



INVESTIGATING THE IMPACT OF CYBERCRIMES PERPETRATED BY UNIVERSITY STUDENTS ON THEIR ACADEMIC PERFORMANCE USING NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE AS A REFERENCE.

Dr. Mariagoretti Ijeoma Obiakor

Department of Educational Management policy, Faculty of Education
Nnamdi Azikiwe University Awka

&

Dr. Roseline Anyoipi Undie

Guidance and Counselling,
University of Calabar, Calabar

Abstract

The study aims to investigate the impact of cybercrimes on the academic performance of university students using Nnamdi Azikiwe University in Awka, Anambra State as a case study. This research will assess the prevalence of cybercrimes among university students, identify the different types of cybercrimes that are most common among students, and determine how these cybercrimes affect their academic performance. The findings of this study will contribute to a better understanding of the relationship between cybercrimes and academic performance among university students. Additionally, the results of this research can inform educational institutions on the necessary steps to prevent cybercrimes and promote a safe and secure academic environment for their students.

Introduction

Cybercrime refers to illegal activities conducted via the internet or computer networks. In university settings, cybercrime can range from online cheating to identity theft and cyberbullying. The rise of technology has transformed the academic landscape, providing both opportunities for innovation and risks for misconduct (Sullivan, 2021). This research focuses on how these actions affect students academically, particularly within the context of Nnamdi Azikiwe University.

The rise of digital technologies has transformed various aspects of society, including education. With the proliferation of the internet and easy access to technology, higher education institutions have benefited from enhanced learning resources, increased connectivity, and improved methods of communication. However, this digital age has also given rise to numerous challenges, most notably cybercrime, which poses significant threats to academic integrity and student performance (Sullivan, 2021).

Cybercrime refers to criminal activities that are perpetrated using computers or the internet, encompassing a wide range of offenses including hacking, identity theft, online fraud, and cyberbullying (Merriam-Webster, n.d.). According to the Nigerian Cybercrime (Prohibition, Prevention, etc.) Act of 2015, cybercrime encompasses offenses such as unlawful access to computers and data, data interference, and misuse of devices (Federal Republic of Nigeria, 2015). Within the realm of higher education, the rise of cybercrime is particularly concerning as university students often find themselves at the intersection of academic pressure and the temptations of illicit online activities.



The impact of cybercrime on academic performance is a growing area of concern for educators, policymakers, and researchers alike. Various studies suggest that involvement in cybercriminal activities can negatively affect students' academic outcomes (Adeyemi & Olaoye, 2020; Uche & Okeke, 2019). For instance, students engaged in online cheating and plagiarism often experience stress and anxiety, which can distract from their studies, ultimately affecting their grades (Nwankwo & Eze, 2021). Furthermore, cyberbullying has been shown to harm students' mental health, leading to poorer academic performance and increased dropout rates (Okwu & Egwuatu, 2022).

In Nigeria, where the internet has seen rapid adoption among youth, the issue of cybercrime among university students has become increasingly prevalent. As technology reshapes the educational landscape, it is vital to understand the implications of students' engagement in cybercrime for their academic achievements. Specifically, Nnamdi Azikiwe University in Awka, Anambra State, serves as a case study for this research due to its diverse student population and the unique challenges faced by Nigerian universities in maintaining academic integrity.

Despite the burgeoning literature on cybercrime and its effects on education, there is still a significant gap in empirical research focusing on the Nigerian context, particularly about how such behaviors may specifically impact students at institutions like Nnamdi Azikiwe University. Addressing this gap is vital for developing tailored interventions and policies that can mitigate the negative impacts of cybercrime on the academic performance of students.

This study aims to investigate the relationship between cybercrime perpetrated by university students and their academic performance at Nnamdi Azikiwe University, contributing valuable insights into how these issues intersect and informing both policy and practice within higher education.

Statement of the Problem

In recent years, the rise of cybercrime has become a critical concern globally, with significant implications for educational institutions and academic integrity. In Nigeria, universities are increasingly faced with challenges posed by various forms of cybercriminal activities, such as online cheating, hacking, and cyberbullying. These behaviors not only jeopardize the integrity of academic assessments but also hinder the overall educational experience of students.

