



## The relationship between cybercrime and broken home among university of Port Harcourt students

Celestina Chinwenwa Johnson, Abiodun Adebunmi Omeife-Greg

Department of Educational Psychology, Guidance and Counselling, Faculty of Education University of Port Harcourt, Nigeria

### Abstract

Crimes involving computers and networks are referred to as cybercrimes or computer-related crimes. Due to economic downturns or recessions, university undergraduates are drawn into cybercrime. Cybercrime is a socio-phenomenological activity that serves as a tool for information, enjoyment, personal growth, and the pursuit of financial gain. The research is a descriptive survey. The study's goal is to investigate the effects of cybercrime on university freshmen's academic performance. Using an online questionnaire, a cross-sectional survey of Faculty of Education students was carried out. 207 undergraduate students from the Faculty of Education made up the study's sample size. Among other things, the findings indicate that undergraduates view cybercrime as a tool for personal growth. It was noted that a lot of effort needed to be done to guarantee a network environment that was trustworthy, safe, and secure. This suggests that in order for undergraduates to be more valuable in life, they should be forced to adopt a value reorientation. The outcome should open professors' and students' eyes to the more constructive ways of using online services to take advantage of the globalized environment without necessarily abusing them.

**Keywords:** Internet, university undergraduates, academic achievement, cyber, and crime

### Introduction

Cybercrime is the term used to describe unlawful actions carried out using computers or the internet. It covers a broad spectrum of transgressions, such as hacking an illegal entry into computer networks or systems with the goal of stealing, changing, or destroying data. Identity theft is when someone impersonates another person in order to obtain money by stealing personal information, such as credit card numbers or Social Security numbers. Phishing is the fraudulent practice of posing as a reliable organization in order to obtain private information, usually through phony emails or websites. There is also malware, Software, like as viruses, worms, and ransom ware that is intended to damage or take advantage of computers, networks, or devices.

Online fraud is the practice of defrauding people or businesses online in order to profit financially, such as through investment schemes or online shopping frauds. Cyberbullying is when someone is harassed, threatened, or intimidated via digital platforms. Distribution of Illegal Content: The unapproved sharing or promotion of unlawful content, such as copyrighted or child exploitation content. All things considered, cybercrime can have detrimental effects on people, companies, and society at large, including monetary losses, invasions of privacy, and even threats to national security. It is assumed that perpetrators of Cybercrime in Nigeria are mostly youths within the age of 15 – 45. They have taken advantage of the fast growth of the information technology to scam individuals, private and public businesses of their hard-earned money, properties and investments especially as it concerns crypto currency and online investments. In these escapades, victims are not only those in foreign nations but also Nigerians where youths constantly use cybercrime as a means of livelihood and taking advantage of the non-effective justice system in the country. Okereke G, A. {2019}. on Cybercrime amongst youth in Port Harcourt postulated that cyber-crime brings a negative impact on Nigeria and it ruins the reputation of the

country and affect different social structure or units in the country negatively. cybercrimes in general term are criminal activities carried out by using an electronic device, through communication networks {the internet} and data with the sole aim of extorting valuables from their victims. This study is looked into the relationship between cybercrime and broken homes among students in the University of Port Harcourt.

Broken home, is often defined as a family structure in which the parents have separated or divorced, causing a disruption in the family unit. This term frequently implies that the separation has caused emotional, social, or financial difficulties for the children and family members concerned. The term can also apply to families experiencing conflict, instability, or dysfunction, whether the parents are together or separated. Johnson, R.N {2024} <sup>[11]</sup>. A broken household can have a wide range of repercussions on individuals, including relational issues, emotional pain, and social challenges. However, it is crucial to highlight that not all children from broken households have unfavorable outcomes; many adapt and prosper despite their circumstances. Indeed, there may be a connection between cybercrime and those from dysfunctional households, but it's vital to remember that this is not always the case and that there may be a variety of factors at play. Many factors can come to play such as firstly, Psychological factors, People from dysfunctional households may suffer from emotional and psychological problems like anger, low self-esteem, or feelings of abandonment. These emotions can occasionally result in risky actions, such as committing cybercrime. Secondly, there is the case of Lack of Supervision on Children from dysfunctional households who may receive less protection or direction from their parents. This carelessness can result in increased time spent online, which raises the possibility of encountering harmful influences or participating in unsafe online activities. Johnson, R.N. {2024} <sup>[11]</sup>.

