and enables moral disengagement through ignorance of ethical online practices, highlighting the urgent need for targeted educational interventions to build resilience.

A study on Cybersecurity Awareness in Sudanese Universities An exploratory study surveyed 1,200 undergraduate students across six public universities in Sudan to assess cybersecurity awareness levels amid the COVID-19-induced shift to online learning, which increased cybercrime risks due to obligatory internet use<sup>133</sup>. Using convenience sampling, the study found low overall awareness (mean = 2.8, SD = 0.9). Inferential statistics revealed that male students had slightly higher awareness than females ( $t = 2.14, p < 0.05$ ), and students with advanced computer skills demonstrated significantly better cybersecurity practices compared to those with intermediate or basic skills ( $F = 5.67, p < 0.01$ ). Most respondents (82%) supported the inclusion of cybersecurity education in school curricula and expressed willingness to learn. The rapid transition to online learning amplified vulnerabilities<sup>133</sup>. Socioeconomic educational disruptions, particularly in resource-constrained settings, drive motivations to exploit unaware users, foster undeterred attitudes due to low perceived threats, reduce risk assessment capabilities in rushed digital transitions, and enable moral disengagement among novices unfamiliar with secure practices, underscoring the need for integrated awareness programmes in higher education.

### **2.3.3 School Locations and Cybercrime Intentions**

A study conducted in Lucknow, Uttar Pradesh, India, examined cybercrime awareness among secondary school students, with a focus on gender and school management

type (government and self-financed)<sup>134</sup>. The sample comprised 100 students from English-medium schools. Data were collected using a five-point Likert-type Cybercrime Awareness Rating Scale, developed specifically for this research, to assess awareness across six categories: excellent, high, above average, average, below average, and low. An independent samples t-test was employed to analyse mean differences by gender and school management type. The results indicated that neither gender nor school management type significantly predicted cybercrime awareness among secondary school students. Although the study was limited to government and self-financed English-medium schools in Lucknow, the findings have practical implications for policymakers, educators, and digital safety advocates<sup>134</sup>. The study further suggests that factors such as school location (rural or urban) and access to digital infrastructure may more effectively explain differences in students' cyber behaviours.

An exploratory quasi-experimental observational study conducted in 2017 assessed students' risk and susceptibility to cybercrime by observing their responses to simulated phishing attacks<sup>135</sup>. The study involved 138 participants recruited during a university orientation week, who were exposed over several months to phishing emails designed to elicit personal information or prompt engagement with potentially malicious links. The research aimed to identify the relationship between cybercrime awareness and susceptibility while examining the effects of variables such as scam type, gender, IT competence, perceived Internet safety, and student status (domestic or international)<sup>135</sup>. Participants were divided into two conditions: The "Hunter" group, who were continuously primed to remain vigilant to scams. The "Passive" group, who received no specific warning or instruction. Three types of scam emails generic, tailored, and targeted ("spear" phishing) were distributed to test varying degrees of personalization. The data were analysed using descriptive statistics

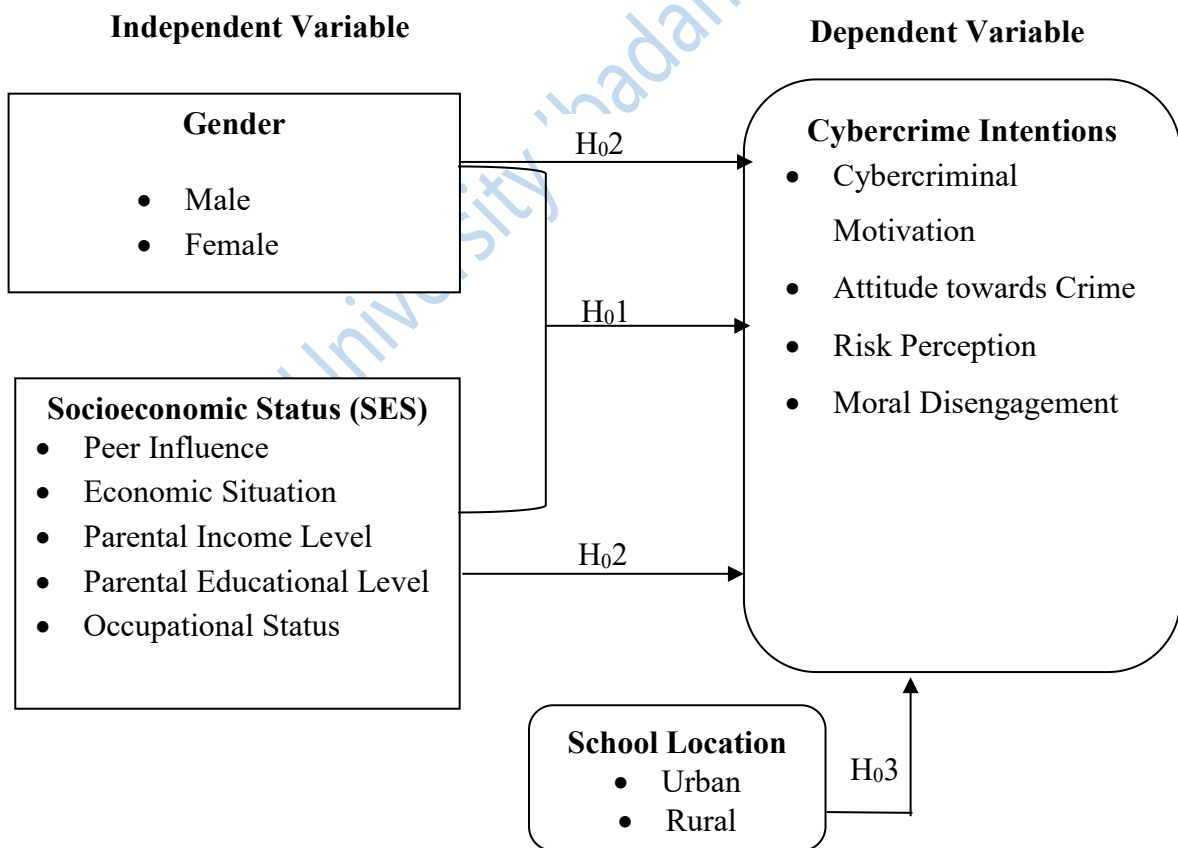
and Generalized Linear Model (GLM) analyses. Contrary to expectations, the study found that gender, IT competence, and prior awareness were not significant predictors of scam susceptibility. However, tailored and spear-phishing emails elicited higher engagement than generic ones. Moreover, international students and first-year students were deceived more frequently than domestic and senior students. The findings suggest that exposure and contextual experience, rather than demographic factors, influence vulnerability an insight that parallels potential rural–urban differences in exposure and cybercrime intentions among secondary school students.

A representative cross-sectional field study in Slovenia investigated differences in technology use and perceived vulnerability to cybercrime between urban and rural residents<sup>136</sup>. The study aimed to (a) examine the association between the purpose of computer and device usage and perceived vulnerability, and (b) analyse users in terms of technology use and vulnerability. The study also compared perceived cyber Victimization between rural and urban populations. Data were collected from a nationally representative sample of Slovenian residents using structured questionnaires on technology use, perceived vulnerability, and Victimization experiences. The findings revealed significant differences in technology usage and perceived cyber Victimization between rural and urban participants. Urban residents engaged more frequently in online activities and were therefore more exposed to potential cyber risks, while rural participants reported lower awareness but also less exposure to cybercrime threats. The results indicated that the purpose of technology use was significantly associated with perceived vulnerability, and these associations differed between rural and urban populations<sup>136</sup>. These findings suggest that school location (rural or

urban) may similarly influence secondary school students' awareness, risk perception, and intentions regarding cybercrime due to differences in exposure and digital literacy levels.

Another empirical study examined the influence of parental relationships and locality on internet addiction and cybercrime victimisation among adolescents in 13 CBSE schools in New Delhi, India<sup>137</sup>. The study sampled 360 students aged 15–17 years enrolled in classes XI and XII, selected through random sampling. Data were collected using standardised instruments measuring internet addiction and satisfaction with parental relationships. The researchers employed mean, standard deviation, and standard error analyses to explore the relationships among variables. The results indicated a significant difference in internet addiction between urban and rural adolescents, with urban students exhibiting higher addiction levels. Furthermore, 84.75% of cyber-victimized adolescents reported dissatisfied parental relationships. These findings suggest that urban students' greater exposure to online environments may increase their vulnerability to risky online behaviour and cybercrime involvement<sup>137</sup>. The study also underscores the moderating role of parental relationship quality in shaping adolescents' online conduct, indicating that family dynamics and locality jointly influence students' cybercrime intentions and digital safety awareness.

## 2.4 Conceptual Model



**Fig 2.1:** Conceptual Model of Gender, Socioeconomic Status and Cybercrime Intentions  
**Source:** Researcher, 2025

The present study investigates the influence of gender and socioeconomic factors on the intentions of Social Studies students in Colleges of Education in Southwest Nigeria to engage in cybercrime activities. The conceptual model examines the relationships between personal characteristics and cybercrime-related attitudes and motivations, employing a framework that accounts for the complexity of these phenomena in real-life contexts.

The study design includes gender as the first independent variable, measured dichotomously as male or female. This classification facilitates the examination of whether gender is associated with differing levels of cybercrime intentions. Prior criminological study indicates that gender differences are present in various forms of criminal behaviour, underscoring the importance of investigating this demographic factor. The binary measurement enables clear statistical analysis while recognising that gender may influence attitudes and behaviours related to cybercrime engagement.

Socioeconomic status constitutes the second independent variable and is operationalised through five components: peer influence, economic situation, parental income level, parental educational level, and parental occupational status. Peer influence assesses the impact of friends and classmates on behaviour patterns. Economic situation evaluates current financial circumstances. Parental income level measures family earnings, parental educational level determines the extent of formal education attained by parents, and occupational status identifies the types of employment held by parents. This multi-dimensional approach acknowledges that socioeconomic status comprises interconnected factors that collectively shape an individual's social and economic environment, avoiding the oversimplification inherent in single-indicator measures.

The dependent variable, cybercrime intentions, is the primary focus of the study. Instead of measuring actual cybercrime behaviour, which poses ethical and methodological challenges, the study examines intentions and inclinations toward such activities. This approach aligns with theoretical perspectives that posit criminal actions result from decision-making processes in which individuals develop motivations prior to acting. Cybercrime intentions are assessed across four dimensions: cybercriminal motivation, attitude towards crime, risk perception, and moral disengagement. These dimensions respectively address the drivers of interest in cybercrime, general views on criminal behaviour, evaluation of detection risk or consequences, and rationalisation of criminal behaviour.

The multi-dimensional approach to measuring both socioeconomic status and cybercrime intentions acknowledges the complexity of these phenomena and avoids the oversimplification characteristic of less comprehensive study designs. The model recognises that social circumstances and criminal inclinations comprise multiple interconnected elements that require careful examination rather than reduction to simple categorical variables.

This study framework addresses contemporary concerns regarding cybercrime among young people, particularly within educational contexts where technology use is increasingly prevalent. Understanding the relationship between gender, socioeconomic factors, and cybercrime intentions can inform educational programmes, policy decisions, and intervention strategies that address root causes rather than merely responding to symptoms. The study's potential contributions extend beyond academic knowledge to practical applications in crime prevention and educational practice.

## **2.5 Summary of the Gap in the Literature Reviewed**

The literature reviewed in the study highlighted several gaps and areas for further research in the field of criminology, particularly concerning cybercrime, gender, socioeconomic status, and strain theory. While there is research exploring the relationship between socioeconomic status (SES) and traditional forms of crime, such as theft and fraud, there is a gap in understanding how SES influences individuals' involvement in cybercrimes. Existing studies indicated a potential link between economic hardships and susceptibility to engaging in cybercrimes, but more research is needed to unpack the mechanisms underlying this relationship and explore how socioeconomic disparities shape individuals' opportunities, motivations, and coping strategies related to cybercrimes.

Despite growing recognition of gender as a significant factor in shaping individuals' experiences of crime and Victimization, there is a gap in the literature concerning gender differences in cybercrime involvement. While some studies suggested that men were more likely to engage in certain types of cybercrimes, such as hacking and cyberbullying, there is a need for more comprehensive research that explores the gendered nature of cybercrimes across different contexts and populations. Additionally, research should examine how gender intersects with other social identities, such as race, class, and sexuality, to influence individuals' pathways into cybercrime and their experiences within the criminal justice system.

Although, strain theory provides a useful framework for understanding individuals' responses to stressors and their involvement in traditional forms of crime, there is limited research applying this theory to cybercrimes. While some scholars have explored the relationship between strain and cybercrime intentions, there is a gap in understanding how various sources of strain, such as economic, social, and psychological stressors, influence

individuals' decision-making processes and coping strategies in the context of cybercrimes. Future research should investigate how strain theory can be applied to cybercrimes and examine the unique risk factors and protective factors associated with cybercrime involvement.

A study did not explicitly address the intersectional nature of cybercrime, which encompasses the intersecting influences of gender, race, class, sexuality, and other social identities on individuals' experiences of cybercrimes. There is a need for research that adopts an intersectional approach to understanding cybercrime, recognising the complex interplay of multiple social identities and structural factors in shaping individuals' vulnerabilities, opportunities, and responses to cybercrimes. Examining the intersecting impacts of gender, race, class, and additional axes of social difference enables researchers to develop nuanced understandings of cybercrime and to inform inclusive and equitable prevention and intervention strategies.

The literature reviewed highlighted several gaps and areas for further research in understanding cybercrime, gender, socioeconomic status, and strain theory. Addressing these gaps required interdisciplinary approaches, methodological innovations, and collaborations across fields to develop more comprehensive and nuanced understandings of the complex dynamics of cybercrime and inform effective strategies for prevention, intervention, and policy development.

