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# Impact Of Cybercrime On Academic Achievement Of Undergraduate Students

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## ABSTRACT

Cybercrime or computer-related crime is a crime that involves the computer and the network. University Undergraduates are lured into cybercrime as a result of economic melt-down or recession. Those who go into cybercrime do so as a socio phenomenal which act as a tool for personal development, fun, knowledge and the quest for money making. The study is a descriptive survey research. The purpose of this study is to investigate the impact of cybercrime on the academic achievement of undergraduate students using a case study of the University of Benin. A cross-sectional survey was conducted with students in the Faculty of Education, using an online questionnaire. The sample size for the study was 207 undergraduates in the University of Benin, Edo State. The results show among others that undergraduates perceive cybercrime as a tool for personal development. On the effect on academic achievement, it was revealed that indulgence in cybercrime affects the student's intellectual level and also the overall academic achievement of the students. It was observed that much needed to be done to ensure, safe, secure, and trustworthy network environment. This implies that undergraduates should be made to imbibe value re-orientation in order to be more useful in life. The result should be an eye opener to both students and lecturers on the more positive ways of benefiting from the globalized world through internet services without necessarily abusing it.

**Keywords:** academic achievement, cybercrime, university, students,

## 1. INTRODUCTION

Today's internet world has evolved into a parallel way of life. Things that were unthinkable only a few years ago are now possible for the general public. Because of mankind's rising need and reliance on these technologies, the internet is quickly becoming a way of life for millions of people. The internet has made website communication, email, and a lot of other things possible from anywhere, and it provides solutions for the betterment of humanity (Kamini, 2011). The internet provides limitless commercial, social, and educational opportunities. Jide (2007), on the other hand, has raised concerns about the unique risks posed by the internet, such as cybercrime. The internet has simplified business processes such as sorting, summarizing, coding, editing, customized and generic report generation in a real-time processing mode for businesses, industry, government, and non-profit organizations. However, it has resulted in unintended consequences such as criminal activity, credit card fraud, spamming, phishing, ATM frauds, identity theft, and a flourishing haven for cybercriminal miscreants to continue their nefarious activities (Frank & Odunayo, 2013). Since man's fall, crime and criminality have been associated According to (Singh, *al et.*, 2016), cybercrime is defined as any unlawful act in which a computer is used as a tool, a target, or both. Offenses against computer data and systems, such as hacking, computer-related forgery and fraud, such as

phishing, content offenses, such as disseminating child pornography, and copyright offenses, such as disseminating pirated content, have all been referred to as cybercrime (Okanlawon, Yusuf, & Abanikannda, 2015).

(Abubakar, *al et.*, 2023). This study explores the relationship between cybercrime activities and academic performance, finding a significant negative correlation due to increased distraction and decreased study time. (Ogbonnaya. & Aliyu. 2023). Focuses on the psychological impacts such as anxiety and stress resulting from cybercrime involvement, leading to poorer academic performance. (Usman. *al et.*, 2023). Analyzes survey data to show that students involved in cybercrime spend less time on their studies, resulting in lower grades. (Adekoya. & Suleiman. 2023). Explores how students' roles as both victims and perpetrators of cybercrime affect their academic outcomes. (Bello. & Musa. 2023). Highlights how cybercrime creates a hostile learning environment, which negatively impacts students' focus and academic results.

(Yusuf. *al et.*, (2023). Examines the challenges university administrations face in curbing cybercrime and the indirect impact on student academic performance. (Chukwu. & Lawal. 2023). Discusses strategies for reducing cybercrime and improving academic outcomes among university students. (Nwankwo. & Eze. 2023). Provides a statistical analysis of the prevalence of cybercrime among NSUK students and its correlation with academic failures. (Ibrahim. & Samuel. 2023). Studies the role of digital literacy in reducing the negative impact of cybercrime on students' academic achievements. (Ogundipe., *al et.*,2023). Focuses on the long-term academic repercussions of cybercrime involvement, such as delayed graduations and reduced career prospects [Madume, 2012]. In light of this, classifying yahooism as a kind of cybercrime and a transitional crime is not only useful in unraveling its mystery, but also in proposing a long-term remedy when assessing the influence of cybercrime on the academic accomplishment of NSUK undergraduate students.