Thirdly, we have the Social Environment issues, which hovers around Social instability brought on by a broken home which may lead people to associate with unfavorable peer groups or settings that condone or promote criminal activity, including cybercrime. There is also the case of Economic Factors and its limitations on broken families who may experience financial difficulties. Some people may turn to cybercrime as a way to make money if they are under financial difficulty. Technological access also on Children from dysfunctional households may occasionally have greater access to technology and the internet, exposing them to both beneficial and detrimental effects. In the absence of appropriate instruction, this may result in participation in cybercrime. Gbadamosi R. A. {2017} <sup>[8]</sup>.

Seeking Attention or Validation from people is also an inherent lapse on children from broken home If someone feels abandoned or alone because of their familial situation, they may resort to cybercrime as a means of obtaining attention, recognition, or a sense of belonging. While many people from stable family contexts may also participate in cybercrime, it is crucial to recognize that not everyone from broken homes will do so. Numerous personal, societal, and environmental elements all play a part in the complicated connection. A comprehensive strategy that incorporates support networks, education, and community involvement is needed to address the underlying causes of both family instability and cybercrime. There are abundant whys and wherefores which stimulate cybercrime in broken Families, parental abandonment and exploitation, inadequate parental supervision, domestic violence, age of parents at time of child's delivery, parental superiorities to violence, parental drug practice, account of mental sickness, birth mandate, extent of family, parents schooling, socio-economic rank and parents' child parting. Some undesirable specific of a family such as poor parental management is frequently considered as a hazard influence for upcoming delinquency or crime and children who come from damaging atmosphere families are thought to be at grander possibility or are expected to compel crimes than children who do not. Families are one of the sturdiest socializing amenities in life. They explain kids to control unsuitable conduct, to suspension tolerance, and to esteem the privileges of others. Disruptive and vicious deeds may instigate as quick as in play school or in the first few ranks of rudimentary school. Family is most vital informing a law continuing kid. Ogbuaja F.M (2017)

There are a lot of reasons that children from broken homes may be more in the cyber-crime space than others, the following may contribute to such activity. Secondly, the relationship between a broken home or family and the prevalence of cybercrime is a complex and multifaceted issue. It's important to note that there is no direct causation between the two, but various factors may contribute to a higher risk of involvement in cybercrime among individuals from broken homes or unstable family environments. Here are some factors to consider: Lack of Emotional Support, as you can understand children from broken homes may experience a lack of emotional support and stability. This emotional vacuum can lead them to seek connections or outlets online, where they might become vulnerable to engaging in cybercriminal activities or getting involved with individuals who exploit their vulnerabilities. Johnson R. N {2024} <sup>[11]</sup>.

The rate of Cybercrime Prevalence is encompassing various forms of online illegal activities, and has become a pervasive concern in the digital age, leading to financial losses, data breaches, and psychological distress for victims. Another factor is the adverse effect of broken homes which is the breakdown of family units, often due to divorce, separation, or the absence of one or both parents, affects family dynamics and can have a profound impact on children's emotional and behavioral development. There is the potential link between the anecdotal evidence and some existing research suggest a possible link between the experience of a broken home and the involvement in cybercrime, particularly among adolescents and young adults. However, this relationship remains poorly understood, and there is a lack of comprehensive research to confirm or disprove this connection. All the above reasons create a need for research to study aims and means to address the gap in the literature by conducting a systematic investigation into the relationship between broken homes and cybercrime. It seeks to understand the mechanisms, if any, through which family disruptions may influence an individual's likelihood to engage in cybercriminal activities and assess the broader implications for preventive measures and interventions.