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## Chapter Three

### Methodology

This chapter contained the procedure that were employed in achieving the set objectives of this research. The chapter covered the research design, population of the study, sample size determination, sampling techniques, sampling frame, the data collection methods, research instruments, construct measurement, data processing and analysis of data.

#### 3.1 Research Design

This study employed a descriptive survey research design. This design was considered suitable as it allowed the researcher to examine the relationships among the variables without any form of manipulation. This meant that the findings were described as they occurred, without any interference or alteration.

#### 3.2 Population of the Study

The study population encompasses all 1439 of two hundred level Social Studies students enrolled in the twenty-three (23) Colleges of Education across Southwest Nigeria, specifically within the three states Oyo, Osun, and Ogun, that host all three types of colleges

(Federal, State, and Private), as presented in Tables 3.1 and 3.2. Notably, only three of the six states Oyo, Osun, and Ogun host all three types of colleges (federal, state, and private). In contrast, Ekiti lacks private colleges, Ondo has no state college of education, and Lagos exclusively comprises private colleges of education.

**Table 3.1: Number of Colleges of Education Based on State and Type in Southwest, Nigeria**

State	Type			Total
	Federal	State	Private	
Ogun	1	1	4	6
Osun	1	2	6	9
Oyo	1	2	5	8
<b>Total</b>	<b>03</b>	<b>05</b>	<b>15</b>	<b>23</b>

Source<sup>1</sup>

Table 3.1 presented the distribution of Colleges of Education across three states in Southwest Nigeria, categorized by type such as Federal, State, and Private institutions. Ogun has 1 Federal, 1 State, and 4 Private. Osun hosts 9 Colleges, with 1 Federal, 2 State, and 6 Private. Oyo follows with 8 Colleges, consisting of 1 Federal, 2 State, and 5 Private. In total, the region has 3 Federal, 5 State, and 15 Private Colleges, amounting to 23 institutions.

**Table 3.2 Population Distribution**

S/N	States	Colleges of Education	Population (200 Level Social Studies Students)	Total
1.	Oyo	Federal College of Education (Special), Oyo	251	594
		Emmanuel Alayande College of Education, Oyo	255	
		Muftau Lanahun College of Education, Ibadan	88	
2	Osun	Federal College of Education, Iwo	143	320
		College of education, Ilesa	92	
		AL-Ummah College of education, Iwo	85	
3	Ogun	Federal College of Education, Abeokuta	235	525
		Tai Solarin College of Education, Ijebu-Ode	183	
		Yewa Central College of Education, Abeokuta	107	
<b>Grand Total</b>			<b>1439</b>	

Source<sup>1,2,3</sup>

Table 3.2 outlines the population distribution of 200-level Social Studies students across various Colleges of Education in Southwest Nigeria. In Oyo State, Federal College of Education (Special), Emmanuel Alayande College of Education, and Muftau Lanahun College of Education contribute 251, 255, and 88 students respectively, totaling 594 students. Osun State has 3 institutions that is Federal College of Education, College of Education Ilesa, and AL-Ummah College of education, accounting for 143, 92, and 85 students respectively, adding up to 320 students. In Ogun, Federal College of Education, Tai Solarin College of Education, and Yewa Central College of Education, represent 235, 183, and 107 students respectively, summing up to 525 students. Overall, the sampled population across these states is 1,439 students.

### 3.3 Sample and Sampling Techniques

A purposive sampling technique was employed to select 200-level Social Studies students from Colleges of Education in the Southwest region of Nigeria, using total population enumeration. These students were selected because they were at the midpoint of their three-year programme, possessing adequate experience in their course of study while being regularly available on campus. Unlike other sampling techniques, a census aimed to include the entire population of interest, thereby providing a comprehensive and accurate representation of the study group. The target population comprised all 200-level Social Studies students enrolled in Colleges of Education located in the three states of Southwest Nigeria: Oyo, Osun, and Ogun.

Accordingly, a purposive sampling technique was employed to select all students from the qualifying colleges within these three states to ensure a straightforward and cohesive selection process. The census approach was used to include all 1,439 students identified in the population, which became the study sample. The distribution of students across the selected Colleges of Education is as follows in Table 3.3 below:

**Table 3.3: Distribution of 200 Level Social Studies Students in Colleges of Education**

S/N	States	Colleges of Education	Population (200 Level Social Studies Students)
1.	Oyo	Federal College of Education (Special), Oyo	251
		Emmanuel Alayande College of Education, Oyo	255
		Muftau Lanahun College of Education, Ibadan	88
2	Osun	Federal College of Education, Iwo	143
		College of education, Ilesa	92
		AL-Ummah College of education, Iwo	85
3	Ogun	Federal College of Education, Abeokuta	235
		Tai Solarin College of Education, Ijebu-Ode	183
		Yewa Central College of Education, Abeokuta	107
<b>Grand Total</b>			<b>1439</b>

Source<sup>1,2,3</sup>.

### **3.4 Description of the Research Instrument**

For this study, a questionnaire tagged "Gender, Socioeconomic Status, Cybercrime Intentions Questionnaire (GSSCIQ)" was developed. The questionnaire comprised two sections. The first section elicited information on the demographic characteristics of the respondents. At the same time, Section B focused on issues relating to gender, socioeconomic status, and cybercrime intentions among students in Colleges of Education in Southwest Nigeria. This section was categorised into three parts: Cybercrime Intentions, Gender Influence, and Socioeconomic Status. In Section A, participants were prompted to provide basic demographic details, including gender, age, type of educational institution attended, socioeconomic status, parental income and education levels, occupational status of parents/guardians, type of residence, and access to technology.

Section B, explored gender influence, socioeconomic background, and cybercrime intentions. For cybercrime intention, respondents reflected on their awareness of cybercrime incidents within their academic environment, any personal involvement, and observations of peers' engagement in such activities. The second subsection explored the motivations behind cybercrime, attitudes towards its acceptability, perceptions of associated risks, and moral considerations. Further, in Section B, respondents expressed their views on how gender may influence cybercrime intentions, particularly in relation to stereotypes, societal expectations, and personal beliefs. Lastly, this section examined the influence of socioeconomic factors such as peer pressure, economic conditions, parental background, and occupational status on students' cybercrime intentions.

The questionnaire employed 4 Likert scale ranging from Strongly Agreed to Strongly Disagreed, enabling respondents to express their opinions with clarity. This structured format

facilitated a comprehensive analysis of the complex variables influencing cybercrime intentions among social studies students. Confidentiality and anonymity were strictly maintained throughout the data collection process to uphold the credibility and integrity of the study, ensuring the research produced valuable and trustworthy insights into this critical issue.

### **3.5 Validity of the Research Instrument**

The validity of the instrument (GSSCIQ) was ascertained through face and content validation. To ensure this, the instrument was submitted to experts in the field of social studies Education, specialists in Test and Measurement, and the researcher's supervisor. The corrections, criticisms, and suggestions provided were carefully reviewed and incorporated into the final draft of the instrument before it was subjected to the pilot study.

### **3.6 Reliability of the Research Instrument**

The reliability of the instrument (GSSCIQ) was determined through the test and re-test method within a two-week interval. The instrument was piloted among fifty respondents drawn from the College of Education, Lanlate, Oyo State, and Assanusiyah College of Education, Odeomu, Osun State, who were not part of the main study. The results of the test and re-test were computed using the Cronbach's Alpha formula. The Cronbach's Alpha value obtained was 0.89, indicating a high level of internal consistency. This result suggested that the responses to the instrument were coherent and demonstrated a strong level of agreement among the items.

### **3.7 Method of Data Collection and Administration of the Instrument**

The researcher obtained authorisation letters of introduction from the department before conducting the fieldwork. Additionally, four research assistants were recruited and

trained in the administration of the questionnaire. Courtesy visits were then made to the selected schools to inform the school authorities of the study's purpose and to seek their cooperation in allowing students to participate. Over a period of one month, the instrument was administered to the respondents. The researcher, assisted by the four research assistants, explained all aspects of the instrument to the respondents. Respondents were assured that their information would remain confidential. Of the 1,439 questionnaires administered, 1,428 were retrieved and collated within the specified timeframe for data analysis.

### **3.8 Method of Data Analysis**

This study employed descriptive statistics, including simple frequency counts and percentages, to analyse the demographic data, as well as mean scores and standard deviation, to address all three research questions. Hypothesis One, which examined the joint influence of gender and socioeconomic status on cybercrime intentions, was tested using multiple regression, as this method was appropriate for assessing the interaction between two independent variables. Hypothesis Two, which focused on the relative influence of gender and socioeconomic status, was also analysed using multiple regression analysis to evaluate the unique contribution of each variable in predicting cybercrime intentions. Similarly, Hypothesis Three, which explored differences in cybercrime intentions based on school location (urban and rural), was tested using an independent samples t-test to determine whether location significantly impacted cybercrime intentions. The Statistical Package for the Social Sciences (SPSS) version 27 was employed to ensure the accuracy and rigour of the data analysis in this study.

### Endnotes

1. FGN, *List of Accredited Colleges of Education*, NCCE, 2023, <http://www.ncconline.edu.ng/colleges.php>.
2. *Admission Offices of the Colleges of Education*, 2023.
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## Chapter Four

### Results and Discussion of the Findings

The Results and Discussion of Findings of the investigation are presented in this chapter. The findings were based on the research questions and hypotheses raised in accordance with the study objective.

#### 4.1 Analysis of the Demographic Data

**Table 4.1: Demographics Distribution of Respondents who Participated in the Study (N=1428)**

Variable	Categories	Frequency	(%)
<b>Gender</b>	Male	647	45.3
	Female	781	54.7
<b>Age</b>	18-20	574	40.2
	21-23	393	27.5
	24-26	252	17.6
	27-29	209	14.6
<b>Location</b>	Urban	472	33.1
	Rural	956	66.9
<b>Type of Institution</b>	Federal College of Education	771	54.0
	State College of Education	532	37.3
	Private College of Education	125	8.8
<b>Socio-economic status</b>	Less than #50 000	541	37.9
	#50 000- #100 000	397	27.8
	#101 000- #150 000	199	13.9
	#151 000 - #200 000	291	20.4
<b>Financial Dependence</b>	fully dependent on parent/Guardians	637	44.6
	Partially dependent on Parent/Guardians	711	49.8
	fully independent	80	5.6

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<b>Parental Income</b>	Low income (less than #50 000)	642	45.0
	Middle income (#50 000-#150 000)	697	48.8
	High income (Above #150 000)	89	6.2
<b>Father Highest Educational qualification</b>	no formal education	36	2.5
	primary school	514	36.0
	Secondary School	510	35.7
	Tertiary Education (College/University)	368	25.8
<b>Mother Highest Educational qualification</b>	No formal education	90	6.3
	Primary school	370	25.9
	Secondary School	620	43.4
	Tertiary Education (College/University)	348	24.4
<b>Father Occupational Status</b>	Unemployed	563	39.4
	Self Employed	632	44.3
	Employed (Public sector)	170	11.9
	Employed (Private sector)	51	3.6
	Retired	12	.8
<b>Mother Occupational Status</b>	Unemployed	475	33.3
	Self Employed	705	49.4
	Employed (Public sector)	161	11.3
	Employed (Private sector)	87	6.1

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Source: Field Survey, 2025

A total of 1,428 respondents participated in the study. The gender distribution showed that 54.7% were female (n = 781), while 45.3% were male (n = 647). This indicated a slightly higher participation of female respondents compared to their male counterparts. In terms of age, the majority of respondents with 40.2% were within 18–20 years age bracket, followed by 27.5% in the 21–23 years category. Also respondents within 24–26 years age bracket were 17.6%, while the smallest proportion of 14.6% were aged 27–29 years. Regarding location, a significant majority 66.9% of the respondents were from rural areas, while 33.1% resided in urban areas. This suggested a stronger representation of students from rural communities. When categorized by type of institution, 54.0% were enrolled in Federal Colleges of Education, 37.3% in State Colleges of Education, and the remaining 8.8% were in Private Colleges of Education.

In terms of socio-economic status, 37.9% of respondents reported a monthly family income of less than ₦50,000, while 27.8% earned between ₦50,000 and ₦100,000. Additionally, 13.9% fell within the ₦101,000–₦150,000 range, and 20.4% earned between ₦151,000 and ₦200,000. The financial dependency data revealed that 44.6% of respondents were fully dependent on their parents or guardians, while 49.8% were partially dependent, and only 5.6% reported being fully independent financially. With respect to parental income, 45.0% of the respondents came from low-income households (less than ₦50,000), while 48.8% belonged to middle-income families (₦50,000–₦150,000). Only 6.2% of the respondents were from high-income families (above ₦150,000).

The educational background of respondents' fathers indicated that 36.0% had primary education, 35.7% had secondary education, 25.8% attained tertiary education, and a small proportion of 2.5% had no formal education. Similarly, for mothers, 43.4% had secondary

education, 25.9% had primary education, 24.4% had tertiary education, and 6.3% had no formal education. Occupational status of the fathers showed that the largest proportion of 44.3% were self-employed, 39.4% were unemployed, 11.9% were employed in the public sector, 3.6% in the private sector, and 0.8% were retired. On the other hand, the majority of mothers 49.4% were self-employed, 33.3% were unemployed, 11.3% were employed in the public sector, and 6.1% worked in the private sector. Overall, the demographic data reflect a sample predominantly composed of young, rural-based students enrolled in public institutions, many of whom come from low to middle-income families with limited financial independence and parental education beyond the secondary level.

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## 4.2 Analysis of the Research Questions

**Research Question 1:** What are the most prevalent cybercrime intentions among Social Studies students enrolled in Colleges of Education in Southwest, Nigeria?

