



## **STUDY OF CYBER CRIME AWARENESS AMONG PROSPECTIVE TEACHERS IN RELATION TO STREAM**

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### **Abstract**

*The aim of the present study was to investigate the cyber crime awareness among prospective teacher in relation to stream. For the present study multistage random sampling technique was used. In the first stage colleges of education were selected from rural and urban area. In the second stage 200 students were selected randomly from the colleges giving equal representation to prospective science and social studies teachers. Result of the study reveals science prospective teaches that are significantly more aware about the cyber crime than the social studies prospective teachers.*

### **Introduction**

Cyber crime is the talent and perhaps the most complicated problem of the cyber world and a major concern for the companies, universities, colleges, school and organizations worldwide governments, police departments and intelligence units have stated to reach. As a result, the issue of internet safety is the centre of concern for the children and adults. Common concerns regarding safety of the internal include malicious users websites and software and various types of offensive content. Although, there exist firewalls, antivirus software and other technological solution for safeguarding the data and computer networks, but in India much needs to be done towards effective use of their technologies for safeguarding the precious data. In order to achieve this purpose it is important to be aware of cyber-crime and related issues.

### **Emergence of the Problem**

Studies conducted on cyber crime include ignorance about cyber crime (Claburn 2008), general laws cyber-crime (Nappinai, 2010) comparison of cyber law of India and European countries (Tamil & Khan, 2011). Only few studies in number are found by the investigation related to proposed study. The research topic is emerging topic and there is much scope for the studies to be conducted in the concerned area in India. No definite conclusions can thus the drawn regarding the cyber-crime awareness among prospective teachers in relation to stream.

### **Objectives of the study**

To investigate the significance of difference between cyber crime awareness of prospective science and social studies teachers.

### **Hypothesis**

There is no significance difference in the cyber awareness of prospective science and social studies teachers.

### **Method of Investigation**

Multistage random sampling technique was used in the present study.

**Sample:**College wise distribution of 200 teacher trainees both males and female drawn from four different B.Ed. College of Ludhiana district.

### **Tool used for the Study**

Cyber crime awareness scale (CCAS-RS) by Rajasekar (2011).

### **Procedure**

Descriptive statistical mean, median, standard deviation, skewness, kurtosis to examine the nature of distribution of scores. T-ratio to investigate the significance of difference in the cyber crime awareness of prospective teachers on the basis of stream.



**Analysis and Interpretation**

First of all the normality of the data is checked; which is required to do further analysis of the data. For checking the normality of the data, mean, median, standard deviation, skewness and kurtosis is calculated for each variable separately, which is show in table below

**Table 1.1: Nature of distribution of data (N=200)**

	Science Prospective Teachers	Social Studies Prospective Teachers
Mean	125.92	123.59
Median	12.00	125.5
S.D.	15.05	15.04
Skewness	0.38	0.21
Kurtosis	0.50	-0.97

Range of chance fluctuation of Skewness is -0.49 to 0.49

Range of chance fluctuation of Kurtosis is -0.98 to 0.98

**Table 1.1** shows that values of mean and median for Science prospective teachers are 125.92 and 12.00. There is not much difference in the values of mean and median. The values for skewness and kurtosis are 0.38 and 0.50 respectively. Both these values are well within the range of chance fluctuation. For Social Studies prospective teachers the values of mean and median are 123.59 and 125.5 respectively. There is not much difference in the values of mean and median. The skewness and kurtosis are 0.332 and -0.819 respectively. Both the values fall within the range of chance fluctuation. The data thus considered normal and can be used for research purpose.

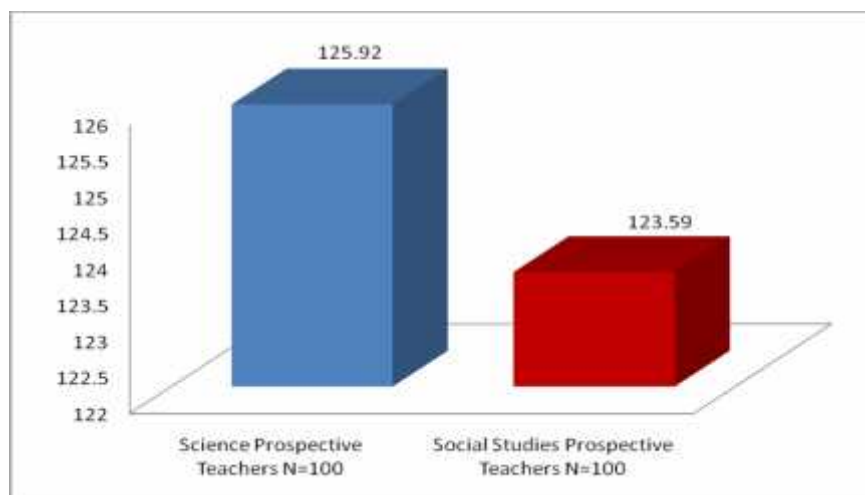
**1.2 Section 2: Difference In Cyber-Crime Awareness of Prospective Science And Social Studies Teachers**

In this section with the help of t-ratio the difference in cyber-crime awareness of prospective science and social studies teachers has been worked out. The scored obtained by both of these dimensions were used to calculate Mean and Standard Deviation.

**Table 1.2 Significance of difference in cyber crime awareness of prospective Science and Social Studies teachers**

Variables	Mean	S.D.	t-ratio
Science Prospective Teacher (N=100)	125.92	15.92	1.98*
Social Studies Prospective Teachers (N=100)	123.59	15.04	

\*Significant at 0.05 level of significant (1.96)



**Fig.1.1 : Mean Score**



**Table 1.2** reveals that mean score of Science and Social Studies teachers are 125.92 and 123.59 respectively. The t-ratio is 1.98. The value is significant at 0.05 level. Science prospective teachers thus are significantly more aware about the cyber crime than the Social Studies prospective teachers. The hypothesis  $H_0$ 1 which states that, “There is no significant difference in the cyber crime awareness of prospective Science and Social Studies teachers” is rejected. The significance of difference as indicated by the score might be because of the varied level of awareness about cyber crime among prospective science and social studies teachers. This finding is well supported by study conducted by Singh (2013).

### **Conclusion**

There is significant difference in the cyber crime awareness of perspective science and social studies teachers. Science prospective teachers are significantly more aware about cyber crime as compared to their social studies counterparts.

### **References**

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