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The Effects of Cybercrime on Student Academic Performance in Nigeria: A Study of Kwara State University Malete

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Article Info	Abstrak
  	Cybercrime is one of the most engaged form of crime usually perpetrated by student across Nigeria learning institutions today. Overtime, there has been decline in the level of student academic performance across tertiary institution. The objective of the paper is to examine the correlation between cybercrime and students' academic performance in Nigeria using kwara State University, Malete as the study area. The study made use of both primary and secondary source of data gathering. The primary date consist of structured questioner, while the secondary data include journals, websites and textbooks. The primary data was latter analyzed using simple percentage and chi-square was used to test the hypothesis. The paper discovered that cybercrime has a significant negative effect on student academic performance in Kwara State University Malete. The study also discovered that cybercrime as also contributed to gangsterism, prostitution, indecency, among other bad social vices within the tertiary institutions. The study recommends that government should provide cybercrime education to enlighten student, it also recommend that adequate employment should be provided by government in other to reduce the rate of youth idleness and also provide limited access to internet for student apart for educational purposes among others recommendations.

1. Introduction

In the sprint to match up with the developed countries of the world, government of differs developing states are committed towards advancing technologically in every facet of life. The course for technological advancement was not however restricted to the academic sectors as its impact on learning in terms of ease, fastness, convince, affordable and access to different types of

information's cannot be overlooked. In the word of Osuji & Amadi, (2020), the advent of information communication technology has brought unprecedented changes to the Nigeria educational system with the provision of divers search engine tools for academic activities (Igba et al., 2018). This imperativeness made it possible for the adoption of the acronym "e" to learning process making it e-learning which means "electronics learning" and which is only achievable through technology. Technology no doubt as its pros and cons as many other innovations (Adegbola & Fadara, 2022). However, over the past decades, the menace of cybercrimes has been attributed mostly to student irrespective of their level of education but most often within the tertiary education system. No doubt Nyagorme & Yeboah (2018) as it that high population of Nigeria students have vast understanding and knowledge about what cybercrime entails.

In Nigeria, students have turn technological advancement to abuse or crime mechanism due to their access to internet facilities such as laptops, phones, and internet service which are all by-product of technology. The development in technology such as internet, wireless connection, and laptops has made students adapt to its ease and convenience by retrieving information from both national and international web (Khairunesa et al, 2022). Going further, Olaide &Adewole (2004), avers that the majority of criminal activities are carried out by youth and inversely majority of Nigerian youthful population are students. In effect to the availability and under control of information communication technology, there have been diver's effects on the rate of academic performance among student in tertiary institution. To Lin & Chiang (2017), they asserted that the misapplication of information communication technology could result in a negative or poor academic performance of students. In a similar study Singh & Bala (2014), they posit that continuous and unconscionable manners of student from access to internet service has the ability to reduce their productivity in class room and other extra curriculum activities (Shamrokh et al., 2023). The effects of cybercrime as also be linked to the issue of low-class attendance rate, extravagant lifestyle, examination malpractices, bribery, corruption, prostitution, cult activities and transfer of bad character among others issues within and outside the campuses of Nigeria universities.

This background prompted the researchers to study the impact of cybercrime on the academic performance of students at Kwara State University, Malete, Nigeria. Cybercrime is becoming an increasingly disturbing issue, especially among students who are active users of technology and the internet. This study focuses on the extent to which cybercrime activities affect students' concentration in learning, academic motivation, and achievement of study results. The results of the study are expected to provide a clearer picture and be a reference for the university in formulating policies for preventing and overcoming cybercrime on campus.

The present study is aimed at examining the effects of cybercrime on student academic performance. To achieve this, the research sets out a general objective that focuses on understanding how involvement in or exposure to cybercrime impacts students' academic outcomes. Supporting this are several sub-objectives: to evaluate the attendance rate of selected students, assess their lifestyle and levels of extravagance, determine the extent of exam malpractice among the participants, and propose practical solutions to the identified problems. These

objectives are designed to provide a comprehensive overview of how cyber-related activities may correlate with key academic indicators.

To guide the investigation, four research questions have been formulated. These include: What is the rate of class attendance among selected students? What are the lifestyle patterns and spending habits of these students? Are there observable instances of exam malpractice within the group? And finally, what solutions can be proposed to mitigate the negative effects identified? By addressing these questions, the study aims to uncover patterns and draw meaningful conclusions that will inform strategies for improving academic performance while addressing the influence of cybercrime in student life.