At Nnamdi Azikiwe University, Awka, a notable trend suggests a growing incidence of cybercrime among students, leading to concerns about its potential impact on academic performance. Preliminary observations indicate that students engaging in cybercriminal activities may experience diminished intellectual engagement, lower academic achievement, and increased stress, ultimately affecting their educational outcomes. However, there is a paucity of empirical research providing a detailed analysis of the relationship between cybercrime perpetrated by students and their academic performance within the Nigerian context. This gap in the literature calls for a comprehensive investigation to understand how involvement in cybercrime influences students' academic experiences and success at Nnamdi Azikiwe University. Specifically, it is essential to explore the extent to which different forms of cybercriminal behavior correlate with academic performance metrics, such as GPA, class participation, and overall engagement in academic activities. The lack of targeted research in this area limits the ability of educators and policymakers to implement effective strategies aimed at promoting academic integrity and addressing cybercrime among students. Therefore, this study seeks to document the relationship between cybercrime and academic performance in order to inform interventions that can foster a healthier educational environment, enhance academic integrity, and ultimately contribute to the broader goals of higher education in Nigeria.



Purpose of the Study

The main purpose of this study was to investigate the impact of various forms of cybercrimes on the academic performance of university students using Nnamdi Azikiwe University in Awka, Anambra State.

Specifically,

1. To ascertain the most common forms of cybercrimes committed by students in Nnamdi Azikiwe University and factors contributing to their prevalences
2. To know how cybercrime such as bullying, hacking and plagiarism affect the academic performance and mental health of students at Nnamdi Azikiwe University Awka

Research Questions

1. What are the most common forms of cybercrimes committed by students in Nnamdi Azikiwe University and factors contributing to their prevalences?
2. How do cybercrimes such as bullying, hacking and plagiarism affect the academic performance and mental health of students at Nnamdi Azikiwe University Awka?

Review of Related Literature

A number of studies have addressed the relationship between cybercrime and academic performance. Research indicates that involvement in cybercrime can lead to decreased academic performance due to distractions, ethical dilemmas, and psychological effects (Adeyemi & Olaoye, 2020). For instance, students engaged in online cheating often experience stress and anxiety, which can adversely affect their academic results (Nwankwo & Eze, 2021). Additionally, cyberbullying affects students' mental health, further impacting their capacity to perform academically (Uche & Okeke, 2019).

The increasing prevalence of cybercrime in recent years has prompted extensive research regarding its implications in various domains, particularly in education. This literature review examines existing studies that explore the relationship between cybercrime and academic performance among university students, with a specific focus on the findings relevant to Nigerian contexts.

Nature and Types of Cybercrime

Cybercrime encompasses a wide array of offenses, including hacking, identity theft, phishing, online harassment, and academic dishonesty (Merriam-Webster, n.d.). With the digital transformation of educational environments, behaviors such as cheating and plagiarizing have also evolved into forms of cybercrime. Researchers have examined how these activities compromise academic integrity and ethical standards, which are crucial for effective learning (Adeyemi & Olaoye, 2020).

In the Nigerian context, the Cybercrime (Prohibition, Prevention, etc.) Act of 2015 was established to address various cyber offenses, emphasizing the importance of cyber awareness among students (Federal Republic of Nigeria, 2015). There is a notable concern surrounding the relationship between these criminal activities and students' ethical decision-making processes.

Forms of Cyber Crimes Perpetrated by University Students

University students, due to their extensive access to technology and the internet, may engage in various forms of cybercrime. These activities can adversely affect their academic integrity, personal development, and overall educational environment. Below are some common forms of cyber crimes perpetrated by university students:



1. **Online Cheating and Plagiarism:** - Many students resort to cheating during exams by using unauthorized devices or seeking answers online. Additionally, plagiarism—submitting someone else's work or ideas without proper attribution—is rampant, facilitated by easily accessible online resources.