The increasing prevalence of cybercrime poses a significant challenge to individuals and society at large. Simultaneously, the phenomenon of broken homes, characterized by family disruptions such as divorce and separation, continues to be a widespread social issue. All the above reasons create a need for research to study aims and means to address the gap in the literature by conducting a systematic investigation into the relationship between broken homes and cybercrime. It seeks to understand the mechanisms, if any, through which family disruptions may influence an individual's likelihood to engage in cybercriminal activities and assess the broader implications for preventive measures and interventions. Some studies suggest that the relationship between broken homes and cybercrime may differ by gender. Boys and girls may respond differently to family breakdown in terms of delinquent behavior, including online activities. Johnson R.N. (2024) <sup>[11]</sup>. in his research emphasizes the importance of preventive measures to mitigate the impact of broken homes on cybercrime involvement. These measures can include support programs, counseling, and education to enhance digital literacy and responsible online behavior. It is essential to recognize that the relationship between broken homes and cybercrime is complex and multifaceted. Not all children from broken homes engage in cybercrime, and various factors can mediate or moderate this relationship: Michael R. {2017} <sup>[6]</sup> has researched the intersection of family structure and cybercrime. His work explores how family dynamics, including broken homes, influence delinquent behavior in the online environment. Asokhia, M. O. {2010} <sup>[10]</sup>.

Madume, K. R., {2012} <sup>[16]</sup>. studied various aspects of cybercrime and female involvement. His research delves into the social and environmental factors, including family structure, that contribute to delinquent behavior, both offline and online. David M. D. {2019} <sup>[17]</sup> conducted research on the impact of family factors, such as parental monitoring and family structure, on adolescents' involvement in cybercrime and deviant online behavior and found out that broken homes has a negative influence in some delinquent

children. Finn-A. E. {1999} [7] is known for his work on juvenile delinquency. Some of his research touches on how family structure and parenting practices influence adolescents' involvement in various forms of delinquency, including cybercrime. While existing literature provides valuable insights, there is a need for more research to fully understand the intricacies of this relationship and to develop effective interventions. This is a general overview, and specific studies may provide more nuanced insights into the connection between broken homes and cybercrime. Researchers continue to explore this topic to gain a better understanding of how family dynamics influence online behavior among adolescents and young adults. It is obvious that research on the relationship between broken homes and cybercrime may not have a long history, several scholars and authors have contributed to this emerging field. Hidayatullah, B. {2012} Asokhia, M. O. {2010} [10].

The aims and objectives of this study are namely to examine the relationship between broken homes and cybercrime among students in University of Port Harcourt in Rivers State. To investigate whether students from broken homes are more involved in cybercrime than students from intact family. Thirdly, to access and identify the potential causal factors and mechanisms that may link family disruption and {n increased propensity for engaging in cybercriminal activities. Lastly to Explore whether gender plays a significant role in the relationship, and if there are differences in how boys and girls from broken homes are affected by family disruption in terms of cybercrime involvement.

**The following research questions were used to guide the study**

1. To what extent does students from broken homes participate in Cybercrime
2. Does emotional and psychological consequences of Broken Homes influence the decision to participate in cybercrime?
3. Does gender play a significant role in how male and female from broken homes participate in cybercrime?

**The study has various importance and significance which are enumerated below:**

1. This study is geared on finding the influence of broken home on cybercrime on individuals and their family, as well as how and ways the government could tackle the problem of cybercrime amongst youths and also create means or an effective means and measures to restraint the spread of such actions with the power to control cybercrime activities.
2. This study will examine the background as well as the nature and the means presently used by fraudsters to deceive victims and the need for the youths to be properly engaged in socially accepted activities
3. This study is important in Investigating whether there is a higher incidence of cybercrime involvement among individuals who have experienced family disruptions such as divorce, separation, or the absence of one or both parents.

The study is centered on the relationship of broken homes and cybercrime among students in University of Port Harcourt, Rivers state. Descriptive survey research design was adopted employing the use of qualitative and

quantitative methods of data collection for both primary and secondary data. This is to enhance the explanation on the prevalence and forms of cybercrime perpetrated by students in University of Port Harcourt, Nigeria. Both primary and secondary data was employed to gather information for the study.