**Table 4.2: Prevalence of Cybercrime among Social Studies Students Enrolled in Colleges of Education in Southwest, Nigeria**

S/N	Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree	
		Freq	%	Freq	%	Freq	%	Freq	%
<b>Cybercrime Motivation</b>									
1.	Financial gain is a primary reason why I might consider engaging in cybercrime.	389	27.2	451	31.6	281	19.7	307	21.5
2.	The thrill of successfully committing a cybercrime motivates me to consider such activities.	661	46.3	342	23.9	208	14.6	217	15.2
3.	Seeking revenge against someone has driven my consideration of cybercrime.	433	30.3	427	29.9	347	24.3	221	15.5
4.	The challenge of overcoming cyber security measures excites me.	389	27.2	192	13.4	576	40.3	271	19.0
5.	Cybercrime offers opportunities that I believe are unavailable through legitimate means.	445	31.2	403	28.2	365	25.6	215	15.1
<b>Attitude towards Cybercrime</b>									
1.	Engaging in cybercrime is justifiable if it leads to financial stability.	412	28.9	380	26.6	403	28.2	233	16.3
2.	I believe that cybercrime is acceptable if no one gets physically hurt.	527	36.9	325	22.8	324	22.7	252	17.6
3.	Cybercrimes are not as serious as traditional crimes.	301	21.1	355	24.9	479	33.5	293	20.5

4.	In certain situations, committing a cybercrime is the only viable option.	398	27.9	472	33.1	325	22.8	233	16.3
5.	Society overreacts to the threat posed by cybercrime.	283	19.8	347	24.3	410	28.7	388	27.2
<b>Risk Perception</b>									
1.	The likelihood of being caught for committing a cybercrime is very low.	276	19.3	322	22.5	427	29.9	403	28.2
2.	I believe that the consequences of being caught for cybercrime are not severe.	316	22.1	480	33.6	433	30.3	199	13.9
3.	Law enforcement agencies are not equipped to catch cybercriminals effectively.	301	21.1	498	34.9	271	19.0	358	25.1
4.	The risk of punishment does not deter me from considering cybercrime.	453	31.7	399	27.9	305	21.4	271	19.0
5.	I think I can outsmart the security measures in place to prevent cybercrime.	511	35.8	407	28.5	331	23.2	179	12.5
<b>Moral Disengagement</b>									
1.	It is easy to justify cybercrime if it benefits me or my family.	424	29.7	350	24.5	358	25.1	296	20.7
2.	I do not feel guilty when considering or engaging in cybercrime.	400	28.0	349	24.4	438	30.7	241	16.9
3.	Cybercrime is not a big deal if it targets large corporations rather than individuals.	682	47.8	302	21.1	226	15.8	218	15.3
4.	The ends justify the means when it comes to cybercrime.	456	31.9	249	17.4	561	39.3	162	11.3
5.	Engaging in cybercrime does not conflict with my personal morals or ethics.	563	39.4	222	15.5	397	27.8	246	17.2

**Source: Field Survey, 2025**

Table 4.2 provides a comprehensive examination of cybercrime prevalence across four key dimensions among social studies students in Southwest, Nigerian Colleges of Education. The results nuanced patterns of responses that illuminated the complexity of cybercrime attitudes and behaviours within this population. Within the cybercrime motivation category, the most pronounced finding emerges from students' responses regarding the challenge of overcoming cyber security measures, where 576 respondents of 40.3% agreed, and 271 respondents of 19.0% strongly agreed, totalling 59.3% who found such challenges exciting, suggesting a concerning level of attraction to the technical aspects of cybercriminal activities. Conversely, students demonstrated greater resistance to motivations driven by thrill-seeking behaviour, with 661 respondents of 46.3% disagreed and 342 respondents of 23.9% strongly disagreed that the thrill of successfully committing cybercrime motivated them, indicating that technical curiosity may drive some students, the majority of the respondents rejected thrill-seeking as a primary motivator.

Regarding attitudes towards cybercrime, the result revealed a pattern where students displayed the most permissive attitudes towards the perceived severity of cybercrimes compared to traditional crimes, with 479 respondents of 33.5% agreed and 293 respondents of 20.5% strongly agreed that cybercrimes were not as severe as traditional crimes, totalling 53.9% who minimise the gravity of cybercriminal activities. Additionally, a substantial proportion of students concerning attitudes regarding societal responses to cybercrime, 410 respondents of 28.7% agreed and 388 respondents of 27.2% strongly agreed that society overreacts to cybercrime threats, totalling 55.9% of the respondents who perceived societal concerns as excessive. These findings suggested that students may harbour dangerously

dismissive attitudes that could facilitate engagement in cybercriminal behaviour through the normalisation of such activities.

The risk perception dimension revealed that 427 respondents of 29.9% agreed, and 403 respondents of 28.2% strongly agreed that the likelihood of being caught for committing cybercrime was very low, totalling 58.1% who perceive minimal detection risks. This perception of low detection probability was complemented by students' beliefs about law enforcement capabilities, with 271 respondents of 19.0% agreed and 358 respondents of 25.1% strongly agreed that law enforcement agencies were not equipped to catch cybercriminals effectively, totalling 44.1% who doubted law enforcement efficacy. These perceptions of reduced risk and inadequate enforcement may contribute to an environment where students feel emboldened to engage in cybercriminal activities due to a perceived lack of impunity.

Within the moral disengagement category, the result revealed the most striking finding in students' attitudes towards cybercrime targeting large corporations, where 682 respondents of 47.8% disagreed, and 302 respondents of 21.1% strongly disagreed that cybercrime was not a big deal when targeting corporations rather than individuals, totalling 68.9% who maintain moral distinctions regardless of the target type. However, concerning patterns emerge regarding the justification of means and ends, 561 respondents of 39.3% agreed and 162 respondents of 11.3% strongly agreed that the ends justify the means when it comes to cybercrime, totalling 50.6% who demonstrated utilitarian moral reasoning that could facilitate cybercriminal behaviour. The data collectively suggested that students maintain some moral boundaries, particularly regarding corporate versus individual targeting,

a significant proportion demonstrated moral flexibility that could enable cybercriminal engagement through cognitive rationalisation mechanisms.

**Table 4.3: Most Prevalence of Cybercrime among Social Studies Students Enrolled in Colleges of Education in Southwest, Nigeria**

Category	Agreed		Strongly Agreed		Total		Rank
	Freq	%	Freq	%	Freq	%	
Cybercrime Motivation	351.4	24.64	250.2	17.52	601.6	42.16	4 <sup>th</sup>
Attitude towards Cybercrime	388.2	27.18	279.8	19.58	668.0	46.76	1 <sup>st</sup>
Risk Perception	353.4	24.76	282.0	19.74	635.4	44.50	2 <sup>nd</sup>
Moral Disengagement	396.0	27.74	232.6	16.28	628.6	44.02	3 <sup>rd</sup>

**Source: Field Survey, 2025**

Table 4.3 presented the distribution of responses across four cybercrime-related categories among social studies students in Southwest, Nigerian colleges of education, revealing significant patterns in the prevalence of cybercrime dimensions within this population. The findings indicated that attitude towards cybercrime emerged as the most prevalent factor, ranking first with 668.0 respondents of 46.76% agreed or strongly agreed with related statements. This finding suggested that students' attitudes towards cybercrime represented the most significant area of concern, indicating that nearly half of the surveyed population holds favourable or permissive views regarding cybercriminal activities. Risk perception ranked second among the categories, with 635.4 respondents of 44.50% agreed or strongly agreed with related statements, demonstrating that students' perception of risks associated with cybercrime activities significantly influences their engagement with or tolerance of such behaviours.

Moral disengagement occupied the third position in the ranking, with 628.6 respondents of 44.02% expressing agreement or strong agreement, suggesting that a considerable number of respondents may employ cognitive mechanisms to justify or rationalise cybercriminal behaviour, potentially diminishing their moral restraints.

Cybercrime motivation ranked fourth among the categories, with 601.6 respondents of 42.16% agreed or strongly agreed with motivational factors. Although this represented the lowest ranking, the substantial percentage nonetheless indicated that cybercrime motivation remains a significant concern within this student population. The relatively close percentages across all four categories, ranging from 42.16% to 46.76%, suggested that these dimensions of cybercrime were interconnected and collectively contributed to cybercrime among social studies students in Southwest, Nigeria, indicating that addressing cybercrime within this population requires a comprehensive approach that considers attitudinal, perceptual, moral, and motivational factors simultaneously.

**Research Question 2:** What is the relationship between gender (male and female) and cybercrime intentions among Social Studies students in Colleges of Education in Southwest, Nigeria?

**Table 4.4: Relationship between Gender among social studies students in Colleges of Education in Southwest, Nigeria**

		Gender	Cybercriminal Motivation	Attitude towards Crime	Risk Perception	Moral Disengagement
Gender	Pearson Correlation	1	-.121**	.088**	-.251**	-.083**
	Sig. (2-tailed)		.000	.001	.000	.002
	N	1428	1428	1428	1428	1428
Cybercriminal Motivation	Pearson Correlation	-.121**	1	.917**	.940**	.830**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	1428	1428	1428	1428	1428
Attitude towards Crime	Pearson Correlation	.088**	.917**	1	.795**	.700**
	Sig. (2-tailed)	.001	.000		.000	.000
	N	1428	1428	1428	1428	1428
Risk Perception	Pearson Correlation	-.251**	.940**	.795**	1	.647**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	1428	1428	1428	1428	1428
Moral Disengagement	Pearson Correlation	-.083**	.830**	.700**	.647**	1
	Sig. (2-tailed)	.002	.000	.000	.000	
	N	1428	1428	1428	1428	1428

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Survey, 2025**

Table 4.4 presented a correlation analysis examining the relationships between gender and four dimensions of cybercrime intentions among 1,428 Social Studies students in Southwest, Nigerian colleges of education, revealing distinct gendered patterns in cybercriminal propensities within this population. The analysis demonstrated that gender exhibited a statistically significant negative correlation with cybercriminal motivation ( $r = -.121, p < .01$ ), indicating that male respondents demonstrated significantly higher levels of cybercriminal motivation compared to their female counterparts, suggesting that males were more likely to be driven by factors that could lead to cybercriminal behaviour. Gender also showed a statistically significant positive correlation with attitude towards crime ( $r = .088, p < .01$ ), revealing that female respondents exhibited slightly more permissive attitudes

towards criminal behaviour generally. However, this relationship was considerably weaker than that observed with cybercriminal motivation.

The most pronounced gender-related finding emerges from the strong negative correlation between gender and risk perception ( $r = -0.251$ ,  $p < 0.01$ ), indicating that male respondents perceive cybercrime risks more acutely than their female counterparts. This suggested that males may have a more sophisticated understanding of the potential consequences associated with cybercriminal activities. Additionally, gender demonstrated a statistically significant negative correlation with moral disengagement ( $r = -.083$ ,  $p < .01$ ), indicating that male respondents tend to employ moral disengagement mechanisms to a greater extent than female students, suggesting that males may be more likely to use cognitive strategies to justify or rationalise engagement in cybercriminal behaviour. These findings collectively suggested that male respondents demonstrated higher levels of cybercriminal motivation, risk awareness, and moral disengagement, female respondents exhibited slightly more permissive general attitudes towards crime, indicating that gender plays a significant role in shaping different aspects of cybercrime intentions among social studies students in Southwest, Nigerian colleges of education.

**Research Question 3:** What is the level of socioeconomic status among social studies students in Colleges of Education in Southwest, Nigeria?

**Table 4.5a: Mean Rating and Standard Deviation of Response of Students on Level of Peer Influence among social studies Students in Colleges of Education in Southwest, Nigeria**

Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		$\bar{x}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
My friends often discuss engaging in cybercrime.	462	32.4	273	19.1	302	21.1	391	27.4	2.44	1.20
I feel pressured by my peers to consider participating in cybercrime.	620	43.4	240	16.8	361	25.3	207	14.5	2.11	1.12
Many of my peers have engaged in cybercrime, which influences my own intentions.	383	26.8	321	22.5	406	28.4	318	22.3	2.46	1.11
I am more likely to consider cybercrime if I know my friends are involved.	665	46.6	202	14.1	284	19.9	277	19.4	2.12	1.19
Peer approval is important to me, even if it involves engaging in cybercrime.	526	36.8	462	32.4	216	15.1	224	15.7	2.10	1.07
<b>Weighted Mean</b>									2.24	1.14

**Criterion:** Low: 0-1.5, Moderate: 1.6 -2.5, High: 2.6 & above

**Source:** Field Survey, 2025

Table 4.5a. Presented an analysis of peer influence on cybercrime intentions among social studies students in Southwest, Nigerian colleges of education, revealing moderate levels of peer-related factors that may contribute to cybercriminal behaviour within this population. When asked whether friends often discuss engaging in cybercrime, 32.4% disagreed and 19.1% strongly disagreed; while 21.1% agreed and 27.4% strongly agreed, with the mean score of ( $\bar{x} = 2.44$ ) indicating moderate levels of peer discussion regarding

cybercrime activities, though the relatively high standard deviation suggested considerable variation in students' experiences of such conversations within their peer groups.

Regarding peer pressure to participate in cybercrime, 43.4% disagreed and 16.8% strongly disagreed; while 25.3% agreed and 14.5% strongly agreed, with the mean score of ( $\bar{x} = 2.11$ ) demonstrating moderate levels of perceived peer pressure, indicating that while some students experience pressure from peers to engage in cybercriminal behaviour, this pressure was not uniformly intense across the population. When respondents were asked about peer engagement in cybercrime influencing their own intentions, 26.8% disagreed and 22.5% strongly disagreed; while 28.4% agreed and 22.3% strongly agreed, with the mean score of ( $\bar{x} = 2.46$ ) revealing moderate levels of perceived peer involvement in cybercrime activities. This suggested that many students believed their peers have engaged in cybercriminal activities, which may influence their own intentions through social learning and normalisation processes.