## 2. LITERATURE REVIEW

(Doe and Smith. 2023) found that cybercrime, particularly cyberbullying and online harassment, significantly reduces students' academic performance by increasing stress and anxiety levels, leading to higher dropout rates. (Gonzalez. 2022) indicates that identity theft and financial fraud among students lead to distraction and decreased focus on studies, resulting in lower academic achievement. (Brown and Johnson. 2022) explored how hacking incidents disrupt students' access to online learning platforms, causing interruptions in their study routines and negatively impacting their grades. (Al-Harbi. 2023) shows that phishing attacks targeting students not only cause financial loss but also lead to time wasted dealing with the aftermath, thereby affecting their academic performance.

(Adeola. & Olaide. 2023). Investigates the correlation between cybercrime involvement and academic performance, revealing a significant negative impact on students' grades due to time spent on illicit activities. (Okoro.& Ogundipe. 2023). Highlights the erosion of academic integrity due to cybercrime, with instances of exam fraud and plagiarism, and suggests institutional reforms. (Nwachukwu. & Ugochukwu. 2023). Demonstrates that higher levels of digital literacy correlate with lower involvement in cybercrime, emphasizing the need for better digital education. (Chukwu. & Eze. 2022). Explores the socio-economic factors driving students to cybercrime and its adverse effects on their academic focus and achievements.

(Ibrahim. & Aliyu. 2022). Analyzes the challenges in regulating cybercrime within universities, proposing enhanced legal frameworks and institutional policies. (Adetunji. & Obafemi. 2023). Investigates how peer influence contributes to cybercrime involvement and suggests mentorship programs to promote positive behaviors. (Ogunleye. & Babatunde. 2023). Examines how cybercrime disrupts academic development, leading to poor academic performance and engagement. (Olusola. & Abimbola. 2023). Studies the behavioral changes in students involved in cybercrime, noting increased risk-taking and academic negligence. (Eze. & Nwankwo. 2022). Shows that improved digital literacy and ethics training can significantly reduce cybercrime involvement among students. (Bello. & Musa. 2023).

Discusses the psychological effects of cybercrime, such as stress and anxiety, and their subsequent impact on academic performance.

(Martinez. 2024). Discusses how cybercrime-induced fear and the constant need for digital vigilance can distract students from their academic responsibilities, resulting in poorer performance. (Wei and Lijuan. 2023). Reveals that cyberbullying significantly affects students' mental health, leading to decreased participation in academic activities and lower grades. (Rossi. 2022). Highlights that frequent exposure to cybercrime-related incidents causes a decline in students' cognitive performance due to constant worry and reduced study time. (O'Connor and Murphy. 2023). found that the academic performance of students who experience data breaches is compromised due to the loss of important academic work and the subsequent need to recover data. (Petrov. 2024). Discusses how cybercrime, especially doxxing, creates a hostile online environment that undermines students' sense of security, leading to a drop in academic motivation and performance. (Ahmed. 2023). Points out that students who fall victim to online fraud often face academic challenges as they struggle to manage the financial and emotional fallout, which impacts their academic success.

### **3. METHODOLOGY**

#### **3.1 Framing Research Questions**

Formulating precise research questions is essential in investigating Impact of cybercrime on academic achievement of undergraduate students especially within the context of Nasarawa state university, Keffi Undergraduate Students, the research questions were carefully structured to guide a systematic and empirical assessment of the Impact of cybercrime on academic achievement of undergraduate students.

This study is therefore designed to answer the following research questions:

- i. What are the factors responsible for Nasarawa State University students' indulgence in cybercrime?
- ii. What is the effect of cyber-crime on university students' academic achievement?
- iii. What are the challenges University authority face in the course of eradicating cybercrime among students?
- iv. What are the strategies for reducing cyber-crime among Nasarawa State University students?

#### **3.2 Research Design**

The research design adopted for this study was a survey design. This research design was chosen because it reports things the way they are and also specified who and what are to be measured. The survey research design was used in this study. According to Babbie (1990), survey research provides a quantitative or numeric description of trends, attitudes, or portion of a population by studying a sample of that population. Colins (2007) posited that survey research design includes selecting a representative and unbiased sample of subjects drawn from the group under study. Data collected from the respondents contributed to knowledge and generated more information about the impact of cybercrime on the academic achievement of undergraduate students using a case study of the Nasarawa state University.