The study population comprises of students in university of Port Harcourt. Faculty of social sciences. The justification of using these categories of person(s) is because they are best suited to give relevant information to the study. In selecting representatives from the University of Port Harcourt, Faculty of Social Science, the study adopted a multi-stage sampling technique. Here, three hundred and ninety-two (392) copies of questionnaires was administered to students in the University of Port Harcourt, Faculty of Social science. The instrument used is a peer reviewed questionnaire created specifically for the study. The main purpose of the study is broken homes and prevalence of cybercrime in Port Harcourt LGA by students of University of Port Harcourt in Rivers State, Nigeria. Therefore, both primary and secondary sources of data collection were adopted in the study. The primary source includes both quantitative and qualitative method in which questionnaire and In-depth Interview were used to gather data from respondents. Here, quantitative method was adopted in which three hundred and ninety-two (392) copies of questionnaires was administered to students in the University of Port Harcourt. While, qualitative the method was an In-depth Interview which was conducted to compliment the questionnaire. The In-depth Interview was one-on-one discussion between the researcher and the respondent(s). The interview guide includes pertinent probing questions on the prevalence and forms of cybercrime perpetrated by among students in the University of Port Harcourt, Rivers State. The secondary source was collecting relevant cybercrime record from the Nigeria Police, the Financial and Crime Commission (EFCC) and online articles or records for the research study.

Data collected was dissected in line with the research questions. These responses that was collected from the respondent and was measured in simple percentages and results shown in the table. Below:

**Research question 1**

Do Students from broken homes participate more in cybercrime than student from intact families?

**Table 1**

Family type	No of respondents	Mean score	Standard deviation	Percentile	Remarks
Intact family	300	1.84	2.5	41	Less involved
Broken home		3.46	2.10	60	More involved

Table 1 indicates that respondent of intact family has the mean scores of 1.84, standard deviation 2.5 with a percentile of 41 respectively in the result shows less involvement in cybercrime. While respondent from broken homes have a mean score 3.46 and a standard deviation 2.09 with a percentile of 60 respectively. The result show student from broken home being more involved in cyber-crime in the University of Port Harcourt.

**Research Question 2**

Does emotional and psychological consequences of Broken Homes influence the decision to participate in cybercrime?

**Table 2**

Family type	No of respondents	Mean score	Standard deviation	Percentile	Remarks
Intact family	300	1.82	2.02	43	Likely involved
Broken home		3.42	2.06	58	More LIKELY involved

Table 2 indicates that respondents from intact family have the mean scores of 1.82, standard deviation 2.02 with a percentile of 43% respectively in the result shows that students from intact homes are less likely to have emotional and psychological problem and their involvement in cybercrime may not be due to emotional and psychological issues, though their participation is less than those from broken home with a mean score 3.42 and a standard deviation 2.06 with a percentile of 58% respectively. The result show student from broken home being more involved in cyber-crime due to psychological and emotional wellbeing in the University of Port Harcourt.

**Research Question 3**

Does gender play a significant role in how male and female from broken homes participate in cybercrime

**Table 3**

Gender	No of respondents	Mean score	Standard deviation	Percentile	Remarks
Male	120	3.02	2.07	60%	More Likely
Female		1.9	2.02	30%	Less Likely

Table 4 indicates that male respondents have mean scores of 3.02, standard deviation of 2.07 with a percentile of 60% respectively in the result. This shows that males from broken homes are more likely to be involved in cybercrime than their female counterparts with a mean score 1.9 and a standard deviation 2.02 and a percentile of 30% respectively. The result show that male and female from broken home are involved in cyber-crime but male are more involved.

**Discussions**

**Research Question 1**

Do students from intact households engage in cybercrime at a lower rate than those from broken homes?

According to the Table of Analyses, respondents from intact families are less likely to be involved in cybercrime than those from other families. Their mean scores are 1.84, standard deviation is 2.4, and their percentile is 41. On the other hand, respondents from broken households have a percentile of 60, a mean score of 3.46, and a standard deviation of 2.10. The findings indicate that students from dysfunctional households are more likely to engage in cybercrime at the University of Port Harcourt. This finding is consistent with several studies that show adolescents from dysfunctional households appear to be more likely to engage

in crime in general and cybercrime in particular. According to this research, a number of studies have demonstrated that children from dysfunctional households, particularly those whose parents have divorced or separated, are more likely to participate in delinquent activities, such as cybercrime. The involvement of children from broken homes in cybercrime by Clark and Glenn (1997) [43]. and Johnson, R.N. (2024) [11]. illuminates the factors that contribute to the relationship between cybercrime and broken homes, such as increased stress, a lack of parental supervision, and disruptions in family structure. In his research, Annamalai (2005) also backs up their assertion.