Online cheating and plagiarism are significant issues within higher education, particularly among university students who have access to an array of digital resources. These practices threaten academic integrity and can have detrimental effects on students' learning experiences and overall educational outcomes.

Online cheating involves using unauthorized methods to gain an advantage during academic assessments conducted in digital formats. This can occur in various scenarios, including online exams, quizzes, and take-home assignments.

Common Methods are

1. **Unauthorized Access to Information:** Students may use smartphones, tablets, or laptops to access the internet during exams, seeking answers or guidance from online resources or forums.
2. **Collaboration with Peers:** Some students engage in unauthorized collaboration with peers during assessments, sharing answers through messaging apps or chat rooms.
3. **Use of Cheating Software or Tools:** Technology has led to the development of software tools, such as "cheat engines," that allow students to manipulate online assessments or automatically generate answers.
4. **Contract Cheating:** This involves hiring someone else—often through online platforms—to complete assignments or take exams on behalf of the student.

Motivations: The pressures of academic performance, time constraints, and the pursuit of high grades often drive students to resort to online cheating. An intense competitive environment and fear of failure can further exacerbate these behaviors.

Plagiarism: Plagiarism is the act of using someone else's work, ideas, or intellectual property without proper attribution. It encompasses various forms, from directly copying text to paraphrasing ideas without citation.

Forms of Plagiarism:

1. **Copying and Pasting:** Students may directly copy text from online sources into their work without proper citation, presenting it as their own.
2. **Paraphrasing Without Attribution:** While students may put information into their own words, failing to credit the original source constitutes plagiarism.
3. **Using Previous Work:** Submitting previously submitted assignments for a new course or assignment (self-plagiarism) can also be considered a form of academic dishonesty.
4. **Utilizing Plagiarism Detection Tools:** Students may leverage tools designed to detect plagiarism to modify their work and evade detection rather than genuinely engaging with the material.

Motivations: The desire for convenience, lack of understanding of proper citation practices, or perceived difficulty in producing original work can lead students to plagiarize. Additionally, students may struggle with time management, finding themselves resorting to plagiarism as deadlines approach.



Consequences of Online Cheating and Plagiarism

1. **Academic Penalties:** Most educational institutions have strict policies against cheating and plagiarism, leading to disciplinary actions ranging from failing grades to expulsion.
2. **Loss of Learning:** Engaging in dishonest academic practices undermines the educational process, preventing students from fully grasping course material and developing critical thinking skills.
3. **Reputation Damage:** Students caught cheating or plagiarizing may suffer long-term reputational damage, impacting future educational and employment opportunities.
4. **Erosion of Trust:** When cheating and plagiarism become pervasive within an academic environment, it undermines the trust between students and faculty, compromising the overall integrity of the institution.

Strategies to Address Online Cheating and Plagiarism

To combat online cheating and plagiarism, universities can implement several strategies:

1. **Education and Awareness:** Institutions should provide workshops and resources on academic integrity, including information on proper citation practices and the consequences of cheating.
2. **Utilizing Technology:** Employing plagiarism detection software can serve as a deterrent and help educators identify instances of academic dishonesty.
3. **Redesigning Assessments:** Faculty can create assessments that require critical thinking, unique responses, or practical applications to reduce opportunities for cheating.
4. **Promoting Time Management:** Helping students develop effective time management and study skills can reduce the pressures that often lead to dishonest behaviors.
5. **Encouraging a Culture of Integrity:** Fostering an environment that values honesty and integrity can motivate students to prioritize ethical academic practices.

In conclusion, online cheating and plagiarism are pressing issues in higher education that require comprehensive strategies to address. By understanding the motivations behind these behaviors and implementing proactive measures, universities can uphold academic integrity, enhance student learning, and foster a culture of honesty and responsibility.

2. **Hacking:** - Some students engage in hacking activities, which can involve breaching university databases to alter grades, access confidential information, or disrupt online systems. Hacking refers to unauthorized access to computer systems, networks, or data, often with malicious intent. In the context of university students, hacking activities can have serious implications for academic integrity, as well as for the security and privacy of both individual students and the institution as a whole.