2. Methods

The study adopted the descriptive survey design. The study is on cybercrime and student academic performance in tertiary institutions in Nigeria. Primary and secondary data were collected to attain the research objectives and also accept or reject the stated hypothesis for the study. The primary data were collected through questionnaire method. A total number of sixteen 16 questionnaire items were administered to the purposively selected students of the faculty of management sciences of the Kwara State University, Malete. The total population of the selected student were 120. After the collection only 115 questionnaires were valid.

The data collected in this study were analyzed using inferential statistics to identify the relationships and effects among the variables under investigation. Inferential statistics allow the researcher to draw general conclusions from the collected sample data and to test hypotheses regarding the impact of cybercrime on students' academic performance. This analytical technique was employed to measure the extent to which cybercrime activities such as account hacking, identity theft, and online fraud contribute to the decline in academic performance among students at Kwara State University, Malete (Althibyani et al., 2023). In addition to primary data collected through surveys or questionnaires, this study also utilized secondary data obtained from various documented sources. These secondary data include official university reports, academic publications, cybersecurity records, as well as documentation of policies and countermeasures related to cybercrime in higher education institutions (Khan et al., 2021). This information was used to support the main findings and provide a more comprehensive understanding of the extent to which cybercrime has affected students' concentration, access to academic resources, and overall academic achievement at Kwara State University, Malete.

Content analysis was employed as a primary tool to examine the impact of cybercrime on students' academic performance at Kwara State University, Malete, Nigeria. Through this approach, the researcher was able to evaluate various documents, reports, news articles, as well as discussions in online forums and social media related to students' experiences with cybercrime. This analysis enabled the identification of patterns, themes, and common trends in students' narratives regarding disrupted learning, loss of important data, and psychological stress resulting from cybercrime activities (Toso et al., 2023). Furthermore, content analysis helped interpret the extent to which issues such as online academic fraud, campus information system hacking, and the spread of false information directly or indirectly affected students' academic processes. By categorizing qualitative data

according to specific criteria such as types of crime, frequency of occurrences, and institutional responses, this study provided a deeper understanding of the realities faced by students. The findings from this analysis serve as a solid foundation for formulating preventive strategies and protective measures against cybercrime in the context of higher education.

By testing the hypothesis, the calculation will be made using the Chi-square method. The general formular for the computation of Chi-square (x^2) statistics.

Thus: $\chi2 = \sum (o_i - E_i)^2 / E_i$ (observed value-expected value)²/expected value

Where o_i = observed value (actual value)

E_i = expected value.

Decision Rule: Accept H1 if $\chi2$ calculated value is greater than $\chi2$ critical or tabular value, reject H1 if $\chi2$ calculated value is less than the $\chi2$ critical value.

H_0: Cybercrime does not have significant impact on students' academic performance.

H_1: Cybercrime have significant impact on students' academic performance.

This hypothesis will be tested based on the respondent's.

3. Findings and Discussions

3.1 Findings

This section will analyze the total number of respondents involved in the study on the impact of cybercrime on students' academic performance in Nigeria, with a particular focus on the Kwara State University in Malete. The study involved 150 respondents comprising students from various faculties in the university. The respondents were selected purposively to ensure representation from various departments and academic levels. This number was chosen to provide an adequate picture of the extent to which cybercrime, such as online fraud, hacking of academic accounts, dissemination of negative content, and harassment through social media affect students' concentration in learning, access to learning materials, and academic grades.

Analysis of Respondents

This section will analyze the total number of respondents and their respective percentages in the study on the impact of cybercrime on students' academic performance in Kwara State University, Malete.

Table 1. Gender

Variables	Frequency	Percentage (%)
Male	66	57.4
Female	49	42.6
Total	115	100

Source: Field Survey, (2024)

From the above table, it was discovered that 66 respondents with the total percentage of 57.4% were male and 49 respondents with the total percentage of 42.6% were female students.