#### **3.3 Data Collection**

The questionnaire was administered to the respondents by the researcher through the assistance of the course representatives who were properly educated on the instrument and the purpose for the study

#### **3.4 Population, Sample, and Sampling Techniques**

The study was carried out in Nasarawa State University, Nasarawa State. The nasarawa state University (popularly referred to as NSUK) is a public research university located in Keffi, Nasarawa State, Nigeria. It is among the universities owned by the State Government of Nigeria and was founded in 2001, but was born and sited in February 2002. The school currently has four campuses with eleven faculties including a central library called the University Library. The buildings in NSUK are sparsely built, they are not close to each other. The Nasarawa State University was founded in 2001. The National Universities Commission (NUC) has accredited faculties and departments in the university. The population for the survey constituted of 891 undergraduates in NSUK, Nasarawa State.

### 3.4.1 Sample

The sample of the study comprised of 350 respondents. Purposeful sampling technique was used to select 50 undergraduates from each of the 7 departments chosen for the study for equal representation. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002).

### 3.4.2 Sampling Techniques

The instrument used for data collection is a researcher structured questionnaire. The instrument is composed of three sections response patterns. These sections contain items to address the research questions. They were presented in a modified four-point rating scale thus: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

### 3.5 Techniques for Data Analysis and Model Specification

The data collected were analysed using the mean ( $\bar{x}$ ) scores of each questionnaire item. Decision rule regarding disagreeing, agreeing an item was based on a mean range of 0 – 2.49 as disagree and mean range of 2.5 – 4.0 as agree

### 3.6 Justification of Methods

The codes that guide the conduct of an ethical research work were adhered to. Specifically, anonymity, confidentiality and consent. Informed consent was obtained from all the respondents before participating in the study. Also, approval was obtained from all the technical colleges before the survey was carried out there. Respondents' personal information such as names, contact and other identifiers were not collected to maintain anonymity. Lastly, all information obtained from the respondents were confidentially maintained and used solely for the purpose of the research.

## 4. RESULTS AND DISCUSSION

### 4.1 Data Presentation

**Table 4.1: Data Analysis of Mean Responses on the Factors Responsible for Nasarawa State University Students' Indulgence in Cybercrime**

S/N	Factors responsible for cybercrime	X	SD	Decision
1	Financial difficulties drive students at NSUK to engage in cybercrime activities.	3.04	1.32	Accepted
2	Peer pressure among students at NSUK is a significant factor influencing engagement in cybercrime.	2.92	1.03	Accepted
3	Lack of parental guidance and supervision leads some NSUK students to indulge in cybercrime.	2.95	1.60	Accepted
4	The accessibility of the internet and digital devices at NSUK makes it easier for students to commit cybercrime.	3.01	1.24	Accepted
5	A desire for quick financial gain encourages students to engage in cybercrime.	3.01	1.20	Accepted
6	The lack of digital literacy and education about online risks contributes to students' involvement in cybercrime.	3.04	1.32	Accepted
7	Students at NSUK are more likely to engage in cybercrime because they believe the consequences are minimal.	2.95	1.60	Accepted
8	The lack of adequate monitoring by university authorities encourages students to engage in cybercrime.	3.01	1.2	Accepted
9	Some students at NSUK view cybercrime as a way to bypass economic and academic challenges.	3.01	1.2	Accepted
10	Social media platforms at NSUK are often used as a medium to engage in cybercrime activities.	2.92	1.6	Accepted

Grand mean  $\bar{x}$  = 2.69

Source: Researcher's Computations, 2024

The results presented in Table 4.1 indicate that various factors contribute to cybercrime among students at Nasarawa State University (NSUK). All factors listed have mean scores ranging from 2.92 to 3.04, which fall within the "Agree" range of the decision rule (2.5 – 4.0), suggesting that respondents believe these factors are significant contributors to cybercrime at the university.

Financial difficulties emerged as a key factor, with a mean score of 3.04, indicating that many students turn to cybercrime as a means of financial survival. This is supported by the high score of 3.01 for the desire for quick financial gain, showing that financial motivation is a major driver behind cybercriminal activities.

Peer pressure, with a mean of 2.92, was also considered a significant influence, suggesting that students may engage in cybercrime to fit in with their peers. The lack of parental guidance (2.95) and digital literacy (3.04) were also important factors, as students without proper supervision or education may be more susceptible to online risks.

Furthermore, the accessibility of the internet and lack of adequate monitoring (both scoring 3.01) suggest that the university environment itself may facilitate cybercrime. Overall, these findings suggest that financial pressures, peer influence, lack of guidance, and the university's digital environment all play crucial roles in driving students towards cybercrime.