Types of Hacking Activities

1. **Grade Alteration:-** Description: Some students may attempt to breach university databases or online grading systems to alter their grades unlawfully. This can involve exploiting security vulnerabilities in the university's digital infrastructure.
- **Methods Used:** Techniques can include SQL injection (a method where an attacker can manipulate a database query), phishing emails to deceive faculty into revealing access credentials, or using stolen passwords to access protected systems.



- Consequences: Altering grades can lead to severe academic penalties, including expulsion, legal action, and permanent damage to a student's academic record. It also undermines the integrity of the grading system.
2. Accessing Confidential Information:
- Description: Students may engage in hacking to gain unauthorized access to sensitive data, such as personal information of fellow students, faculty, or staff, and academic materials like exams or thesis papers.
 - Methods Used: Students often exploit weaknesses in network security or use social engineering tactics to manipulate individuals into divulging confidential information.
 - Consequences: Breaching confidentiality can lead to identity theft, privacy violations, and potential harm to the individuals whose data has been compromised. Institutions may face legal ramifications due to data breaches, and the trust within the academic community can be severely damaged.
3. Disrupting Online Systems:
- Description: Some students may engage in hacking activities aimed at disrupting university systems, such as online learning platforms, email servers, or administrative services. This can manifest as Distributed Denial of Service (DDoS) attacks, where multiple compromised systems are used to flood a targeted server with requests, overwhelming it and causing it to become inoperable.
 - Methods Used: Hackers may use various tools to automate DDoS attacks or target vulnerabilities within university networks. They may also utilize internal knowledge of the system if they have previously accessed it.
 - Consequences: Disrupting university systems can affect not only academic activities, such as class attendance and remote learning but also administrative operations. The institution may incur significant financial and reputational costs, as well as the impact on students' learning experiences.
4. Manipulating Online Assessments:
- Description: Students may hack into online examination systems to change questions or access answers during assessments, thereby compromising the integrity of the evaluation process.
 - Methods Used: This can include exploiting system vulnerabilities, using keyloggers to gather information, or creating fake login credentials to gain unauthorized access.
 - Consequences: Such manipulation can lead to unfair advantages for certain students, loss of credibility for the assessment process, and potential disciplinary action against those involved.
- Motivations Behind Hacking
- The motivations for university students to engage in hacking can vary significantly, including:
 - Desire for Academic Success: The pressure to achieve high grades and perform well academically can drive some students to resort to hacking as a shortcut to success.
 - Curiosity and Challenge: Some students may find hacking intellectually stimulating and engage in it for the thrill of overcoming security protocols or proving their technical skills.



- Peer Influence: The social context within certain peer groups can normalize hacking behaviors, leading individuals to participate to gain acceptance or status among classmates.
- Financial Gain: In some cases, students might hack to obtain sensitive information for illegal financial gain, such as selling personal data or academic materials.

Consequences of Hacking Activities

1. Legal Repercussions: Hacking is illegal and can lead to criminal charges, including fines and imprisonment. Educational institutions may also pursue legal action against students involved in such activities.
2. Academic Consequences: Most universities have strict policies against academic dishonesty, and students caught hacking may face disciplinary actions ranging from academic probation to expulsion.
3. Reputational Damage: Students found guilty of hacking can suffer lasting reputational harm, affecting their future educational and career opportunities. Employers often conduct background checks, and a history of unethical behavior can deter potential hires.
4. Impact on the University: Hacking incidents can lead to severe financial losses for institutions due to recovery efforts, legal costs, and diminished public trust. A breach of data can also result in loss of enrollment and damage to the institution's reputation.