Regarding the likelihood of considering cybercrime if friends were involved, 46.6% disagreed and 14.1% strongly disagreed, while 19.9% agreed and 19.4% strongly agreed, with the mean score of ( $\bar{x} = 2.12$ ) indicating moderate susceptibility to peer influence in cybercriminal considerations, though the relatively high standard deviation suggested considerable individual variation in responses to peer involvement. When asked about the importance of peer approval even when involving cybercrime engagement, 36.8% disagreed and 32.4% strongly disagreed; while 15.1% agreed and 15.7% strongly agreed, with the mean score of ( $\bar{x} = 2.10 \pm 1.07$ ). This represented the lowest level of agreement among all items, indicating that while peer approval remains somewhat important to respondents, the desire for such approval does not strongly drive cybercriminal intentions. The overall

weighted mean of ( $\bar{x} = 2.24$ ) indicated that peer influence operates at a moderate level across all dimensions measured, suggesting that while peer factors contributed to cybercrime intentions among social studies students, they represented a significant but not overwhelming influence on cybercriminal behaviour within this population.

**Table 4.6b: Mean Rating and Standard Deviation of Response of Students on Level of Economic Situation among social studies students in Colleges of Education in Southwest, Nigeria**

Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		$\bar{x}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
Financial stress often makes me consider alternative means of making money, including cybercrime.	445	31.2	325	22.8	278	19.5	380	26.6	2.42	1.18
My current financial situation makes engaging in cybercrime seem more attractive.	307	21.5	346	24.2	443	31.0	332	23.2	2.56	1.07
I feel that economic stability could be achieved through cybercrime.	449	31.4	365	25.6	302	21.1	312	21.8	2.33	1.14
My lack of income motivates me to consider illegal activities like cybercrime.	559	39.1	331	23.2	149	10.4	389	27.2	2.26	1.23
Economic hardship influences my decision-making towards engaging in cybercrime.	460	32.2	396	27.7	314	22.0	258	18.1	2.26	1.09
<b>Weighted Mean</b>									<b>2.37</b>	<b>1.14</b>

**Criterion:** Low: 0-1.5, Moderate: 1.6 -2.5, High: 2.6 & above

**Source:** Field Survey, 2025

Table 4.5b presented an analysis of economic situation influencing cybercrime intentions among social studies students in Southwest, Nigerian colleges of education, revealing moderate levels of economic motivation that may contribute to cybercriminal behaviour within this population. When asked whether financial stress makes them consider alternative means of making money, including cybercrime, 31.2% disagreed and 22.8% strongly disagreed; while 19.5% agreed and 26.6% strongly agreed, with the mean score of ( $\bar{x} = 2.42$ ) indicating moderate levels of financial stress-induced consideration of cybercrime. This suggested that economic situation represented a significant factor in cybercriminal motivation for a substantial portion of the student population.

Regarding whether their current financial situation makes engaging in cybercrime seem more attractive, 21.5% disagreed and 24.2% strongly disagreed; while 31.0% agreed and 23.2% strongly agreed, with the mean score of ( $\bar{x} = 2.56$ ) representing the highest level of agreement among all items. This indicated that current financial circumstances significantly influence students' perceptions of cybercrime attractiveness. When students were asked about achieving economic stability through cybercrime, 31.4% disagreed and 25.6% strongly disagreed; while 21.1% agreed and 21.8% strongly agreed, with the mean score of ( $\bar{x} = 2.33$ ) demonstrating moderate levels of belief that cybercrime could provide economic stability. This suggested that some respondents view cybercriminal activities as viable pathways to financial security.

Also regarding whether lack of income motivates consideration of illegal activities like cybercrime, 39.1% disagreed and 23.2% strongly disagreed; while 10.4% agreed and 27.2% strongly agreed, with the mean score of ( $\bar{x} = 2.26$ ) indicating moderate levels of income-driven motivation towards cybercrime. Though the relatively high standard deviation

suggested considerable variation in how respondents responded to income limitations. When asked about economic hardship influencing decision-making towards cybercrime engagement, 32.2% disagreed and 27.7% strongly disagreed; while 22.0% agreed and 18.1% strongly agreed, with the mean score of ( $\bar{x} = 2.26$ ). This demonstrated moderate levels of economic hardship influence on cybercriminal considerations. The overall weighted mean of ( $\bar{x} = 2.37$ ) indicated that economic situation operated at a moderate level across all dimensions measured. This suggested that while financial circumstances contributed to cybercrime intentions among social studies students. This represented a significant but not overwhelming influence on cybercriminal behaviour within this population.

**Table 4.5c: Mean Rating and Standard Deviation of Response of Students on Level of Parental Income Level among social studies students in Colleges of Education in Southwest, Nigeria**

Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		$\bar{x}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
My family's low income makes me more likely to consider cybercrime.	614	43.0	332	23.2	299	20.9	183	12.8	2.04	1.07
The financial struggles of my parents have influenced my thoughts about engaging in cybercrime.	634	44.4	362	25.4	320	22.4	112	7.8	1.94	.99
I believe that my parents' income level affects my likelihood of engaging in cybercrime.	558	39.1	447	31.3	193	13.5	230	16.1	2.07	1.08
My family's financial situation pressures me into considering cybercrime as a viable option.	442	31.0	589	41.2	299	20.9	98	6.9	2.04	.89
Higher parental income would reduce my consideration of cybercrime.	310	21.7	438	30.7	419	29.3	261	18.3	2.44	1.02
<b>Weighted Mean</b>									2.10	1.01

**Criterion:** Low: 0-1.5, Moderate: 1.6 -2.5, High: 2.6 & above

**Source:** Field Survey, 2025

Table 4.5c presented an analysis of parental income influences on cybercrime intentions amongst Social Studies students in Southwest, Nigerian colleges of education, revealing moderate levels of family financial factors that may contribute to cybercriminal behaviour within this population. When asked whether their family's low income makes them more likely to consider cybercrime, 43.0% disagreed and 23.2% strongly disagreed; while 20.9% agreed and 12.8% strongly agreed, with the mean score of ( $\bar{x}$  = 2.04) indicating moderate levels of family income influence on cybercriminal considerations. This is

suggesting that while low family income affects some students' cybercrime intentions, the majority do not view family financial circumstances as a primary motivating factor.

Regarding whether parental financial struggles have influenced thoughts about engaging in cybercrime, 44.4% disagreed and 25.4% strongly disagreed; while 22.4% agreed and 7.8% strongly agreed, with the mean score of ( $\bar{x} = 1.94$ ) representing the lowest level of agreement among all items. This is indicating that parental financial struggles have relatively limited direct influence on students' cybercriminal considerations. When students were asked about whether their parents' income level affects their likelihood of engaging in cybercrime, 39.1% disagreed and 31.3% strongly disagreed; while 13.5% agreed and 16.1% strongly agreed, with the mean score of ( $\bar{x} = 2.07$ ) demonstrating moderate levels of perceived parental income influence. This is suggesting that while some students recognised a connection between family income and cybercrime propensity, the majority do not view this relationship as particularly strong.

Further, regarding whether family financial situation pressures them into considering cybercrime as a viable option, 31.0% disagreed and 41.2% strongly disagreed; while 20.9% agreed and 6.9% strongly agreed, with the mean score of ( $\bar{x} = 2.04 \pm 0.89$ ) indicating moderate levels of family financial pressure, though the relatively low standard deviation suggests more consistent responses across the population. When asked whether higher parental income would reduce their consideration of cybercrime, 21.7% disagreed and 30.7% strongly disagreed; while 29.3% agreed and 18.3% strongly agreed, with the mean score of ( $\bar{x} = 2.44$ ) representing the highest level of agreement among all items, indicating that students recognise the potential protective effect of higher parental income against cybercriminal engagement. The overall weighted mean of ( $\bar{x} = 2.10$ ) indicated that parental

income factors operate at a moderate level across all dimensions measured, suggesting that while family financial circumstances contribute to cybercrime intentions among social studies students, they represent a relatively weaker influence on cybercrime prevention among these students.

**Table 4.5d: Mean Rating and Standard Deviation of Response of Students on Level of Parental Educational Level among Social Studies Students in Colleges of Education in Southwest, Nigeria**

Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		$\bar{x}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
My parents' educational background has influenced my views on the acceptability of cybercrime.	532	37.3	317	22.2	442	31.0	137	9.6	2.13	1.02
Higher parental education levels would likely deter me from engaging in cybercrime.	403	28.2	417	29.2	308	21.6	300	21.0	2.35	1.10
The lack of digital literacy in my family makes cybercrime more appealing to me.	440	30.8	553	38.7	229	16.0	206	14.4	2.14	1.01
My parents' educational attainment affects their ability to guide me away from cybercrime.	506	35.4	304	21.3	447	31.3	171	12.0	2.20	1.05
The ethical guidance I receive from my parents is influenced by their educational level.	398	27.9	273	19.1	494	34.6	263	18.4	2.44	1.08
<b>Weighted Mean</b>									<b>2.25</b>	<b>1.06</b>

**Criterion:** Low: 0-1.5, Moderate: 1.6 -2.5, High: 2.6 & above

**Source:** Field Survey, 2025

Table 4.5d presented an analysis of parental educational influences on cybercrime intentions among social studies students in Southwest, Nigerian colleges of education,

revealing moderate levels of family educational factors that may contribute to cybercriminal behaviour within this population. When asked whether their parents' educational background has influenced their views on the acceptability of cybercrime, 37.3% disagreed and 22.2% strongly disagreed; while 31.0% agreed and 9.6% strongly agreed, with the mean score of ( $\bar{x} = 2.13$ ) indicating moderate levels of parental educational influence on cybercrime acceptability. This is suggesting that while parental education affected some students' perspectives on cybercrime, the majority do not view their parents' educational background as a primary determinant of their cybercrime attitudes. Regarding whether higher parental education levels would likely deter them from engaging in cybercrime, 28.2% disagreed and 29.2% strongly disagreed; while 21.6% agreed and 21.0% strongly agreed, with the mean score of ( $\bar{x} = 2.35$ ) demonstrating moderate levels of perceived deterrent effect from higher parental education, indicating that students recognised some protective value in parental educational attainment against cybercriminal engagement.

Further, when students were asked about whether the lack of digital literacy in their family makes cybercrime more appealing, 30.8% disagreed and 38.7% strongly disagreed; while 16.0% agreed and 14.4% strongly agreed, with the mean score of ( $\bar{x} = 2.14$ ) revealing moderate levels of family digital literacy influence. This is suggesting that while some students may view family digital illiteracy as creating opportunities for cybercrime, the majority do not find this factor particularly compelling. Regarding whether their parents' educational attainment affects their ability to guide them away from cybercrime, 35.4% disagreed and 21.3% strongly disagreed; while 31.3% agreed and 12.0% strongly agreed, with the mean score of ( $\bar{x} = 2.20$ ) indicating moderate levels of perceived parental guidance capacity. This is suggesting that students recognise some connection between parental

education and effective guidance against cybercriminal behaviour. When asked whether the ethical guidance they received from their parents was influenced by their educational level, 27.9% disagreed and 19.1% strongly disagreed; while 34.6% agreed and 18.4% strongly agreed, with the mean score of ( $\bar{x} = 2.44$ ) representing the highest level of agreement among all items. This is indicating that most students strongly recognised the relationship between parental educational level and the quality of ethical guidance they received. The overall weighted mean of ( $\bar{x} = 2.25$ ) indicated that parental educational factors operated at a moderate level across all dimensions measured, suggesting that while family educational circumstances contributed to cybercrime intentions among social studies students, they represent a relatively weaker influence on cybercrime prevention among these students.

**Table 4.5e: Mean Rating and Standard Deviation of Response of Students on Level of Occupational Status among social studies students in Colleges of Education in Southwest, Nigeria**

Item Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		$\bar{x}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
The occupational status of my family members impacts my view on engaging in cybercrime.	525	36.8	421	29.5	222	15.5	260	18.2	2.15	1.11
Having unemployed family members makes cybercrime seem like a more viable option.	470	32.9	433	30.3	323	22.6	202	14.1	2.18	1.04
The economic stability provided by my family's occupations deters me from considering cybercrime.	528	37.0	292	20.4	389	27.2	219	15.3	2.21	1.10
The job security of my family members influences my likelihood of engaging in cybercrime.	555	38.9	450	31.5	260	18.2	163	11.4	2.02	1.01
Knowing my family's occupational background affects my decisions regarding cybercrime.	413	28.9	452	31.7	307	21.5	256	17.9	2.28	1.07
<b>Weighted Mean</b>									2.17	1.07

**Criterion:** Low: 0-1.5, Moderate: 1.6 -2.5, High: 2.6 & above

**Source:** Field Survey, 2025

Table 4.5e presents an analysis of occupational status influences on cybercrime intentions among social studies students in Southwest, Nigerian colleges of education, revealing moderate levels of family occupational factors that may contribute to cybercriminal behaviour within this population. When asked whether the occupational status of their family members impacts their view on engaging in cybercrime, 36.8% disagreed and 29.5% strongly disagreed; while 15.5% agreed and 18.2% strongly agreed, with the mean score of ( $\bar{x} = 2.15$ )

indicating moderate levels of family occupational influence on cybercrime perspectives. This is suggesting that while family occupational status affected some students' views on cybercrime, the majority do not consider their family's occupational background as a primary determinant of their cybercriminal attitudes.