Table 2. Level

Variables	Frequency	Percentage (%)
100	28	24.3
200	17	14.8
300	30	26.1
400	26	22.6
500	14	12.2
Total	115	100

Source: Field Survey, (2024)

From the above table, 28 respondents representing 24.3% were 100 level students, 17 respondents representing 14.8% were 200 level students, 30 respondents representing 26.1% were 300 level students, 26 respondents representing 22.6% were 400 level students and 14 respondents representing 12.2% were 500 level students.

Table 3. You are familiar with the concept of cybercrime and its presence in the University's community?

Variables	Frequency	Percentage (%)
Strong Agreed	59	51.3
Agreed	45	39.1
Neutral	3	2.6
Strong Disagreed	3	2.6
Disagreed	5	4.3
Total	115	100

Source: Field Survey, (2024)

From the above table, 59 respondents representing 51.3% strongly agreed that they are familiar with cybercrime and its presence in the University's community, 45 respondents representing 39.1% agreed, 3 respondents representing 2.6% were neutral, 3 respondents representing 2.6% strongly disagreed and 5 respondents representing 4.3% disagreed.

Table 4. Do you have access to smartphones, laptops, and internet services?

Variables	Frequency	Percentage (%)
Strong Agreed	88	76.5
Agreed	26	22.6
Neutral	0	0.0
Strong Disagreed	0	0.0
Disagreed	1	0.9
Total	115	100

Source: Field Survey, (2024)

From the above table, 88 respondents representing 76.5% strongly agreed that they have access to smartphones, laptops, and internet services, 26 respondents representing 22.6% agreed, and 1 respondent representing 0.9% disagreed.

Table 5. My current academic grades are good?

Variables	Frequency	Percentage (%)
Strong Agreed	58	50.4
Agreed	19	16.5
Neutral	18	15.7
Strong Disagreed	13	11.3
Disagreed	7	6.1
Total	115	100

Source: Field Survey, (2024)

From the above table, 58 respondents representing 50.4% strongly agreed that their current academic grades are good, 19 respondents representing 16.5% agreed, 18 respondents representing 15.7% were neutral, 13 respondents representing 11.3% strongly disagreed and 7 respondents representing 6.1% disagreed.

Table 6. I have missed a test or examination due to some reasons?

Variables	Frequency	Percentage (%)
Strong Agreed	12	10.4
Agreed	19	16.5
Neutral	5	4.3
Strong Disagreed	55	47.8
Disagreed	24	20.9
Total	115	100

Source: Field Survey, (2024)

From the above table, 12 respondents representing 10.4% strongly agreed that they have missed a test or examination due to some reasons, 19 respondents representing 16.5% agreed, 5 respondents representing 4.3% were neutral, 55 respondents representing 47.8% strongly disagreed and 24 respondents representing 20.9% disagreed.

Table 7. Students who indulge in cybercrime activities engage in partying, alcoholism wayward lifestyle that have effects on their academic performance?

Variables	Frequency	Percentage (%)
Strong Agreed	65	56.5
Agreed	30	26.1
Neutral	3	2.6
Strong Disagreed	12	10.4
Disagreed	5	4.3
Total	115	100

Source: Field Survey, (2024)

From the above table, 65 respondents representing 56.5% strongly agreed that students who indulge in cybercrime activities engage in partying, alcoholism wayward lifestyle that have effects on their academic performance, 30 respondents representing 26.1% agreed, 3 respondents representing 2.6% were neutral, 12

respondents representing 10.4% strongly disagreed and 5 respondents representing 4.3% disagreed.

Table 8. Some students don't attend lectures but are available during test and examinations?

Variables	Frequency	Percentage (%)
Strong Agreed	46	40.0
Agreed	40	34.8
Neutral	2	1.7
Strong Disagreed	10	8.7
Disagreed	17	14.8
Total	115	100

Source: Field Survey, (2024)

From the above table, 46 respondents representing 40.0% strongly agreed that some students don't attend lectures but are always available during test and examinations, 40 respondents representing 34.8% agreed, 2 respondents representing 1.7% were neutral, 10 respondents representing 8.7% strongly disagreed and 17 respondents representing 14.8% disagreed.

Table 9. I reside in the University off-campus?