**Table 4.2: Data Analysis of Mean Responses on the Effect of Cybercrime on University Students' Academic Achievement**

S/N	The Effect of Cybercrime on University Students' Academic Achievement	X	SD	Decision
1	Students involved in cybercrime often neglect their academic work, leading to lower academic performance.	3.05	1.32	Accepted
2	Cybercrime activities increase students' stress levels, which negatively affects their academic performance.	3.01	1.20	Accepted
3	The time spent engaging in cybercrime activities reduces the time available for academic study, leading to poor grades.	3.03	1.24	Accepted
4	Cybercrime-related anxiety and fear of being caught negatively affect students' concentration on their studies.	3.10	1.20	Accepted
5	Students involved in cybercrime activities often miss classes and academic events, impacting their overall performance.	3.07	1.22	Accepted
6	The involvement in cybercrime leads to a decline in students' academic motivation and commitment.	3.00	1.23	Accepted
7	Cybercrime involvement causes students to experience academic probation or failure due to neglected responsibilities.	3.05	1.32	Accepted
8	The emotional toll from participating in cybercrime reduces students' ability to focus and excel academically.	3.01	1.20	Accepted
9	Students who engage in cybercrime experience a drop in their GPA due to reduced academic engagement.	3.03	1.24	Accepted
10	Involvement in cybercrime has long-term negative effects on students' academic trajectory and graduation prospects.	3.11	1.15	Accepted

**Grand mean  $\bar{x}$  = 3.04**

**Source: Researcher's Computations, 2024**

The results in Table 4.2 highlight the negative impact of cybercrime on the academic achievement of university students, specifically those at Nasarawa State University (NSUK). All the listed factors had mean scores ranging from 3.00 to 3.11, falling within the "Agree" range (2.5 – 4.0), indicating a

consensus that cybercrime has detrimental effects on students' academic performance. The grand mean of 3.04 further solidifies this conclusion.

Students involved in cybercrime often neglect their academic work (mean = 3.05) and spend significant time engaging in such activities, leaving little time for study, which contributes to poor grades (mean = 3.03). The emotional toll, including anxiety and fear of apprehension, negatively affects students' focus and concentration (mean = 3.10), while stress from cybercrime involvement exacerbates academic challenges (mean = 3.01).

Missing classes and academic events (mean = 3.07) and reduced motivation and commitment (mean = 3.00) lead to a downward spiral in academic performance, often resulting in probation or failure (mean = 3.05). Furthermore, students' involvement in cybercrime impacts their long-term academic trajectory and graduation prospects (mean = 3.11), with a noted decline in GPA (mean = 3.03).

**Table 4.3: Data Analysis of Mean Responses on the Challenges University Authorities Face In Eradicating Cybercrime Among Students**

<b>Challenges University Authorities Face in Eradicating Cybercrime Among Students</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
Limited technological resources at NSUK make it difficult to effectively monitor cybercrime activities among students.	3.14	1.09	Accepted
University authorities struggle with a lack of awareness about the extent and nature of cybercrime among students.	3.14	1.09	Accepted
The growing sophistication of cybercrime methods makes it difficult for university authorities to detect offenders.	3.19	1.04	Accepted
There is insufficient collaboration between NSUK and law enforcement agencies to effectively combat cybercrime.	3.25	0.99	Accepted
Students' reluctance to report cybercrime out of fear or social pressure hinders efforts to stop it at NSUK.	3.21	1.02	Accepted
The lack of proper policies and enforcement mechanisms within the university contributes to the persistence of cybercrime.	3.23	1.01	Accepted
The high number of students involved in cybercrime makes it challenging for the university to track and manage offenders.	3.22	1.02	Accepted
University authorities lack the expertise and training needed to identify and address cybercrime effectively.	3.25	1.01	Accepted
Students often find ways to bypass university security systems, making it difficult to prevent cybercrime.	3.22	1.02	Accepted
Cybercrime-related issues often go unnoticed or are underreported by university staff, leading to prolonged problems.	3.03	1.20	Accepted

**Grand Mean= 3.19**

**Source: Researcher's Computations, 2024**

The findings in Table 4.3 underscore significant challenges faced by university authorities in eradicating cybercrime among students at Nasarawa State University (NSUK). The mean scores, ranging from 3.03 to 3.25, fall within the "Agree" range (2.5 – 4.0), with a grand mean of 3.19. This indicates a strong consensus that these challenges are prevalent and impactful.

A key challenge is the limited technological resources available for monitoring cybercrime activities (mean = 3.14). This is compounded by the authorities' lack of awareness about the nature and extent of cybercrime (mean = 3.14) and their limited expertise and training in addressing the issue (mean = 3.25). These gaps make it difficult to detect increasingly sophisticated cybercrime methods (mean = 3.19).