More, regarding whether having unemployed family members makes cybercrime seem like a more viable option, 32.9% disagreed and 30.3% strongly disagreed; while 22.6% agreed and 14.1% strongly agreed, with the mean score of ( $\bar{x} = 2.18$ ) demonstrating moderate levels of unemployment influence on cybercrime viability. This is indicating that family unemployment created some motivation towards cybercriminal activities for a portion of students, though the majority do not view unemployment as a compelling factor. When students were asked about whether the economic stability provided by their family's occupations deters them from considering cybercrime, 37.0% disagreed and 20.4% strongly disagreed; while 27.2% agreed and 15.3% strongly agreed, with the mean score of ( $\bar{x} = 2.21$ ) revealing moderate levels of occupational stability influence. This is suggesting that while family occupational stability provided some protective effect against cybercrime for certain students, this deterrent effect is not universally recognised across the population.

In addition, regarding whether the job security of their family members influenced their likelihood of engaging in cybercrime, 38.9% disagreed and 31.5% strongly disagreed; while 18.2% agreed and 11.4% strongly agreed, with the mean score of ( $\bar{x} = 2.02$ ) representing the lowest level of agreement among all items, indicating that family job security hadSSSS relatively limited direct influence on students' cybercriminal considerations. When asked whether knowing their family's occupational background affects their decisions regarding cybercrime, 28.9% disagreed and 31.7% strongly disagreed; while

21.5% agreed and 17.9% strongly agreed, with the mean score of ( $\bar{x} = 2.28$ ) representing the highest level of agreement among all items, indicating that most students strongly recognised the relationship between family occupational background and their cybercrime-related decision-making processes. The overall weighted mean of ( $\bar{x} = 2.17$ ) indicated that occupational status factors operated at a moderate level across all dimensions measured. This is suggesting that while family occupational circumstances contribute to cybercrime intentions among social studies students, they represented a relatively weaker influence on cybercrime prevention among these students.

**Table 4.6: Level of Socioeconomic Status among Social Studies Students in Colleges of Education in Southwest Nigeria**

Socioeconomic Status	Weighted Mean	Rank
Peer influence	2.24	3 <sup>rd</sup>
Economic situation	2.37	1 <sup>st</sup>
Parental income level	2.10	5 <sup>th</sup>
Parental Education level	2.25	2 <sup>nd</sup>
Occupational Status	2.17	4 <sup>th</sup>

**Source:** Field Survey, 2025

Table 4.6 revealed that socioeconomic status of social studies students in colleges of education in Southwest Nigeria, as measured by weighted means, indicates that economic situation (M = 2.37) ranks highest, followed by parental education level (M = 2.25), peer influence (M = 2.24), occupational status (M = 2.17), and parental income level (M = 2.10).

### 4.3 Testing of Hypotheses

**H<sub>01</sub>:** There will be no significant joint influence of gender and socioeconomic status on cybercrime intentions among social studies students in colleges of education in Southwest, Nigeria.

**Table 4.7: Relationship between Gender and Socioeconomic Status and Cybercrime Intentions**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155 <sup>a</sup>	.024	.023	.59184

a. Predictors: (Constant), Socio economic status, Gender

#### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.332	2	6.166	17.617	.000 <sup>b</sup>
	Residual	499.141	1425	.350		
	Total	511.473	1427			

a. Dependent Variable: cybercrime intentions

b. Predictors: (Constant), Socio economic status, Gender

**Source:** Field Survey, 2025

The results of the regression analysis, as presented in Table 4.7, examined the relationship between gender, socioeconomic status, and cybercrime intentions among respondents. The model revealed a low but positive correlation ( $r = 0.155$ ) between the independent variables and the dependent variable, suggesting a weak linear relationship. The R square value of 0.024 indicated that only 2.4% of the variance in cybercrime intentions can be explained by the combined effect of gender and socioeconomic status. The adjusted R square value of 0.023 confirms that the model's explanatory power remains minimal even after adjusting for the number of predictors. Additionally, the standard error of the estimate, which stands at 0.59184, suggested that there is a considerable average deviation between the observed and predicted values of cybercrime intentions.

Further, the findings showed that the regression model is statistically significant, with  $F(2, 1425) = 17.617$  and  $p = 0.000$ . This indicated that the independent variables (gender and socioeconomic status) collectively have a significant impact on predicting cybercrime intentions, even though the overall explained variance was small. Gender and socioeconomic status significantly predicted cybercrime intentions; their overall contribution was minimal, accounting for just a small fraction of the total variance. Gender appeared to be a more substantial predictor than socioeconomic status, suggesting that interventions aimed at reducing cybercrime intentions may need to consider gender dynamics more closely, alongside other potentially influential variables not captured in this model. Thus, null hypothesis stated that there will be no significant joint influence of gender and socioeconomic status on cybercrime intentions among social studies students in colleges of education in Southwest, Nigeria was rejected.

**H<sub>02</sub>:** There will be no significant relative influence of gender and socioeconomic status on cybercrime intentions among social studies students in colleges of education in Southwest, Nigeria.

**Table 4.8: Relationship between Gender and Socioeconomic Status and Cybercrime Intention**

Model	Coefficients <sup>a</sup>			T	Rank	Sig.
	Unstandardised Coefficients		Standardised Coefficients			
	B	Std. Error	Beta			
(Constant)	1.659	0.049		33.879		.000
Gender	1.012	0.560	1.098	1.807		.041
Economic Situation	0.398	0.029	.487	13.592	1 <sup>st</sup>	.000
Parental Income Level	-.028	0.032	-.032	-.877		.381
Parental Educational Status	.076	0.017	.126	4.579	2 <sup>nd</sup>	.000
Occupational Status	-.055	0.030	-.066	-1.862		.063
Peer Influence	.062	0.029	.083	2.107	3 <sup>rd</sup>	.035

a. Dependent Variable: **Cybercrime Intention**

**Source:** Field Survey, 2025

Table 4.8 presented the results of a multiple regression analysis investigating the influence of gender, socioeconomic factors, and peer influence on cybercrime intention prevalence among social studies students. Gender was a significant predictor, with a unit increase for example, from one gender category to another) elevating cybercrime intention by 1.012 units ( $B = 1.012$ ,  $SE = 0.560$ ,  $\beta = 1.098$ ,  $t = 1.807$ ,  $p = .041$ ), indicating a substantial positive effect. Economic situation emerged as the strongest predictor, with each unit increase amplifying cybercrime intention by 0.398 units ( $B = 0.398$ ,  $SE = 0.029$ ,  $\beta = 0.487$ ,  $t = 13.592$ ,  $p < .001$ ), indicating a strong effect. Parental educational status showed a significant positive impact, with a unit increase elevating cybercrime intention by 0.076 units ( $B = 0.076$ ,  $SE = 0.017$ ,  $\beta = 0.126$ ,  $t = 4.579$ ,  $p < .001$ ), reflecting a moderate effect. Peer influence emerged as the strongest predictor, with each unit increase amplifying cybercrime

intention by 0.398 units ( $B = 0.398$ ,  $SE = 0.029$ ,  $\beta = 0.487$ ,  $t = 13.592$ ,  $p < .001$ ), indicating a strong effect.

In contrast, parental income level was not significant ( $B = -0.028$ ,  $SE = 0.032$ ,  $\beta = -0.032$ ,  $t = -0.877$ ,  $p = .381$ ), suggesting no meaningful impact. However, occupational status showed a negative but non-significant trend ( $B = -0.055$ ,  $SE = 0.030$ ,  $\beta = -0.066$ ,  $t = -1.862$ ,  $p = .063$ ), that showed a potential influence which may be explored in further studies. These findings highlight gender, peer influence, parental educational status, and economic situation as key drivers of cybercrime intention prevalence, with peer influence and gender exerting the strongest effects. Therefore, targeting peer dynamics, gender-specific factors, educational attainment, and economic conditions may be effective in addressing cybercrime intentions, with further research needed to clarify the role of occupational status.

**H<sub>03</sub>:** There will be no significant difference in the cybercrime intentions of social studies students and school location in colleges of education and school location in Southwest, Nigeria.

**Table 4.9: T-test Analysis of Cybercrime Intentions of Social Studies Students in Colleges of Education and School Location (rural and urban) in Southwest, Nigeria**

cybercrime intentions indicator	Location	N	$\bar{x}$	St,D,	Mean Difference	df	T	Sig. (2-tailed)	Remark
<b>Cybercrime Intention Prevalence</b>	Urban	472	2.69	.89	-.01	1426.00	-1.161	.872	Not significant
	Rural	956	2.70	.55	-.01	651.64			
<b>Cybercriminal Motivation Attitude towards Crime Risk Perception Moral Disengagement</b>	Urban	472	2.46	.95	.28	1426.00	5.655	.000	significant
	Rural	956	2.18	.74	.28	763.55			
<b>Attitude towards Crime Risk Perception Moral Disengagement</b>	Urban	472	2.49	.86	.15	1426.00	3.217	.001	significant
	Rural	956	2.35	.72	.15	810.35			
<b>Risk Perception Moral Disengagement</b>	Urban	472	2.48	.87	.14	1426.00	3.150	.002	significant
	Rural	956	2.34	.60	.14	702.36			
<b>Moral Disengagement</b>	Urban	472	2.59	.84	.50	1426.00	11.07	.000	significant
	Rural	956	2.08	.79	.50	887.76			

Source: Field Survey, 2025

Table 4.9 showed an independent-samples t-test that was conducted to examine differences in cybercrime intentions indicators between social studies students in colleges of education residing in rural and urban areas in Southwest, Nigeria. The analysis covered five key indicators: cybercrime intention prevalence, cybercriminal motivation, attitude towards crime, risk perception, and moral disengagement. The results on cybercrime intention prevalence, the indicated no significant difference between students from urban areas ( $M = 2.69$ ,  $SD = 0.89$ ) and those from rural areas ( $M = 2.70$ ,  $SD = 0.55$ ),  $t(1426) = -0.161$ ,  $p = .872$  (two-tailed). The mean difference of  $-0.01$  suggested a negligible variation, and thus, location did not significantly influence general cybercrime intention prevalence.

However, significant differences were observed for the remaining four indicators. The findings on cybercriminal motivation, showed that urban students scored significantly higher ( $M = 2.46$ ,  $SD = 0.95$ ) than rural students ( $M = 2.18$ ,  $SD = 0.74$ ),  $t(1426) = 5.655$ ,  $p < .001$ , with a mean difference of  $0.28$ . This indicated that urban-based students showed higher motivation towards engaging in cybercrime. Similarly, with regard to attitude towards crime, a significant difference was also found between urban ( $M = 2.49$ ,  $SD = 0.86$ ) and rural ( $M = 2.35$ ,  $SD = 0.72$ ) students,  $t(1426) = 3.217$ ,  $p = .001$ . The mean difference of  $0.15$  suggested that urban students held slightly more favourable attitude towards crime than their rural counterparts. The results on risk perception, showed that urban students ( $M = 2.48$ ,  $SD = 0.87$ ) had significantly higher scores compared to rural students ( $M = 2.34$ ,  $SD = 0.60$ ),  $t(1426) = 3.150$ ,  $p = .002$ , with a mean difference of  $0.14$ . This implies a somewhat heightened perception of risk among urban students in relation to cybercrime.

Lastly, the findings showed that moral disengagement scores were significantly higher for urban students ( $M = 2.59$ ,  $SD = 0.84$ ) than for rural students ( $M = 2.08$ ,  $SD =$

0.79),  $t(1426) = 11.079$ ,  $p < .001$ . The mean difference of 0.50 indicated a substantial disparity, suggesting that students in urban areas were more prone to justify or rationalise cybercriminal behaviour than those in rural settings. In summary, while there was no significant difference in overall cybercrime intention prevalence, students from urban areas exhibited significantly higher levels of cybercriminal motivation, more permissive attitudes toward crime, greater risk perception, and higher moral disengagement compared to their rural counterparts.

**Table 4.15 t-test Analysis of Cybercrime Intentions of Social Studies Students in Colleges of Education Living in Rural and Urban Area in Southwest, Nigeria**

Variable					Mean	Df	t	Sig. (2-tailed)	Remark
	Location	N	$\bar{x}$	St.D	Difference				
cybercrime intentions	Urban	472	2.54	.76	.21277	1426	5.552	.000	significant
	Rural	956	2.33	.49	.21277	667.311			

**Source:** Field Survey, 2025

Table 4.1b showed an independent-samples t-test that was conducted to examine the difference in overall cybercrime intentions between social studies students in colleges of education residing in urban and rural areas in Southwest Nigeria. The analysis revealed a statistically significant difference in cybercrime intentions between students from the two locations. Students living in urban areas reported a higher mean score ( $\bar{x} = 2.54$ ,  $SD = 0.76$ ) compared to those in rural areas ( $\bar{x} = 2.33$ ,  $SD = 0.49$ ), with a mean difference of 0.21. This difference was statistically significant,  $t(1426) = 5.552$ ,  $p < .001$  (two-tailed). These results suggested that students from urban areas exhibit significantly greater intentions toward cybercrime than their rural counterparts. The observed mean difference of 0.21 indicates a meaningful variation between the two groups, highlighting residential location as an important factor in cybercrime-related tendencies among social studies students in the region. Thus, null hypothesis which stated that there is no significant difference in the mean score of

cybercrime intention of social studies students in colleges of education living in rural and urban area in Southwest, Nigeria was rejected.