**Research Question 2**

Does the psychological and emotional fallout from broken homes affect people's decisions to commit cybercrime? Although their participation is lower than that of students from broken homes, who have mean scores of 3.43 and a standard deviation of 2.07 with a percentile of 58%, respectively, respondents from intact families have mean scores of 1.82, standard deviation 2.02, and a percentile of 43%. These results suggest that students from intact homes are less likely to experience emotional and psychological problems, and their involvement in cybercrime may not be related to emotional and psychological problems. The findings indicate that students from dysfunctional households are more likely to engage in cybercrime. Lack of parental involvement and monitoring, as well as psychological and emotional welfare, may be the cause of this, as numerous studies have shown. The importance of parental participation in lowering the risk of children committing cybercrime has been emphasized by research. Teenagers may find it simpler to engage in harmful internet activities when there is less parental supervision and advice due to broken homes. Nichol and Cash Well (1996). {2024} Johnson R, N {2024} [11]. The psychological effects of family disturbance and emotional suffering can affect children's decision to engage in cybercrime. Risky online behavior might be a manifestation of feelings of resentment, rage, or a craving for attention. Mcgue, Lacono, Barnes, and Burt (2008) [41].

**Research Question 3**

Do men and women from dysfunctional households engage in cybercrime differently depending on their gender?

According to Table 3, male respondents' mean scores were 3.02, their standard deviation was 2.09, and their percentile was 60%. With a mean score of 1.9, a standard deviation of 2.04, and a percentile of 30%, respectively, this indicates that men from dysfunctional households are more prone than their female counterparts to engage in cybercrime. The findings indicate that while both men and women from dysfunctional households are involved in cybercrime, men are more likely to be involved.

Disparities by Gender: According to certain research, there may be a gender difference in the association between broken homes and cybercrime. When their families break up, boys and girls may react differently in terms of delinquent behavior, including internet activity. Adokiye, G. Okereke (2015) [35]. Studies underscore the need of taking preventative actions to lessen the influence of dysfunctional households on participation in cybercrime.

These steps can include education, counselling, and support groups to improve digital literacy and ethical online

conduct. It's critical to acknowledge the intricate and nuanced connection between cybercrime and broken homes. Numerous factors can regulate or minimize the association between cybercrime and children from broken households. (Abonyi, {2006})<sup>[29]</sup>.

### Conclusion

Given the high prevalence of cybercrime among University of Port Harcourt students from dysfunctional households, finding solutions to cybercrime and cyber terrorism will always present new and unforeseen obstacles, but we can only accomplish this through the cooperation and partnership of both the government and individuals. We can take a lot of steps to guarantee a trustworthy, safe, and secure computing environment. It is essential to our economy and national security in addition to our overall well-being. Without a doubt, the incredible advancements in computer technology throughout human history have changed every facet of existence, particularly in the areas of communication and information technology. Although the internet has many benefits for University of Port Harcourt undergraduates, its adoption has been fraught with conflict, and people are valued according to their economic possessions and abilities. On the other hand, people without economic success are devalued, and pressure to succeed is increased even in the face of difficult financial circumstances, like unemployment, among others. This made it necessary for people to be able to come up with survival plans and use cybercrime to achieve financial success. Cybercriminals are not imaginary; they are our friends, family, coworkers, distant relatives, and neighbors, each with their own motivations stemming from a broken home or poverty. With the correct and constructive communication, guidance, education, and empowerment, they can be subdued under the right conditions.