Mitigation Strategies

To combat hacking behaviors among university students, institutions can implement several strategies:

- Strengthening Cybersecurity Measures: Universities should invest in robust security protocols, firewalls, and regular system audits to identify and fix vulnerabilities.
- Educating Students and Staff: Cybersecurity training can help raise awareness about the risks of hacking and the importance of maintaining academic integrity.
- Encouraging a Culture of Integrity: Fostering an environment where ethical behavior is valued and academic honesty is emphasized can deter students from engaging in hacking.
- Implementing Strict Policies and Consequences: Clear policies regarding hacking and academic dishonesty, combined with strict enforcement of consequences for violations, can help discourage such behaviors.

In conclusion, Hacking by university students presents significant challenges to academic integrity and institutional security. By understanding the nature of these activities, their motivations, and their subsequent consequences, universities can develop targeted strategies to prevent and address hacking, ensuring a secure and ethical academic environment.

5. Cyberbullying: - Cyberbullying, which includes harassment, threats, or intimidation through digital platforms, can lead to severe psychological effects for victims and create a toxic environment within academic settings.
6. Identity Theft: - Some students might steal personal information from fellow students, faculty, or university systems to impersonate others or commit fraud for financial gain.



7. Phishing: - Students may conduct phishing scams by creating fake emails or websites masquerading as legitimate university communication to extract sensitive information from their peers.
8. Distribution of Pirated Content: - Sharing or downloading pirated software, music, movies, or academic materials without proper authorization is another common form of cybercrime among students.
9. Illegal Access to Software or Online Resources: - Unauthorized use of university software or subscription-based resources can lead to significant academic and legal repercussions for students.
10. Social Media Misconduct: - Engaging in malicious activities on social media platforms, such as spreading false information or inciting violent behavior, can also be classified as a cybercrime.
11. Denial of Service Attacks (DoS): Some tech-savvy students may orchestrate DoS attacks to intentionally disrupt university websites or online services, affecting accessibility and usability for other students and faculty.
12. Unethical Digital Practices: Activities such as creating and distributing false information, misusing academic privileges to gain unfair advantages, or engaging in unauthorized collaborations during assessments can also fall under cybercriminal acts.

Therefore, the prevalence of these cyber crimes among university students not only jeopardizes academic integrity but also poses broader risks to the educational framework and the mental health of affected individuals. Addressing these issues through education, awareness, and policy implementation is crucial in promoting a safe and ethical academic environment.

Cyberbullying and Mental Health

Another critical aspect of cybercrime in academic settings is cyberbullying, which can significantly affect students' mental health and academic success. Research has consistently shown a link between experiences of cyberbullying and decreased educational performance. According to Uche and Okeke (2019), victims of cyberbullying often experience psychological distress, leading to difficulties in concentration, participation in classes, and ultimately, academic underachievement. This underscores the importance of addressing not only the acts of cybercrime but also their consequences for student well-being.

Academic Integrity and Institutional Responses

In response to the challenges posed by cybercrime, educational institutions have begun implementing measures to uphold academic integrity. According to Okwu and Egwuatu (2022), universities need to create awareness campaigns targeting students to highlight the ethical implications of cybercrime and its impact on their educational experiences. Programs must focus on promoting a culture of honesty and integrity, as well as providing mental health support for those affected by the pressures of academic performance and cybercrime-related issues.

Furthermore, Sullivan (2021) notes that institutions must adapt to the changing landscape of cybercrime by incorporating cybersecurity education into the curriculum, equipping students with the knowledge and skills to navigate the digital world responsibly.

Impact of Cybercrime on Academic Performance

Several studies have identified a negative correlation between cybercriminal activities and academic performance. For instance, Adeyemi and Olaoye (2020) conducted a survey among university students in Nigeria and found that those engaged in online cheating exhibited lower Grade Point Averages (GPAs) compared to their peers who did not partake in such activities. The impact of academic dishonesty extends beyond



individual performance; it creates an environment of distrust and can lead to a broader erosion of educational standards.

Moreover, Nwankwo and Eze (2021) emphasized that online cheating often leads to increased levels of stress and anxiety among students, hindering their ability to perform effectively in academic settings. The pressure to achieve high grades may compel students to participate in cybercrime, resulting in an ongoing cycle of detrimental academic outcomes.