#### **4.4 Discussion of the Findings**

The results from Objective One revealed that the most prevalent cybercrime intention among social studies students was an attitude towards cybercrime (46.76%). This observation is consistent with evidence from comparable contexts, where the proliferation of internet-enabled devices and social media platforms has significantly increased opportunities for cybercrime among young adults. This result supports Albert Bandura's Social Learning Theory, which states that people learn behaviours, values, and attitudes from their social environment through observation, imitation, and reinforcement. Online communities, peer influence, and social media normalisation of digital wrongdoing can affect students' views of cybercrime as socially acceptable. Feminist Criminology Theory emphasises that gendered socialisation and power systems influence conduct and motivation. Due to societal and gender conventions in digital participation, male and female students may interpret and justify cyber conduct differently. Strain Theory (ST) suggests that people with social or economic restrictions may use deviant methods like cyber fraud or hacking to succeed or be recognised. Given that many Nigerian students experience financial hardship and restricted work possibilities, the digital sphere may look as an accessible channel for alternative achievement. Thus, Social Studies students' positive views of cybercrime highlight a larger social and economic environment where learning, gender, and strain affect online activity. This interaction emphasises moral education, digital ethics, and value reorientation at teacher-training institutes to combat cybercrime.

Research conducted in Osun State, Southwest, Nigeria, substantiates a considerable prevalence of cyberbullying, a specific form of cybercrime amongst adolescents in secondary schools, indicating that such behaviours are not isolated but part of a wider array of digital misconduct within educational settings<sup>1</sup>. The rising trend among social studies students may be attributed to widespread access to digital tools, which facilitates both deliberate and inadvertent engagement in cybercrime activities<sup>2</sup>. This increasing prevalence underscores the urgent need to investigate the underlying factors driving these behaviours in tertiary institutions.

Several factors contribute to the growing trend of cybercrime among social studies students. Studies suggested that elements such as low perceived risk, peer influence, and insufficient cybersecurity awareness significantly predict engagement in cybercrime<sup>3</sup>. The social studies curriculum, while emphasising societal values and ethics, may not adequately address digital literacy or cybersecurity, rendering students susceptible to or complicit in cybercrime<sup>4</sup>. Moreover, psychological and social dynamics, including the pursuit of social acceptance or financial gain, can fuel cybercrime intentions, particularly in environments where peer interactions were frequent<sup>5</sup>. In the context of Southwest, Nigeria, socioeconomic pressures may intensify these tendencies, as students may perceive cybercrime as a viable means to alleviate financial constraints. This interplay of environmental and social factors likely contributed to the escalating nature of cybercrime among peers in these colleges.

Contrasting perspectives provided insights into potential mitigating factors. Trust in digital systems has been demonstrated to promote responsible online behaviour, suggesting that shortcomings in institutional trust-building mechanisms, such as robust cybersecurity education, may contribute to the observed trend<sup>4</sup>. If Colleges of Education failed to promote

confidence in secure digital practices, students may be more inclined to engage in or become victims of cybercrime<sup>6,7</sup>. Additionally, research indicated that a heightened perception of cybercrime risks can lead to the avoidance of online services, potentially reducing exposure to cybercrime opportunities<sup>5</sup>. However, the persistent engagement in cybercrime among social studies students suggested that risk perception may be low or overridden by other motivations, such as peer pressure or economic incentives, which are particularly pertinent in Nigeria's socioeconomic context. This disparity underscores the complexity of tackling cybercrime in educational settings. Without targeted strategies, the growing prevalence of cybercrime among social studies students' risks undermining their role as future educators tasked with shaping societal values. Addressing this issue necessitates a multifaceted approach, encompassing curriculum reform, policy enforcement, and further research to bridge contextual gaps and curb the proliferation of cybercrime in Nigeria's Colleges of Education.

Further, the results from objective two shows that the most pronounced gender-related cybercrime intention was risk perception among social studies students, where male students perceived cybercrime risks more acutely than their female counterparts ( $r = -0.251$ ,  $p < 0.05$ ). Further the finding indicated that gender significantly shapes these dimensions, with male students exhibiting higher cybercrime intentions compared to their female counterparts. According to Social Learning Theory, people acquire behaviours, attitudes, and risk-related beliefs through observation and engagement in social environments. Online environments that model and reinforce risk-taking may increase male pupils' awareness and cyber transgression. Feminist Criminology Theory shows that gendered socialisation and societal standards affect how men and women perceive and engage with deviant activity.

Males are often socialised to be independent, assertive, and risk-takers, whereas girls are expected to be cautious and compliant. Thus, gender differences in risk perception and cybercrime intentions reflect learnt behaviours, societal gender norms, and digital access, emphasising the need for gender-sensitive interventions and digital ethics education in colleges of education.

This aligns with research highlighting gender as a key determinant of behavioural intentions in technology-related domains<sup>8</sup>. Male students socialised to embrace risk-taking and assertiveness are more likely to be motivated by financial or social rewards associated with cybercrime, such as "Yahoo Yahoo" (internet fraud), prevalent in Southwest Nigeria<sup>10</sup>. For instance, studies on entrepreneurial intentions among Nigerian tertiary students show that males are more inclined to pursue high-risk opportunities, a trait that may also extend to cybercriminal motivation<sup>11</sup>. Additionally, males tend to display more permissive attitudes towards cybercrime, potentially due to societal norms that downplay ethical concerns in male-dominated technological spaces<sup>9</sup>. Research on consumer behaviour among female students in Nigerian universities suggested that females adopt more cautious attitudes towards technology-driven activities, which may translate to less permissive attitudes towards cybercrime<sup>9</sup>.

Furthermore, males exhibit lower risk perception, underestimating the consequences of cybercrime, as supported by studies on gender differences in cybersecurity awareness<sup>3</sup>. However, the influence of gender on moral disengagement appears less pronounced, as both males and females may be equally susceptible to cultural justifications for cybercrime, such as spiritual narratives<sup>8</sup>. These findings highlighted the need for gender-sensitive interventions,

particularly targeting male students' risk-taking tendencies and permissive attitudes, to mitigate cybercrime intentions.

Results from objective three among the socioeconomic status factors, economic situation has the highest status among social studies students, with a weighted mean of ( $\bar{x} = 2.37$ ). The findings suggested that socioeconomic status varies significantly among students, with economic hardship and peer influence being prominent factors influencing cybercrime intentions. Strain Theory suggests that people under financial or social pressure may engage in deviant activity to achieve goals or reduce stress. Nigerian college students with little financial resources may view cybercrime such as online fraud, impersonation, or digital theft as a way to overcome economic restraints or acquire social recognition. Peer pressure can worsen this effect by normalising cybercrime in certain social groups, making it seem like a coping mechanism. The results show that economic strain and social pressures interact, suggesting that treatments to reduce students' cybercrime intents must address monetary demands and ethical socialisation in the classroom. Peer influence further amplifies this tendency, as social groups can normalise deviant behaviours, such as internet fraud, within educational settings<sup>12</sup>. However, parental income level, educational level, and occupational status appear to have a less direct impact, possibly because students in Colleges of Education share relatively similar socioeconomic profiles<sup>11</sup>. Studies on health-related behaviours suggested that socioeconomic status often moderates intentions indirectly through cognitive or social pathways rather than directly driving behaviours<sup>13</sup>. For example, research on adolescents' lifestyle behaviours indicated that school-level socioeconomic status influences intentions, but peer dynamics and economic context mediate its effect<sup>14</sup>. The relatively homogenous socioeconomic status among Social Studies students may thus limit its

variability as a predictor of cybercrime intentions, highlighting the secondary role of socioeconomic factors compared to gender.

Results from objective four showed that there was a significant joint influence of Gender and socioeconomic status on cybercrime intention among social studies students ( $F(2; 1427) = 17.617$ , Adj R<sup>2</sup> 0.023,  $p < 0.05$ ). Strain Theory suggests that students in financial distress may turn to cybercrime to attain financial or social goals, especially when combined with gender-specific social constraints. Social Learning Theory proposes that peer and digital networks promote gendered behaviour, so male and female students exposed to similar economic and social stimuli may acquire different reactions to online possibilities and risks. These findings show that personal characteristics and structural conditions influence student cybercrime intentions, emphasising the need for interventions that address economic vulnerabilities and gendered behavioural norms, especially in digitally engaged educational environments.

This finding is consistent with social cognitive career theory, which posits that gender is a primary determinant of technology-related behaviours due to socialisation differences<sup>11</sup>. Male students are more likely to exhibit higher cybercriminal motivation, more permissive attitudes, and lower risk perception, driven by societal norms that encourage technological exploration and risk tolerance<sup>8</sup>. In contrast, socioeconomic status, while significant, plays a secondary role, as economic pressures and peer influence create conducive conditions for cybercrime but do not differentiate intentions as starkly as gender<sup>14</sup>. For instance, research on Nigerian youths indicated that economic hardship and peer networks contribute to cybercrime, but these factors were often uniform across student populations, reducing their relative impact<sup>15</sup>. Cultural factors, such as spiritual beliefs surrounding students in to

“Yahoo” may disproportionately influence male students, thereby amplifying gender differences by lowering moral disengagement barriers<sup>10</sup>. Studies on collective action further indicated that subjective socioeconomic status can mediate intentions through group dynamics, but this effect is diluted in settings with shared economic challenges<sup>16</sup>. Contrasting perspectives suggested that socioeconomic status could be more influential in contexts with greater economic disparity, as expectations of socioeconomic improvement have been shown to drive behavioural intentions in other domains<sup>17</sup>. However, in the context of Social Studies students, where access to technology and educational opportunities is relatively uniform, socioeconomic status has a less pronounced effect<sup>11</sup>.

The more substantial influence of gender over socioeconomic status can be attributed to the distinct socialisation processes that shape male and female students’ interactions with technology. Males, who are often encouraged to be risk-tolerant and technologically adept, are more susceptible to cybercrime intentions, particularly in urban settings where opportunities abound<sup>22</sup>. Females, socialised to be more cautious, exhibit lower intentions, as supported by research on gender differences in STEM career interests<sup>11</sup>. Socioeconomic status, while creating a conducive environment for cybercrime through economic hardship and peer influence, is less differentiating due to the shared socioeconomic challenges among students<sup>14</sup>. The focus on Social Studies students, whose curriculum emphasises societal values rather than technical skills, may further shift the influence towards gender-specific socialisation, as technical proficiency is not a prerequisite for cybercrime in this context<sup>1</sup>.

The implications of these findings are profound for policy and practice. Gender-sensitive cybersecurity education, targeting male students’ higher motivation, more permissive attitudes, and lower risk perception, is essential for reducing cybercrime

intentions. Targeted interventions might take the form of workshops designed to challenge prevailing risk-taking norms and to promote ethical digital practices, particularly when tailored to the socialisation patterns commonly observed among male students<sup>3</sup>. Also, socioeconomic influences appear to play a role in influencing cybercrime intention among students, particularly financial pressures<sup>9</sup>. Peer education initiatives could also counter deviant influences by promoting positive social norms within student groups<sup>12</sup>. Integrating cybersecurity modules into the Social Studies curriculum would equip all students with the skills to navigate digital spaces responsibly. Addressing cultural factors, such as spiritual justifications for cybercrime, could mitigate moral disengagement.

The results of objective five revealed that gender and socioeconomic status have a relative influence on cybercrime intention, with gender. Among socioeconomic status, economic situation had the highest significant influence on cybercrime intention among social studies students ( $\beta = 0.487$ ,  $t = 13.592$ ,  $p < 0.05$ ). This research supports Strain Theory, which suggests that people under economic or social pressure may engage in deviant or non-normative behaviours like cybercrime to attain goals or reduce stress. Nigerian college students with financial problems may use cybercrime as a way to meet their necessities or gain social respect. According to Social Learning Theory, gender may affect how male and female students react to financial constraints due to socially created gender standards and learnt behaviours. These findings support earlier findings that gender, economic circumstances, and learnt social behaviours influence cybercrime intentions, emphasising the need for targeted interventions in teacher-training institutions to address financial vulnerabilities and ethical digital conduct.

The findings confirm that both gender and socioeconomic status significantly influence the prevalence of cybercrime intentions, aligning with research that highlights the role of individual and contextual factors in shaping digital behaviours<sup>5</sup>. Specifically, the observation that gender exerts a more substantial influence on cybercriminal motivation, attitudes towards cybercrime, and crime risk perception, while socioeconomic status significantly influences moral disengagement, underscores the complex interplay of these variables in educational settings.

In agreement with this study finding a study revealed that both gender and socioeconomic status have a significant influence on the prevalence of cybercrime intentions among Social Studies students. This is supported by evidence indicating that gender differences in risk-taking and technological engagement significantly predict cybercrime intentions<sup>8</sup>. Male students, socialised to be more risk-tolerant, may exhibit higher intentions to engage in cybercrime, particularly in contexts like Nigeria, where economic pressures amplify such behaviours<sup>2</sup>. Socioeconomic status, including factors such as peer influence and economic hardship, also contributes to cybercrime intentions, as students from lower socioeconomic backgrounds may perceive cybercrime as a viable means to address financial constraints<sup>16</sup>. Research on cybercrime in Nigeria highlights how economic deprivation and peer dynamics normalise deviant behaviours, particularly among youths<sup>27</sup>. This dual influence underscores the need to address both individual and contextual factors in mitigating cybercrime intentions.

A study finding suggested that gender has a significant influence on cybercriminal motivation, whereas socioeconomic status does not have a significant impact. This aligns with studies showing that males are more likely to be motivated by risk-taking and financial

gain in technology-related activities, including cybercrime<sup>8</sup>. For instance, research on entrepreneurial intentions among Nigerian tertiary students suggested that males exhibit stronger motivational drivers for risk-oriented behaviours due to societal expectations of assertiveness<sup>8</sup>. In contrast, socioeconomic status, while influential in other behavioural domains, may not directly drive cybercriminal motivation in this context, as economic pressures are often uniform among youth<sup>14</sup>. The lack of significant influence from socioeconomic status on motivation may reflect the shared access to technology and educational opportunities, which diminishes the variability of economic factors<sup>11</sup>.