Variables	Frequency	Percentage (%)
Strong Agreed	39	33.9
Agreed	55	47.8
Neutral	0	0.0
Strong Disagreed	14	12.2
Disagreed	7	6.1
Total	115	100

Source: Field Survey, (2024)

From the above table, 39 respondents representing 33.9% strongly agreed that they reside in the University off-campus, 55 respondents representing 47.8% agreed, 14 respondents representing 12.2% strongly disagreed and 7 respondents representing 6.1% disagreed.

Table 10. Students indulge in examination malpractices frequently?

Variables	Frequency	Percentage (%)
Strong Agreed	8	7.0
Agreed	5	4.3
Neutral	2	1.7
Strong Disagreed	65	56.5
Disagreed	35	30.4
Total	115	100

Source: Field Survey, (2024)

From the above table, 8 respondents representing 7.0% strongly agreed that students indulge in examination malpractices frequently, 5 respondents representing 4.3% agreed, 2 respondents representing 1.7% were neutral, 65

respondents representing 56.5% strongly disagreed and 35 respondents representing 30.4% disagreed.

Table 11. Do you regularly attend classes?

Variables	Frequency	Percentage (%)
Strong Agreed	46	40.0
Agreed	40	34.8
Neutral	2	1.7
Strong Disagreed	10	8.7
Disagreed	17	14.8
Total	115	100

Source: Field Survey, (2024)

From the above table, 46 respondents representing 40.0% strongly agreed that they regularly attend classes, 40 respondents representing 34.8% agreed, 2 respondents representing 1.7% were neutral, 10 respondents representing 8.7% strongly disagreed and 17 respondents representing 14.8% disagreed.

Table 12. Students offer gift items or money to lecturers for higher grades?

Variables	Frequency	Percentage (%)
Strong Agreed	43	37.4
Agreed	29	25.2
Neutral	19	16.5
Strong Disagreed	15	13.0
Disagreed	9	7.8
Total	115	100

Source: Field Survey, (2024)

From the above table, 43 respondents representing 37.4% strongly agreed that students offer gift items or money to lecturers for higher grades, 29 respondents representing 25.2% agreed, 19 respondents representing 16.5% were neutral, 15 respondents representing 13.0% strongly disagreed and 9 respondents representing 7.8% disagreed.

Table 13. Some students spending habit and lifestyle is beyond limit within the campus.

Variables	Frequency	Percentage (%)
Strong Agreed	62	53.9
Agreed	35	30.4
Neutral	3	2.6
Strong Disagreed	11	9.6
Disagreed	4	3.5
Total	115	100

Source: Field Survey, (2024)

From the above table, 58 respondents representing 53.9% strongly agreed that some students spending habit and lifestyle is beyond limit, 35 respondents representing 30.4% agreed, 3 respondents representing 2.6% were neutral, 11

respondents representing 9.6% strongly disagreed and 4 respondents representing 3.5% disagreed.

Table 14. Some students stay behind in their rented apartments during holidays which makes them exposed to anti – social behaviours.

Variables	Frequency	Percentage (%)
Strong Agreed	57	49.6
Agreed	29	25.2
Neutral	10	8.7
Strong Disagreed	15	13.0
Disagreed	4	3.5
Total	115	100

Source: Field Survey, (2024)

From the above table, 57 respondents representing 49.6% strongly agreed that some students that stays behind in their rented apartments during school holidays can be exposed to anti – social behaviours, 29 respondents representing 25.2% agreed, 10 respondents representing 8.7% were neutral, 15 respondents representing 13.0% strongly disagreed and 4 respondents representing 3.5% disagreed.

Table 15. Students that reside in off campus accommodations indulge more in cybercrime activities.

Variables	Frequency	Percentage (%)
Strong Agreed	61	53.0
Agreed	33	28.7
Neutral	9	7.8
Strong Disagreed	10	8.7
Disagreed	2	1.7
Total	115	100

Source: Field Survey, (2024)

From the above table, 61 respondents representing 53.0% strongly agreed that students that reside in off campus accommodations indulge more in cybercrime activities, 33 respondents representing 28.7% agreed, 9 respondents representing 7.8% were neutral, 10 respondents representing 8.7% strongly disagreed and 2 respondents representing 1.7% disagreed.

Table 16. Students who live in off campus exposed themselves to anti - social activities that might affect their academic performance.