In conclusion, the reviewed literature indicates that a complex relationship between cybercrime and academic performance among university students, particularly in Nigeria. The pressures to succeed academically, combined with the allure of easy shortcuts such as online cheating, pose significant challenges to maintaining academic integrity. Moreover, the impact of cyberbullying on students' mental health further complicates this issue. As educational institutions grapple with these challenges, it is essential to implement comprehensive strategies that promote ethical behavior, support mental health, and address the root causes of cybercrime in academic settings.

Methodology

This study employs a qualitative survey method to collect data from students at Nnamdi Azikiwe University. A structured questionnaire was distributed to a sample of 200 students selected through stratified random sampling to ensure representation across different faculties. The survey includes questions designed to assess the frequency of cybercrime involvement, types of cybercrimes committed, and perceived academic performance (measured through GPA).

Research Design

The research design adopted for this study was a descriptive survey. A descriptive survey according to Oko (2015), survey design is used “to collect information that describe, explore and help the researcher to examine a definite population, collect data and make generalization from the data collected. The design was chosen because it provides a convenient means for the researcher to analyze the roles of university management in combating Cybercrimes among students in Nnamdi Azikiwe University, Awka. The design was chosen because of its ability to describe and survey widely the phenomenon under the study.

Area of the Study

This study will be carried out in Nnamdi Azikiwe University, Awka. Awka is the capital city of Anambra state, Nigeria. The City has an estimated population of 301,657. It is located at 199.1 kilometers, by road directly North of Port Harcourt in the centre of the densely populated Igbo heartland in South East Nigeria. Nnamdi Azikiwe University, Awka is a second generation Federal University in Nigeria. It has a main campus that is situated at the capital city of Awka, its permanent site, along Enugu-Onitsha Express way, Awka, Anambra State. It has over 15 faculties and over 73 academic departments. The members of the university comprised of university management, staff and the students. Other stakeholders of the university are: prospective applicants, their parents and job seekers; parents of current students; alumni (former students of the university); government; host communities; other universities.

Population of the Study

The population of this study included all heads of departments in Nnamdi Azikiwe University, Awka. There are 62 Heads of department in Nnamdi Azikiwe University, (2024).

Sample and Sampling Techniques



Since the number is sizeable, the need for sample will not be necessary. Therefore, all the population will serve as the sample.

Instrument for data collection

A structured questionnaire will be used to elicit responses from the respondents. The instrument titled

“Questionnaire on **IMPACT OF CYBERCRIMES PERPETRATED BY UNIVERSITY STUDENTS AND ACADEMIC PERFORMANCE (QICPUSAP)**” was developed by the researcher to elicit information from the respondents. The questionnaire contained two sections; section A consists of bio-data of the respondents while section B will bordered on the opinion of the respondents as regards research questions 1-4 respectively. A four point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) was used as spread of scores.

Validation of the instrument

The instrument will be face validated by three lecturers. Two lecturers will be from Department of Educational Management and Policy, and one lecturer was from Measurement and Evaluation, Department of Educational Foundations all from the Faculty of the Education, Nnamdi Azikiwe University, Awka. They will be requested to study the items and access the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their corrections and comments will be used to modify the questionnaire before final distribution to the respondents of the study.

Reliability of the Study

The reliability of the instrument will be established through test-re-test reliability method. The instrument will be administered within one week on ten (10) university management staff in ChukwuemekaOjukwuOdumegbu University, Igbariam.

Method of Data Collection

The researcher with the help of three (3) research assistants visited the respondents in their offices and distributed the copies of the questionnaire. The questionnaires were collected after 2 days of issuance to the respondents. Valid copies of the questionnaire that were returned will be used for the analysis.

Method of Data Analysis

The researcher will use mean scores to analyze the research questions.

DATA ANALYSIS

Cluster 1: What are the most common forms of cybercrimes committed by students in Nnamdi Azikiwe University and factors contributing to their prevalences?