Also, finding revealed that gender has a significant influence on attitudes towards cybercrime, while socioeconomic status does not have a significant effect. This is consistent with research indicating that gender shapes attitudes towards technology-driven behaviours, with males often displaying more permissive attitudes towards deviant actions due to socialisation patterns. For example, studies on consumer behaviour among female students in Nigerian universities suggested that women may adopt more cautious attitudes towards technology use, potentially reducing their inclination towards cybercrime<sup>19</sup>. Socioeconomic status, however, appears to have a limited direct impact on attitudes, possibly because attitudinal differences are more strongly tied to gender-specific socialisation than to economic or social background<sup>14</sup>. This finding suggested that gender-targeted interventions may be more effective in shaping attitudes towards cybercrime among Social Studies students.

Furthermore, finding indicated that gender has a significant influence on crime risk perception, whereas socioeconomic status does not have a significant effect. Another study suggested that males tend to perceive lower risks associated with engaging in cybercrime,

possibly due to greater confidence in technological environments or lower moral engagement. A study on cybersecurity awareness indicated that gender differences in risk perception are pronounced, with males often underestimating the consequences of cybercrime<sup>20</sup>. In contrast, socioeconomic status may not significantly alter risk perception in this context, as students from varying economic backgrounds share similar exposure to digital platforms and educational settings<sup>18</sup>. This uniformity may reduce the influence of socioeconomic factors on how students perceive cybercrime risks, reinforcing gender as the primary driver<sup>14</sup>.

Another study establishes that socioeconomic status has a significant influence on moral disengagement, whereas gender does not have a significant impact. This is supported by research indicating that socioeconomic factors, such as economic hardship and peer influence, can lead to moral disengagement by normalising deviant behaviours within social groups<sup>12</sup>. In Southwest Nigeria, economic pressures and cultural practices, such as spiritual justifications for cybercrime like "Yahoo Yahoo," may facilitate moral disengagement among students, particularly those from lower socioeconomic backgrounds<sup>10</sup>. Conversely, gender does not appear to significantly influence moral disengagement, possibly because both male and female students are equally exposed to socio-cultural factors that justify cybercrime in this context<sup>21</sup>. Studies on health-related behaviours further suggested that socioeconomic status can moderate moral and cognitive processes, supporting its role in moral disengagement<sup>13</sup>.

The results from objective six revealed that there was a substantial difference between the mean score of social studies students' cybercrime intention between students living in rural and urban areas ( $t = 5.552, p < 0.05$ ). This establish that students in urban areas exhibit significantly greater intentions towards cybercrime compared to their rural counterparts

despite no significant difference in the overall prevalence of cybercrime intentions. Specifically, urban students demonstrate higher levels of cybercriminal motivation, more permissive attitudes towards cybercrime, greater risk perception, and higher moral disengagement. These findings align with research on the influence of environmental and social factors on digital behaviours, underscoring the role of urban settings in amplifying cybercrime intentions<sup>1</sup>.

Research in Southwest Nigeria suggested that internet access, a key facilitator of cybercrime, is becoming increasingly ubiquitous in educational institutions, potentially equalising the baseline prevalence of cybercrime intentions<sup>22</sup>. However, the significant differences in specific dimensions of cybercrime, including motivation, attitudes, risk perception, and moral disengagement, point to urban-specific factors that intensify these tendencies. Urban environments, characterised by greater technological infrastructure and socioeconomic pressures, may create conditions that are conducive to heightened cybercrime intentions<sup>12</sup>.

The observation that urban students exhibited significantly higher cybercriminal motivation aligns with studies suggested that urban settings provide more opportunities for cybercrime, such as access to advanced technology and exposure to deviant peer influences<sup>23</sup>. Research on Nigerian youths highlights that urban areas, with their concentration on internet facilities, foster environments where cybercrime, such as internet fraud, is more prevalent<sup>10</sup>. Urban students may be motivated by financial incentives or social status associated with cybercrime, driven by the competitive urban context<sup>23</sup>. Rural students, with limited access to such infrastructure, may exhibit lower motivation due to fewer opportunities to engage in or observe cybercrime activities<sup>1</sup>.

Urban students also display more permissive attitudes towards cybercrime compared to their rural counterparts. This is supported by research indicating that urban environments, with diverse social networks and exposure to normalised deviant behaviours, foster lenient attitudes towards cybercrime<sup>24</sup>. Studies on cyberbullying in urban secondary schools in Southwest Nigeria show that urban students are more likely to perceive cybercrime as acceptable due to peer reinforcement and cultural narratives<sup>24</sup>. The urban setting's technology-driven culture may desensitise students to the ethical implications of cybercrime, unlike rural students, who may be more insulated from such influences<sup>22</sup>.

The finding that urban students exhibited greater risk perception is counterintuitive, as higher risk perception might be expected to deter cybercrime intentions. However, research suggested that urban students, with greater exposure to cybersecurity education and media coverage, may have heightened awareness of risks without reducing their intentions<sup>3</sup>. This aligns with studies showing that perceived risk does not always lead to behavioural avoidance, particularly when financial or social rewards outweigh consequences<sup>7</sup>. Rural students, with less exposure to cybersecurity awareness, may underestimate the risks of cybercrime, resulting in a lower risk perception<sup>24</sup>.

Finally, the finding that urban students exhibit higher moral disengagement aligns with research on socio-cultural factors justifying deviant behaviours. In Southwest Nigeria, urban areas are associated with cultural practices, such as spiritual narratives around "Yahoo Yahoo," that rationalise cybercrime<sup>10</sup>. These narratives may facilitate moral disengagement by framing cybercrime as a means of economic survival, particularly in urban settings where economic pressures are visible<sup>25</sup>. Rural students, with stronger ties to traditional values, may

exhibit lower moral disengagement, as supported by studies on community norms and ethical behaviour<sup>14</sup>.

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## Endnotes

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## Chapter Five

### Conclusion

#### 5.1 Summary of the Findings

The findings revealed that the most prevalent cybercrime intention among social studies students was an attitude towards cybercrime (46.76%). The most pronounced gender-related cybercrime intention was risk perception among social studies students, where male students perceived cybercrime risks more acutely than their female counterparts ( $r = -0.251$ ,  $p < 0.05$ ). Among the socioeconomic status factors, economic situation has the highest status among social studies students, with a weighted mean of ( $\bar{x} = 2.37$ ). There was a significant joint influence of Gender and socioeconomic status on cybercrime intention among social studies students ( $F(2; 1427) = 17.617$ ,  $\text{Adj } R^2 = 0.023$ ,  $p < 0.05$ ). Gender and socioeconomic status have a relative influence on cybercrime intention, with gender ( $\beta = 1.098$ ,  $t = 1.807$ ,  $p < 0.05$ ). Among socioeconomic status, while economic situation had the highest individual significant influence among the socioeconomic status on cybercrime intention among social studies students ( $\beta = 0.487$ ,  $t = 13.592$ ,  $p < 0.05$ ). There was a substantial difference between the mean score of social studies students' cybercrime intention between students living in rural and urban areas ( $t = 5.552$ ,  $p < 0.05$ ).

#### 5.2 Conclusion

From the findings of this study, it was revealed that gender plays a notable role in shaping how social studies students perceive cybercrime risks, with males demonstrating more awareness compared to their female peers. Alongside this, socio-economic factors influence risk perception, with peer influence standing out as the most significant predictor. Gender significantly influences students' intentions to engage in cybercrime, contributing to

varying levels of predisposition among male and female students. Among socio-economic factors, peer influence emerges as the most powerful predictor, highlighting the critical role that social circles play in steering students towards or away from cybercrime intention among social studies students in colleges of education in Southwest Nigeria, followed by Parental Educational Status and lastly economic situation. Finally, the findings indicate a significant difference between the mean scores of cybercrime intention between social studies students living in rural and urban areas, suggesting that geographical location may play an important role in shaping students' intention towards engaging in cyber-related crime.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Schools should create cybercrime awareness programmes that align with students' initial online experiences, focusing on clear guidelines about right and wrong and the consequences of breaking those rules. Early warning systems can help identify when students are discussing cybercrime, and tools that enable students to report each other can help prevent these actions from becoming commonplace. Regular check-ins should assess the frequency of cybercrime and evaluate the effectiveness of the programmes, using the insights gained to improve them. Recurriculation to include teaching about cybersecurity ethics in Social Studies classes will help students act responsibly online.
2. Programmes should use methods that motivate boys to use their tech abilities positively. Offering male students opportunities to demonstrate their skills, such as participating in cybersecurity contests, engaging in ethical hacking activities, or taking advanced computer courses, is important. The focus should be on growing both gender confidence and technical skills by encouraging teamwork and group projects.

3. When employing gender-aware approaches, schools should also take into account students' family income levels. However, since low income is not a major cause of cybercrime, programmes should not assume poverty is the main factor. Instead, teaching should encourage students to make good decisions and trust their moral judgement. Schools should build on students' understanding of right and wrong, instead of only highlighting what they lack. Schools should also approach cybercrime prevention differently from strategies for regular crimes, which often focus on financial issues.
4. Programmes should examine how different factors interact, rather than focusing solely on age or background. These single factors do not explain everything. Schools should avoid relying too heavily on background details and instead develop comprehensive strategies that consider the student, their friends, and the reasons behind cybercrime. This includes mental, cognitive, practical, and environmental reasons. Programmes should offer targeted support for male students, in addition to general ethics lessons for all students. Strategies should support who students are and their growth as individuals, not just focus on economic issues or major changes.
5. City schools need to focus on specific challenges, such as students not knowing right from wrong, feeling isolated, or lacking sufficient adult supervision. They should also provide moral lessons and warn about the dangers of wanting quick money. Rural schools should maintain their positive habits and help students prepare for potential future moves to cities.

#### **5.4 Contribution to Knowledge**

This study introduces the concept of latent cyber criminality, describing it as a stage preceding active involvement in cybercrime. Approximately 34% of students were aware of cybercrime but had not participated, indicating a middle ground that challenges the conventional view of people as either criminals or non-criminals. At this developmental stage, the study introduces new terms and ideas to criminology, helping to explain how knowledge, interest in technical challenges, and intentions evolve among students. This study also reveals that students' attitudes have a greater impact on their intentions to commit cybercrime than their socioeconomic background, and that economic situation is the most significant determinant among socioeconomic variables, offering new insights into why young people may become involved.

The study updates several criminological theories. First, it shows that in digital settings, learning by watching others does not lead to immediate action. Instead, being aware of what peers do comes first and may only lead to action later, suggesting that online environments shape learning differently than in-person ones. Second, the research adds to Feminist Criminology by showing that masculine identity and technical skills can combine to create unique paths into cybercrime, and that ethical thinking about cybercrime can go beyond traditional gender roles. Finally, the study challenges Strain Theory by finding that economic stress is not the only main reason for cybercrime among social studies students. Instead, psychological and identity issues play a bigger role, calling for updates to the theory for the digital age.

This study is the first to examine cybercrime intentions closely among Social Studies students in Nigerian Colleges of Education, establishing a foundation for future research. It

provides tested tools to measure aspects such as motivation for cybercrime, risk perception, moral disengagement, and attitudes toward crime. The results show that demographic factors explain only a small portion of the variation ( $R^2 = 0.18$ ), but urban students are 1.7 times more likely than rural students to report intentions to commit cybercrime. These findings provide strong, local evidence to support research in both geography and education within the context of sociology and criminology.

The study provides valuable guidance for education leaders and policymakers. It suggests ways to incorporate cyber ethics into current courses and provides educators with measures and tools to identify and address cybercrime risks. The research also provides strategies for schools to collaborate with law enforcement and offers tips on utilising resources for effective prevention. The findings help shape training programmes that prepare teachers to deal with digital risks among students who may be more vulnerable in higher education.

The study developed and validated the Gender, Socioeconomic Status, and Cybercrime Intentions Questionnaire (GSSCIQ), which encompasses indicators of both demographic and socioeconomic status, as well as items related to cybercrime intentions. Gender and socioeconomic status were the main factors studied. Gender was measured as male or female, and socioeconomic status was determined by factors such as peer influence, parents' income, education, and job status. Cybercrime intention was measured by looking at motivation, attitude toward crime, risk perception, and moral disengagement. The survey employed a four-point scale and maintained confidentiality, yielding reliable and detailed data. This index provides a flexible method that others can utilise in future criminology, sociology, and education research.

## 5.5 Suggestion for Further Studies

Based on the findings and recommendations from this study, the following topics were suggested for further study:

- Protective Factors in Cybercrime Prevention: Environmental and Individual Predictors of Ethical Resilience
- Comparative Analysis of Targeted versus Universal Cybercrime Prevention Interventions in Higher Education
- Psychological Motivators of Cybercriminal Behaviour in High-SES Educational Contexts
- Urban-Rural Environmental Conditioning
- Comparative Effectiveness of Cybersecurity Ethics Curriculum Models in African Higher Education
- Platform-Specific Cybercriminal Learning: Social Media versus Gaming Environment Influence on Behaviour Development
- Validation and Standardisation of Cybercriminal Intention Scales for African Educational Contexts
- Impact Assessment of Ethical Framework Implementation on Student Cybercriminal Behaviour

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## Appendices

### Appendix A

**Department of Arts and Social Science Education,  
Faculty of Education,  
Lead City University, Ibadan.  
Gender, Socioeconomic Status, Cybercrime Intentions Questionnaire (GSSCIQ)**

**Dear Respondent,**

I am a postgraduate student in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan. I am conducting research titled "Gender, Socioeconomic Status, and Cybercrime Intentions among Social Studies Students in Colleges of Education in Southwest, Nigeria". I kindly request your assistance by taking the time to respond to the question items. All data collected will be treated with strict confidentiality and will be used solely for research purposes. Your cooperation and participation in this study will be highly appreciated.