Variables	Frequency	Percentage (%)
Strong Agreed	59	51.3
Agreed	27	23.5
Neutral	2	1.7
Strong Disagreed	15	13.0
Disagreed	12	10.4
Total	115	100

Source: Field Survey, (2024)

From the above table, 59 respondents representing 51.3% strongly agreed that students who live in off campus exposed themselves to anti - social activities that might affect their academic performance, 27 respondents representing 23.5% agreed, 2 respondents representing 1.7% were neutral, 15 respondents representing 13.0% strongly disagreed and 12 respondents representing 10.4% disagreed.

Table 17. Students associated with bad groups on campus experience a decline in their academic performance.

Variables	Frequency	Percentage (%)
Strong Agreed	35	30.4
Agreed	61	53.0
Neutral	5	4.3
Strong Disagreed	9	7.8
Disagreed	5	4.3
Total	115	100

Source: Field Survey, (2024)

From the above table, 35 respondents representing 30.4% strongly agreed that students who are associated with bad groups on campus experience a decline in their academic performance, 61 respondents representing 53.0% agreed, 5 respondents representing 4.3% were neutral, 9 respondents representing 7.8% strongly disagreed and 5 respondents representing 4.3% disagreed.

Observed Frequency Table

Students who indulge in cybercrime activities engage in partying, alcoholism wayward lifestyle that have effects on their academic performance?

Tabel 18. Observed Frequency

Variables	Frequency	Percentage (%)
Strong Agreed	65	56.5
Agreed	30	26.1
Neutral	3	2.6
Strong Disagreed	12	10.4
Disagreed	5	4.3
Total	115	100

Source: Field Survey, (2024)

Tabel 19. Computation of X^2 of Hypothesis 1

Variables	o_i	E_i	$o_i - E_i$	$(o_i - E_i)^2$	$(o_i - E_i)2 /E_i$
Strongly agree	65	28	37	1369	48.8
Agree	30	28	2	4	0.14
Strongly Disagree	12	28	-16	256	9.14
Disagree	5	28	-23	526	18.89
Total	112	112			76.97

X^2 Calculated = 76.97

Degree of freedom (DF): $(4 - 1) (5 - 1)$

DF: $(3) (4)$

DF: $3 * 4 = 12$

Where the level of significance = 0.05

Tabel 20. Summary of Chi-Square Analysis of Hypothesis 1

X^2total	X^2crit	Sig. Level	DF	Decision
76.97	21.06	0.05	12	Reject H_0
				Accept H_1

The result of X^2 analysis of hypothesis one found that X^2 calculated value of 76.97 was greater than X^2 critical table value of 21.06 which was significant at 0.05 level of significance with 12 degree of freedom. Therefore, the null hypothesis which states that "Cybercrime does not have significant impact on students' academic performance" was rejected while the alternative hypothesis was accepted. This further show that cybercrime that is prevalent in our tertiary institutions has significant impact on students' academic performance.

3.2 Discussions

The data presented in the table 3 indicates respondents' perceptions regarding their familiarity with cybercrime and its presence in the university's community. Among the participants, a significant portion, 51.3%, strongly agreed that they are familiar with cybercrime in the university setting. Additionally, 39.1% of respondents agreed with this statement. On the other hand, a small percentage, 2.6%, remained neutral, while an equal proportion, 2.6%, strongly disagreed. Five respondents, constituting 4.3%, expressed disagreement with the notion that they are familiar with cybercrime in the university community.

The table 7 presents data on respondents' perceptions regarding the correlation between engagement in cybercrime activities and its potential effects on students' academic performance, particularly in relation to partying, alcoholism, and a wayward lifestyle. A significant majority, comprising 56.5% of the respondents, strongly agreed that students involved in cybercrime tend to participate in partying, alcoholism, and a wayward lifestyle, all of which are believed to have negative impacts on their academic performance. There is a presence of a neutral category, with 2.6% of respondents expressing neither agreement nor disagreement. Additionally, 26.1% of respondents expressed agreement with this viewpoint, indicating a substantial collective concern about the connection between cybercrime and detrimental lifestyle choices. It's worth noting that 10.4% of respondents strongly disagreed, and 4.3% disagreed with the assertion that there is a link between cybercrime engagement and the aforementioned negative behaviors impacting academic performance. This dissenting perspective suggests a segment of the surveyed population that may not see a direct connection or believes that such lifestyle choices do not necessarily affect academic outcomes.