### Recommendations

Cybercrime among undergraduates from broken homes will play a negative role in Education if not be controlled in the following ways:

1. Low Integrity to Education: following the work on the need to appraise the net balance of functional consequences of the phenomenon instead of the postulate universal functionalism, permit me to say that cybercrime is dysfunctional in it's entirety, and will bring low integrity to the Educational sector if not been controlled
2. Absenteeism of Check and balances: the educational institution must be adequately monitored while appraising the character of the lecturers and teachers and the content of the curriculum being taught.
3. All schools should return to the teaching of morals to empower all students with the spirit of steward while the lecturers live an exemplary life, reflecting truth, kindness, dignity of labor and integrity.
4. With all hands-on deck, the negative impact of cybercrime in the educational sector will be changed for good in line with the following statements: Its trial Translates into Gladness Its grief Transforms into Gladness Its shame Transcends into Fame and Its test travails into Testimony.
5. Intervention program should be created for student from broken homes to enable them cope with their challenges and difficulties in their situation which will

enable them cope with the need to avoid crime in general and cybercrime in particular.

5. Intervention program should be created for parents from broken home to be able to train their children to develop strong emotional and psychological wellbeing in other to abstain from crime in general and cybercrime in particular.
6. Counseling centers should be empowered to create targeted program for children form broken home to develop mental wellbeing against cybercrime.

### References

1. Agba AO. Cyber-crime fear and victimization: An analysis of a national survey, 2013. Retrieved on 15th January 2014 from <http://www.cse.msstate.edu/dampier/study%20material/s/NationalCrimeStats.pdf>.
2. Alemika AG. Some human dimensions of computer virus creation and infection. *Int J Hum-Comput Stud*,2007;52(5):899-913.
3. Billy HW, Bradford Reyns, Fisher SB. Fear of crime online: Examining the effect of risk, previous victimization, and exposure to fear of online interpersonal victimization. *J Contemp Crim Justice*. 2013.
4. Alfred LD, Anslem OB. The application of epidemiology to computer viruses. *Comput Secur*,2009;7(2):139-145.
5. Hale B. Fear of crime: A review of the literature. *Int Rev Victimol*, 1996. <https://doi.org/10.1177/026975809600400201>.
6. Michael R, 2017.
7. Finn-AE, 1999.
8. Gbadamosi RA. Perception of cybercrime among Nigerian youths: A case study of Caritas University, 2017, 5-47. Retrieved 2/11/2017.
9. Agasi F. Gender, crime victimization, and fear of crime. *Secur J*,2010;22(1):24-39.
10. Asokhia MO. Enhancing national development and growth through combating cybercrime/internet fraud: A comparative approach. *Inst Educ, Ambrose Alli Univ, Ekpoma, Edo State, Nigeria. Soc Sci*,2010;23(1):13-19.
11. Johnson RN. Broken Homes and Prevalence of Cyber Crime in the University of Port Harcourt Rivers State. Project work, 2024.
12. Okpala GE. The role of self-control in college students' perceived risk and fear of online victimization. *Am J Crim Justice*,2012;33(2):223-233.
13. Ogandehi HO. Fear of crime: A review of the literature. *Int Rev Victimol*,2009;4(2):79-150.
14. Martins C. A gendered assessment of the "threat of victimization": Examining gender differences in fear of crime, perceived risk avoidance, and defensive behaviors. *Crim Justice Rev*,2008;35(2):159-182.
15. Olo C. Victimization and fear: Assessing the role of the offender and the offence. *Can J Criminol*,2012;37:431-455.
16. Madume KR. Women's fear of crime on university campuses: New directions? *Secur J*,2012;22(1):87-99.
17. David MD, 2019.
18. Chiemeke BS. A security beget insecurity? Security and crime prevention awareness and fear of burglary among university students in the East Midlands. *Secur J*,2012;22(1):3-23.