Table 1: Mean ratings of the responses on thevariousforms of Cybercrimesperpetrated by students

S/N	Items	Mean	Decision
1.	Hacking Activities	3.50	Agreed
2.	Phishing Schemes	3.67	Agreed
3.	Cyberbullying	3.23	Agreed
4.	Online Fraud	3.10	Agreed
5	Software Piracy	3.37	Agreed
6	Data Theft	3.61	Agreed
7	Distribution of Malware	3.46	Agreed
	Grand mean	3.42	Agreed



Data presented in table 1 above shows that the respondents agreed with mean score above 2.50 that the various forms of Cybercrimes perpetrated by students in Nnamdi Azikiwe University, Awkaware **hacking activities, phishing schemes, cyberbullying,online fraud,software piracy, data theft, anddistribution of malware.** Therefore the grand mean of 3.45 implies that the various forms of Cybercrimes perpetrated by students in Nnamdi Azikiwe University, Awkaware **hacking activities, phishing schemes, cyberbullying, and online fraud, among others.**

Cluster 2: How do cybercrimes such as bullying, hacking and plagiarism affect the academic performance and mental health of students at Nnamdi Azikiwe University AwkaTable 2: Mean ratings of the responses on the laws/regulations set up to combat Cybercrimes among students

S/N	ITEMS	Mean	Decision
1.	<i>It improves their Mental health.</i>	1.55	Disagreed
2.	<i>It makes them active in school.</i>	1.26	Disagreed
3.	<i>There are clear and accessible mechanisms no cases of such in my university.</i>	1.03	Disagreed
4.	<i>It doesn't happen in our school.</i>	1.10	Disagreed
5	<i>Many students prefer copy and paste than writing by themselves.</i>	3.85	Agreed
6	<i>The university employs cybersecurity tools and software to monitor and protect against Cybercrimes activities on its network</i>	2.16	Disagreed and
7	<i>Students skip school and appear on the exam days to write because they have seen it online.</i>	3.26	Agreed
	Grand mean	2.03	Disagreed

Data presented in table 2 above shows that the respondents agreed with mean score above 2.50

It improves their Mental health, It makes them active in school, There are clear and accessible mechanisms no cases of such in my university, It doesn't happen in our school, Many students prefer copy and paste than writing by themselves, The university employs cybersecurity tools and software to monitor and protect against Cybercrimes activities on its network and Students skip school and appear on the exam days to write because they have seen it online. that the university employs cybersecurity tools and software to monitor and protect against Cybercrimes activities on its network. However, respondents also disagreed with mean score below 2.50 that *It improves their Mental health, It makes them active in school, There are clear and accessible mechanisms no cases of such in my university, It doesn't happen in our school, Many students prefer copy and paste than writing by themselves,; there are clear and accessible mechanisms in place for reporting incidents of Cybercrimes at their university;they understand the disciplinary actions and consequences for students found guilty of committing Cybercrimes as outlined by their university; the university regularly updates and communicates its cybersecurity policies and regulations to students.* Therefore, the grand mean of 2.03 implies that the students mental and psychological health is a problem, student are indulging in cybercrime and it is affecting them in Nnamdi Azikiwe University, Awka.

The discussion interprets the findings in light of existing literature. Which addressed the implications for academic institutions, including the need for stronger academic integrity policies, educational programs on the consequences of cybercrime, and better mental health support for affected students (Okwu & Egwuatu, 2022).

Conclusion

The study aims to contribute to the understanding of how cybercrimes affect academic performance among university students. It is anticipated that the findings will help inform policy and practice at Nnamdi Azikiwe University and other Nigerian institutions.

Recommendation



The university should introduce thorough cybersecurity education programs that aim to:

- Increase awareness of different cybercrime types.
- Teach students about the legal consequences and personal risks of engaging in cybercrime.
- Encourage ethical internet use and provide resources for safe online practices.

The university should create a support system for students affected by cybercrime, which should include:

- Counseling services to help victims deal with emotional and psychological effects.
- Academic support to assist affected students in improving their focus and performance.
- Strict disciplinary actions against those involved in cybercrimes to deter illegal behavior and ensure a safe learning environment.

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