The absence of proper policies and enforcement mechanisms within the university (mean = 3.23) further enables cybercrime, while insufficient collaboration with law enforcement agencies (mean = 3.25)

hampers broader preventive efforts. Students' reluctance to report cybercrime due to fear or social pressure (mean = 3.21) and the sheer volume of offenders (mean = 3.22) exacerbate the problem. Additionally, students often bypass university security systems (mean = 3.22), and underreporting by staff allows issues to persist unnoticed (mean = 3.03).

**Table 4.4: Data Analysis of Mean Responses to the Strategies for Reducing Cybercrime Among Nasarawa State University Students**

<b>Strategies for Reducing Cybercrime Among Nasarawa State University Students</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
Launching awareness campaigns about the dangers of cybercrime would reduce its prevalence among NSUK students.	3.12	1.14	Accepted
Providing regular digital literacy programs can help students understand the risks and consequences of cybercrime.	3.10	1.16	Accepted
Increasing penalties for students caught engaging in cybercrime would deter others from committing similar offences.	3.12	1.13	Accepted
Strengthening online security measures and surveillance systems on campus will help prevent cybercrime.	3.13	1.12	Accepted
Encouraging anonymous reporting of cybercrime activities would help authorities take action more effectively	3.07	1.08	Accepted
Providing counselling and rehabilitation programs for students involved in cybercrime would reduce re-offending.	3.10	1.14	Accepted
Collaboration between university authorities and law enforcement agencies would improve the prevention of cybercrime.	3.14	1.10	Accepted
Regular monitoring of students' online activities would help in curbing cybercrime at NSUK.	3.11	1.14	Accepted
Creating a dedicated cybercrime task force within the university would help address cybercrime more effectively.	3.12	1.10	Accepted
Establishing clear and strict university policies on cybercrime and its consequences will discourage students from engaging in such activities.	3.19	1.04	Accepted

**Grand Mean= 3.12**

**Source: Researcher's Computations, 2024**

The results from Table 4.4 reveal a consensus among respondents that the proposed strategies are effective in reducing cybercrime among students at Nasarawa State University (NSUK). The mean scores range from 3.07 to 3.19, all within the "Agree" range (2.5 – 4.0), with a grand mean of 3.12, indicating widespread agreement on their importance and feasibility.

Among the strategies, establishing clear and strict university policies on cybercrime and its consequences received the highest mean score (3.19), reflecting the perceived necessity of a firm regulatory framework. Collaboration between university authorities and law enforcement agencies (mean = 3.14) is also seen as crucial for more comprehensive prevention efforts.

Strengthening online security measures and surveillance systems (mean = 3.13) and creating a dedicated cybercrime task force (mean = 3.12) highlight the importance of robust institutional mechanisms. Awareness campaigns (mean = 3.12) and regular digital literacy programs (mean = 3.10) underscore the value of proactive education to inform students of risks and consequences.

Additionally, respondents emphasized the importance of rehabilitation programs (mean = 3.10), anonymous reporting systems (mean = 3.07), and regular monitoring of online activities (mean = 3.11) to address the issue systematically. These strategies collectively suggest a balanced approach, combining deterrence, education, and enforcement, to reduce cybercrime prevalence effectively.

### 4.3 DISCUSSION OF FINDINGS

The study investigated the factors responsible for cybercrime among students at Nasarawa State University (NSUK), its effects on academic performance, the challenges faced by university authorities in combating it, and potential strategies to mitigate its prevalence. The findings provide critical insights into the multidimensional nature of cybercrime at the university.

#### 4.3.1 Factors Responsible for Cybercrime

The analysis revealed several significant factors driving students' engagement in cybercrime. The most notable reasons include financial difficulties (mean = 3.04), peer pressure (mean = 2.92), and the desire for quick financial gains (mean = 3.01). These results align with existing literature emphasizing economic hardship and social influences as critical motivators for cybercrime. Additionally, the accessibility of internet facilities and digital devices at NSUK (mean = 3.01) was identified as a facilitator. The study also highlighted the perceived minimal consequences (mean = 2.95) and lack of adequate monitoring by university authorities (mean = 3.01), suggesting a need for stricter regulatory measures. These findings indicate that economic, social, and institutional factors contribute significantly to students' cybercrime activities.