19. Hidayatullah B. Victimization in cyberspace: An application of routine activity and lifestyle exposure theories. Dissertation submitted to Kent State University for the Degree of Doctor of Philosophy, 2000.
20. Okoro DE. The Normalcy of Vice: The Public Sector and Corruption in Nigeria. In: Ugwu COT, editor. *Corruption in Nigeria: Critical Perspectives*. Nsukka: Chuka Educational Publishers, 2010.
21. Bolt SL. *Security in Computing*. 3rd ed. Upper Saddle River: Prentice Hall PTR, 2008.
22. Ayantokun O. Fighting cybercrime in Nigeria, information system, 2006. Retrieved September 10, 2011, from: [www.tribune.com](http://www.tribune.com).
23. Akande SO. *Information Communication Technology (ICT) and Educational Development in Nigeria*. Ikere Ekiti: Young Press Ltd, 2007. PMCid: PMC4110993.
24. Ringwelski M. Effects of cybercrime. 2008. Retrieved from: [http://www.ehow.com/about\\_5052659\\_effectscybercrime.html#ixzz1gaX6daue](http://www.ehow.com/about_5052659_effectscybercrime.html#ixzz1gaX6daue). Int J Appl Eng Res, 2018;13(2):1144-1154. ©ResearchIndia Publications.
25. Oyesanya C. Examination misconduct in Nigerian universities, 2004. Retrieved from: <http://www.oppaper.com/misconduct-in-the-Nigerian-universities/706406curled>.
26. Margaret S, Geoff A, Mark K. A students' attitudes towards the use of the internet for learning: A study at a University of Malaysia. *Educ Technol Soc*, 2010;6(2):4-49.
27. Ayo E. Convergence and policy issues in ICT sector. In: Ajayi GO, editor. *Proceedings of Workshop on National Information and Communication Infrastructure, Policy, Plans and Strategies*. Abuja, Nigeria, 2010, 28-50.
28. Thomas JH. *Cybercrime and criminological theory: Fundamental readings on hacking, piracy, theft, and harassment*. 1st ed, 2013. ISBN: 978-1-60927-496-2. P. 228. PMid:23700684.
29. Sutherland EH. *White collar crime*. New York: Dryden, 1949.
30. Folashade BO, Abimbola KA. The nature, causes, and consequences of cybercrime in tertiary institutions in Zaria-Kaduna State, Nigeria. *Am Int J Contemp Res*, 2019;3(9):1-9.
31. Abonyi OS, Okereke SC, Omebe A, Anugwo MA. *Foundation of Educational Research and Statistics*. Enugu: Fred-Ogah Publishers, 2006. PMCid: PMC4087667.
32. Folarin BJ. Race and gender effects on fear of crime: An interactive model with age. *Criminology*, 2014;25(1):133-152.
33. Allen FL, Andrew S, Mark D Reed. Fear of crime and constrained behavior: Specifying and estimating a reciprocal effects model. *Soc Forces*, 1988;66(3):827-837. <https://doi.org/10.1093/sf/66.3.827>.
34. Christopher JC, Clifton SL. The function of security in reducing women's fear of crime in open public spaces: A case study of serial sex attacks at a Western Australian university. *J Crim Just*, 2009;22(1):73-86. <https://doi.org/10.1057/sj.2008.12>.
35. Okereke GA. Management of cyberterrorism in Nigeria, 2015. Retrieved from: <http://afrikul.blogspot.com.ng/2015/04/managementof-cyber-terrorismin.html>. Retrieved 2/11/2017.
36. Jackson I. Experience and expression: Social and cultural significance in fear of crime. *Br J Criminol*, 2004;44(6):946-966. <https://doi.org/10.1093/bjc/azh048>.
37. Amato P, Keith B. Parental divorce and the well-being of children: A meta-analysis. *Am Psychol*, 1991;110(1):26-46.
38. Adoption.com. *Single Parenting and Children's Academic Achievement*. Accessed, 2010.
39. American Psychological Association. *Children in single-parent households and stepfamilies benefit most socially from time with grandparents*, 2010.
40. Apel R, Kaakinen M. On the relationship between family structure and anti-social behavior: Parental cohabitation and blended households. *Criminology*, 2008;35(1):35-70.
41. Burt SA, Barnes JL, McGue M, Lacono WG. Parental divorce and adolescent delinquency: Ruling out the impact of common genes. *Dev Psychol*, 2008;44(6):1668-1677.
42. Cashwell CS, Nichol PM. Family functioning and risk behaviors: Influences on adolescent delinquency. *Sch Couns*, 1996;44(2):105-115.
43. Clark JE, Glenn GR. Family communication and delinquency. *Adolescence*, 1997;32(125):81-93.