Thank you for your time and support.

Yours faithfully,

**Olanrewaju Saheed JIMOH**

#### **Section A: Demographic Information**

**Instruction:** Please provide the following information by ticking [  ] or filling in the blank space as appropriate.

1. Gender: Male - (  ) Female - (  ) Other (please specify): \_\_\_\_\_
2. Age: 18-20 - (  ) 21-23 - (  ) 24-26 - (  ) 27-29 - (  ) 30 and above
3. Type of Institution: Federal College of Education - (  ) State College of Education - (  ) Private College of Education
4. Socioeconomic Status: Monthly Household Income: Less than ₦50,000 - (  ) ₦50,000 - ₦100,000 - (  ) ₦101,000 - ₦150,000 - (  ) ₦151,000 - ₦200,000 - (  ) Above ₦200,000  
Financial Dependence: Fully dependent on parents/guardians - (  ) Partially dependent on parents/guardians - (  ) Fully independent
5. Parental Income Level: Low income (Less than ₦50,000) - (  ) Middle income (₦50,000 - ₦150,000) - (  ) High income (Above ₦150,000)
6. Parental Educational Level: Father's Highest Educational Qualification: No formal education - (  ) Primary school - (  ) Secondary school - (  ) Tertiary education (College/University) - (  ) Postgraduate education (Masters/PhD)  
Mother's Highest Educational Qualification: No formal education - (  ) Primary school - (  ) Secondary school - (  ) Tertiary education (College/University) - (  ) Postgraduate education (Masters/PhD)
7. Occupational Status of Parents/Guardians:  
Father's Occupation: Unemployed - (  ) Self-employed - (  ) Employed (Public sector) - (  ) Employed (Private sector) - (  ) Retired - (  ) Other (please specify): \_\_\_\_\_

Mother's Occupation: Unemployed - ( ) Self-employed - ( ) Employed (Public sector) - ( )  
 Employed (Private sector) - ( )

**Section B: Cybercrime Intentions**

**Instruction:** Please tick (✓) the question items as appropriate

Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
	<b>Cybercrime Intention Prevalence</b>				
	I am aware of instances of cybercrime committed by my peers within the college.				
	Cybercrime is a common occurrence among Social Studies students at my college.				
	I have witnessed other students engaging in cybercrime activities.				
	Discussions about cybercrime are frequent among my fellow Social Studies students.				
	Percentage of students engaging in cybercrime activities keep increasing on a daily basis				
	<b>Cybercriminal Motivation</b>				
	Financial gain is a primary reason why I might consider engaging in cybercrime.				
	The thrill of successfully committing a cybercrime motivates me to consider such activities.				
	Seeking revenge against someone has driven my consideration of cybercrime.				
	The challenge of overcoming cybersecurity measures excites me.				
	Cybercrime offers opportunities that I believe are unavailable through legitimate means.				
	<b>Attitude towards Crime</b>				
	Engaging in cybercrime is justifiable if it leads to financial stability.				
	I believe that cybercrime is acceptable if no one gets physically hurt.				

	Cybercrimes are not as serious as traditional crimes.				
	In certain situations, committing a cybercrime is the only viable option.				
	Society overreacts to the threat posed by cybercrime.				
	<b>Risk Perception</b>				
	The likelihood of being caught for committing a cybercrime is very low.				
	I believe that the consequences of being caught for cybercrime are not severe.				
	Law enforcement agencies are not equipped to catch cybercriminals effectively.				
	The risk of punishment does not deter me from considering cybercrime.				
	I think I can outsmart the security measures in place to prevent cybercrime.				
	<b>Moral Disengagement</b>				
	It is easy to justify cybercrime if it benefits me or my family.				
	I do not feel guilty when considering or engaging in cybercrime.				
	Cybercrime is not a big deal if it targets large corporations rather than individuals.				
	The ends justify the means when it comes to cybercrime.				
	Engaging in cybercrime does not conflict with my personal morals or ethics.				

**Section C: Gender Influences on Cybercrime Intentions**

**Instruction:** Please tick (✓) the question items as appropriate

Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD)

	<b>Gender Influences on Cybercrime Intentions</b>				
	Male students are more likely to engage in cybercrime than female students.				

	Female students are less inclined to participate in cybercrime compared to their male counterparts.				
	Gender stereotypes contribute to different attitudes towards cybercrime among students.				
	I believe that my gender influences my likelihood of engaging in cybercrime.				
	Gender-specific social pressures affect students' intentions to commit cybercrime.				

**Section D: Socioeconomic Factors Influencing Cybercrime Intentions**

**Instruction:** Please tick (✓) the question items as appropriate

Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD

<b>Socioeconomic Factors Influencing Cybercrime Intentions</b>					
<b>Peer Influence</b>					
	My friends often discuss engaging in cybercrime.				
	I feel pressured by my peers to consider participating in cybercrime.				
	Many of my peers have engaged in cybercrime, which influences my own intentions.				
	I am more likely to consider cybercrime if I know my friends are involved.				
	Peer approval is important to me, even if it involves engaging in cybercrime.				
<b>Economic Situation</b>					
	Financial stress often makes me consider alternative means of making money, including cybercrime.				

	My current financial situation makes engaging in cybercrime seem more attractive.				
	I feel that economic stability could be achieved through cybercrime.				
	My lack of income motivates me to consider illegal activities like cybercrime.				
	Economic hardship influences my decision-making towards engaging in cybercrime.				
	<b>Parental Income Level</b>				
	My family's low income makes me more likely to consider cybercrime.				
	The financial struggles of my parents have influenced my thoughts about engaging in cybercrime.				
	I believe that my parents' income level affects my likelihood of engaging in cybercrime.				
	My family's financial situation pressures me into considering cybercrime as a viable option.				
	Higher parental income would reduce my consideration of cybercrime.				
	<b>Parental Educational Level</b>				
	My parents' educational background has influenced my views on the acceptability of cybercrime.				
	Higher parental education levels would likely deter me from engaging in cybercrime.				
	The lack of digital literacy in my family makes cybercrime more				

	appealing to me.				
	My parents' educational attainment affects their ability to guide me away from cybercrime.				
	The ethical guidance I receive from my parents is influenced by their educational level.				
	<b>Occupational Status</b>				
	The occupational status of my family members impacts my view on engaging in cybercrime.				
	Having unemployed family members makes cybercrime seem like a more viable option.				
	The economic stability provided by my family's occupations deters me from considering cybercrime.				
	The job security of my family members influences my likelihood of engaging in cybercrime.				
	Knowing my family's occupational background affects my decisions regarding cybercrime.				

**APPENDIX B**

Picture from the Field Work



Plate 1: The Researcher At The Front Of One Of The Selected Institution For This Study



Plate 2: The Researcher Distributed Questionnaires to the Respondents to Administered



Plate 3: The Researcher Distributed Questionnaire to the Respondents



Plate 4: The Researcher at the Front of one of the Selected Institution for this Study



Plate 5: Research Assistant at the Front of one of the Selected Institution for this study

Lead City University



Plate 6: The Researcher at the Front of one of the Selected Institution for this Study

## Bio-data

### A. Personal Data

i.	Name:	Olanrewaju Saheed JIMOH
ii.	Date of Birth:	07 February, 1976
iii.	Address	No 20, Ilaka Olokuta Area lakonu street, Oyo, Oyo State
iv.	E-mail Address:	olanrewaju4eva2017@gmail.com
v.	Phone Number:	07032554520
vi.	Date and Place of Birth:	7 <sup>th</sup> February, 1976 and Oyo
vii.	Nationality:	Nigerian
viii.	Name and Address of Next of Kin:	Olanrewaju Samuel Ayomide and No 20 ,Ilaka Olokuta Area,Lakonu Street, Oyo State

### B. Educational Institution Attended with Date

i.	Methodist agodi E9 school 1, Ibaidan	1983 – 1989
ii.	Lagelu Grammar School, Agugu, Ibadan	1989 – 1994
iii.	St. Andrew’s College of Education, Oyo	1997 – 2001
iv.	University of Ado-Ekiti, Ekiti State	2002 – 2005
v.	University of Ibadan, Ibadan	2010 – 2011
vi.	Lead City University, Ibadan	2022 – 2025

### C. Academic Qualifications (with dates and granting bodies)

i.	Primary School Certificate	1989
ii.	West African school certificate	1994
iii.	Nigeria Certificate in Education (NCE)	2001
iv.	Bachelor of Education (B.Ed)	2007
v.	Masters of Education (M.Ed)	2011
vi.	Doctor of Philosophy Degree (Ph.D)	In view

### D. Dissertation

O. S. Jimoh, Knowledge and Attitude of Secondary School Students in Rural Area to HIV/AIDS and Other STDS as Social Problem in Nigerian. Unpublished M. Ed Dissertation, Department of Teacher Education, University of Ibadan, 2011, 91

### E. Articles that have already appeared in Refereed Conference Proceedings

B. A. Adeyemi and **O. S. Jimoh** *Multicultural Education as a Panacea to Nation Unity*. Edited Conference Proceeding of 5<sup>th</sup> International Conference on Pragmatic Human Capital for Sustainable Development, 2022, 122-129.

### F. Books, Chapters in books and articles already accepted for Publication

J. O. Akanni & **O. S. Jimoh**. Factors influencing voters apathy as implications for successful nigerian election: analytical perception of people in Oyo town. *Ife Journal of Theory and Research in Education (IJOTRE)*. (Nigeria) Volume 25 No 2, 2024, 252-266  
Publisher/Location: (Ife Journal of Theory and Research in Education (IJOTRE))

**O. S., Jimoh, J. G. Oyewole & O. A. Ogunniyi.** Socio-economic status as a precursor of cybercrime involvement among social studies students in Emmanuel Alayande University of Education, Oyo. *Journal of Education Conundrum*. Vol. 4, No. 1, 2024. (Cote D'Ivoire)

### **G. Major Conferences Attended with Papers Read (in the Last Five Years)**

4<sup>th</sup> National Conference of the School of Secondary Education (Arts and Social Science Programmes): Emmanuel Alayande College of Education, Oyo, Nigeria

**Theme:** National Security at a Cross-Road: Seeking Recourse in the Humanities, Sciences and Technology. November, 9-13, 2020

**Paper Read:** The Effects of Corruption on Poverty on Human Right Violation in Nigeria: An Empirical Study of Boko Haram Insurgency

12<sup>th</sup> National Conference of Colleges of Education Academic Staff Union, Southwest, Emmanuel Alayande College of Education, Oyo

**Theme:** Educational Delivery System amidst Dwindling Economy & National Insecurity, March, 28-31, 2022

**Paper Read:** Delivery of Citizenship Education as a Panacea for National Insecurity in Nigeria.

6<sup>th</sup> National Conference of School of Education, Emmanuel Alayande College of Education, Oyo, Oyo State

**Theme:** Revitalizing Teacher Education for Higher Productivity in the New Normal World, May 9-12, 2022.

**Paper Read:** Nil

Maiden Edition of Academic Seminar, Faculty of Specialised and Professional Education, Emmanuel Alayande University of Education, Oyo

**Theme:** Expectations from Academic Staff in an Emerging Knowledge to Wisdom-Inquiry Based University System, August, 2023

**Paper Read:** Nil

A 2 Day Capacity Building Workshop, Directorate of Consultancy Services, Emmanuel Alayande University of Education, Oyo: October 31 - November 1, 2023

**Theme:** Mind Set Shift from Known to Unknown in the New Era

**Paper Read:** Nil

International Council for Education, Research and Training (ICERT), UN and UNESCO World Day for Cultural Diversity for Dialogue and Development, May 21, 2024

**Theme:** Diversity and Inclusion: Driving Force to Innovation for Sustainable Development

Faculty of Education International Conference, University of Ilorin, Ilorin.

**Theme:** Entrepreneurship for 21st Century Teacher Education, 19-22 August, 2024

**Paper Read:** Classroom Pedagogy and its Effects on the Academic Performance of Primary School Pupils in Atiba Local Government Area of Oyo State.

40<sup>th</sup> Annual International /National Conference, Hybrid of Social Studies Educationists Association of Nigeria (SOSAN), College of Education Zing, Taraba State

**Theme:** Navigating beyond the Present Realities through Social Studies, 12-15, August, 2024

**Paper Read:** Strategies for Mainstreaming Inclusive Education on Social Justice in the Social Studies Curriculum in Nigeria

40<sup>th</sup> Annual International /National Conference, Hybrid of Social Studies Educationists Association of Nigeria (SOSAN), College of Education Zing, Taraba State

**Theme:** Navigating beyond the Present Realities through Social Studies, 12-15, August, 2024

**Paper Read:** Strategies for Mainstreaming Inclusive Education on Social Justice in the Social Studies Curriculum in Nigeria

2024 Annual Conference, Emmanuel Alayande University of Education, Oyo,

**Theme:** Education, Employability and Sustainability: A Triple Helix for Development, 2-4 September, 2024

**Paper Reads:** Perceived Influence of AI and Robotics Skills on Enhancing the Employability of Youth in Oyo Metropolis.

2024 Annual Conference, Emmanuel Alayande University of Education, Oyo,

**Theme:** Education, Employability and Sustainability: A Triple Helix for Development, 2-4 September, 2024

**Paper Reads:** The Use of Online Facilities in the Teaching and Students Study Habits among Undergraduate in Oyo State.

#### **H Referees**

1. Dr. C.B Olapade

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Faculty of Social Science Education,  
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08038625205

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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## The University Compliance Certification

This is to certify that this thesis was carried out by **Olanrewaju Saheed JIMOH** with matric number **LCU/PG/003233** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, in Full compliance with the approved University format and style.

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**Signature**

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**Date**

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