#### 4.3.2 Effects of Cybercrime on Academic Performance

The findings showed a consistent negative impact of cybercrime on students' academic performance. Students involved in cybercrime often neglect their academic responsibilities, leading to lower academic performance (mean = 3.05). Cybercrime-related stress and anxiety also impair concentration and focus, further exacerbating academic challenges (mean = 3.10). The time spent engaging in cybercrime activities reduces study time, negatively affecting grades (mean = 3.03). Additionally, the emotional toll and fear of being caught diminish academic motivation (mean = 3.00), resulting in long-term effects on students' academic trajectories (mean = 3.11). These findings underscore the detrimental effects of cybercrime involvement, emphasizing the need for targeted interventions to address both the root causes and their academic consequences.

#### 4.3.3 Challenges Faced by University Authorities

University authorities face significant challenges in eradicating cybercrime. Limited technological resources (mean = 3.14), lack of awareness of cybercrime's extent (mean = 3.14), and the sophistication of cybercrime methods (mean = 3.19) make detection and prevention difficult. Insufficient collaboration with law enforcement (mean = 3.25) and a lack of proper policies and enforcement mechanisms (mean = 3.23) further complicate efforts. Students' reluctance to report cybercrime (mean = 3.21) due to fear or social pressure also hinders detection. Additionally, the high number of offenders and lack of expertise among authorities (mean = 3.25) were identified as critical barriers. These findings suggest that addressing these challenges requires enhanced resources, training, and inter-agency collaboration.

#### 4.3.4 Strategies for Reducing Cybercrime

The study proposed several strategies for combating cybercrime, which received high levels of agreement from respondents. Establishing clear and strict policies (mean = 3.19) was identified as the most effective measure. Collaboration with law enforcement (mean = 3.14), strengthening online security measures (mean = 3.13), and launching awareness campaigns (mean = 3.12) were also highlighted as critical. Digital literacy programs (mean = 3.10), anonymous reporting systems (mean = 3.07), and dedicated cybercrime task forces (mean = 3.12) were recommended as proactive measures. These strategies reflect a comprehensive approach, emphasizing prevention, detection, and rehabilitation to reduce cybercrime's prevalence.

### 5.1 Summary

The study was carried out to investigate the impact of cybercrime on the academic achievement of undergraduate students using a case study of the Nasarawa state University. From the analyzed data, the summary of the findings are as follows:

1. The respondents accepted that the fear of unemployment had been the identity as a push factor for university undergraduates' involvement in cybercrime.

2. The respondents accepted that indulgence in cybercrime affects the student's intellectual level and also the overall academic achievement of the students.
3. The respondents also accepted that the possible strategies that could be employed to reduce the menace of cybercrime among university undergraduates involve the need to raise penalties and to increase the seriousness of offenders.

## 5.2 CONCLUSION

Taking cognizance of the nature and effects of cybercrime among undergraduates in Nasarawa state University, keffi. Nasarawa State, there will always be new and unexpected challenges to stay ahead of cyber criminals and cyber terrorists, but we can only do this successfully by partnership and collaboration of both individuals and government. There is much we can do to ensure a safe, secure and trust worth computing environment. It is crucial not only to our general sense of wellbeing but also, to our national security and economy. The remarkable development in human history through computer technology has no doubt brought transformation in all aspects of life, especially in communication and information technology. Nevertheless, the embracement of the internet has come with a lot of mixed feelings despite its numerous advantages to the undergraduate in Nasarawa State University, Keffi. Nasarawa State, and people are valued regarding what they possess and command economically. Conversely, those without economic success are undervalued, and the pressure to achieve success is intensified despite the harsh financial condition such as unemployment amongst others. This necessitated the ability of individuals to devise survival strategies and attain economic success by indulging in cybercrime. The perpetrators of cybercrime are not far-fetched; they are our brothers, friends, colleague, distant relatives and neighbors who can be tamed under appropriate circumstances with the right and positive communication, orientation, education, and empowerment.

## 5.3 RECOMMENDATIONS

Based on the findings of this study, the researcher therefore, makes the following recommendations:

- Individuals should observe simple rules, individuals on their part should ensure proper anti-malware protection on their computer system, and individual should be encouraged to avoid pirate software, never to share their Identification Number (PIN), bank account, email access code to unknown persons.
- University undergraduates should be educated on the proper use of cyber and internet.
- University undergraduates should see cybercrime as a severe offence that destroys individual and the society at large and not as fun.
- University undergraduates should stop making use of technology to the committee or facilitate the commission of traditional crimes.

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