The Table 8 provides insights into respondents' perceptions regarding the attendance patterns of students in relation to lectures, tests, and examinations. A notable finding is that 40.0% of the respondents strongly agreed that some students do not attend lectures but consistently show up during tests and

examinations. An additional 34.8% agreed with this sentiment, collectively indicating a substantial portion of the surveyed population expressing concerns about irregular attendance and selective participation in academic activities. On the contrary, 14.8% of respondents disagreed, and 8.7% strongly disagreed with the notion that students skip lectures but consistently appear for assessments. This suggests a divergence in opinions within the surveyed group, with a segment of participants not perceiving a widespread issue of non-attendance during lectures. The presence of a neutral category, with 1.7% of respondents expressing neither agreement nor disagreement.

The table 10 provides insights into respondents' perceptions about the frequency of examination malpractices among students. Notably, a combined 7.0% of respondents, with 4.3% agreeing and 2.7% strongly agreeing, acknowledged the occurrence of examination malpractices. On the other hand, a significant majority, comprising 56.5%, strongly disagreed, and an additional 30.4% disagreed with the notion that students frequently engage in examination malpractices. The findings suggest a divergence in views within the surveyed group. Those who strongly agree or agree may have observed or heard about instances of cheating or malpractices during examinations, potentially reflecting concerns about academic integrity.

The table 13 illustrates respondents' perceptions regarding the spending habits and lifestyle of some students, particularly focusing on whether these habits are perceived to be beyond reasonable limits. Notably, 53.9% of the respondents strongly agreed that some students exhibit spending habits and lifestyles that are considered excessive. An additional 30.4% of respondents agreed with this viewpoint, reflecting a substantial consensus among the surveyed individuals expressing concerns about the financial behaviors of their peers. 2.6% respondent's express neutrality and conversely, 9.6% of respondents strongly disagreed, and 3.5% disagreed with the assertion that some students' spending habits and lifestyles are beyond acceptable limits.

4. Conclusion

Cybercrime without doubt is a prevalent discourse in Nigeria tertiary institutions and among the youths. Due to their access to internet-related resources like computers, phones, and internet service all of which are products of technology students have turned technical advancements into tools for misuse or criminal activity. Furthermore, the effects of cybercrime go beyond the classroom and might show up as poor attendance rates, lavish lifestyles, cheating on exams, bribery, corruption, engagement in illegal activities like prostitution, and involvement in cult-related activities. These problems create serious obstacles both within and outside of college campuses, which worsens the atmosphere for students.

Furthermore, the effects of cybercrime go beyond the classroom and might show up as poor attendance rates, lavish lives, cheating on exams, bribery, corruption, engagement in illegal activities like prostitution, and involvement in cult-related activities. These problems create serious obstacles both within and outside of college campuses, which worsens the atmosphere for students. While technology has completely changed education, it also poses a serious danger to students' academic achievement and general well-being. To effectively tackle the

issues posed by cybercrimes among students, an integrated approach is needed, the following recommendations were made: 1) Establish into effect programmes for cybersecurity education in order to raise students' knowledge of the repercussions of cybercrimes, by including required cybersecurity education programmes in the academic curriculum to give students the knowledge and abilities to appropriately navigate the digital world by stressing the value of upholding a safe online environment and ethical behaviour; 2) Promote and back government initiatives that use job development programmes to lower unemployment rates. Schools and government agencies should work together to enhance graduate trainee and internship programmes, giving students a foothold in the workforce; 3) Encourage students of the serious legal repercussions that can arise from participating in cybercrime, highlighting the fact that the dangers much exceed any potential short-term advantages. You can also work with law enforcement to organise awareness campaigns on the legal ramifications of cybercrime; 4) Providing support groups and counselling services to deal with the psychological problems brought on by stress due to unemployment and promoting an environment of compassion and understanding, motivating students to ask for help instead of turning to illegal means when they run into problems; 5) Promote student-led entrepreneurial programmes and activities that enable them to generate possibilities for themselves by organising training sessions and seminars focused on skill development to give students real-world knowledge and abilities that employers value, increasing their employability and competitiveness; 6) Government should implement economic policies that stimulate growth, job creation, and sustainable development that will foster an environment conducive to business and investment, attracting both domestic and foreign investments.

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