

THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN CURBING CYBERCRIMES AMONG ELECTRICAL AND ELECTRONICS TECHNOLOGY STUDENTS IN UNIVERSITIES IN RIVERS STATE, NIGERIA

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Abstract

The study investigated the role of Information and Communication Technology (ICT) in curbing cybercrimes among Electrical and Electronics Technology students in universities in Rivers State. Three research questions and three null hypotheses guided the study. A descriptive survey design was adopted for the study. The population comprised 30 lecturers and 200 students drawn from selected universities in Rivers State. A structured questionnaire was used as the instrument for data collection. 9 items examined the types of cybercrimes common among electrical and electronics technology students, 10 items identified the ICT tools used in curbing cybercrimes among electrical and electronics technology students and 10 items also determined the role of ICT in preventing cybercrimes among electrical and electronics technology students in Rivers State owned universities. The reliability of the instrument was established using the Cronbach Alpha method, yielding an overall coefficient value of 0.75. Data collected were analyzed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the null hypotheses at a 0.05 level of significance. The findings revealed that ICT plays a significant role in curbing cybercrimes among Electrical and Electronics Technology students. Both lecturers and students agreed that ICT tools are essential in reducing and possibly eliminating common cybercrimes among university students. The study also established that ICT is crucial in monitoring, preventing, and managing cyber-related offenses. Based on these findings, the study recommended that university management should organize regular cybercrime awareness programs, deploy advanced cyber-security software to safeguard institutional networks, and strengthen digital identity management systems to ensure that only authorized users can access academic and administrative platforms.

Keywords: Information, Communication, Technology, Cybercrimes, Electrical, Universities

Introduction

University education plays a key role in the development of skilled manpower and technological advancement in every nation. It is planned to prepare students with the knowledge, skills, and abilities needed to contribute meaningfully to societal growth and national development. It is innovation, combining pedagogics with scientific achievements of the modern level (Kugai, 2016). The third principle of the university education is the ability to self-reproduce scientific and pedagogical staff from among its own students, which symbolizes

the potential for self-development and the freedom of science. Obviously, we are talking about scientific schools, which are created in universities, and which perform the functions of “incubators” of scientific and pedagogical personnel (Turkot, 2011). Quality university education system based on the holistic development, equips students with the knowledge and skills for the future, inculcates students with the right values and imbues students with a positive learning attitude (Barretta, 2011). University education is provided by competent teachers, supported by effective teaching and learning processes, and enhanced by a conducive learning environment. The challenge of achieving quality education lies in striking a balance between high ideals and practical realities. Quality university education system is that education that is relevant and adapted to the needs of the society (Ndiomu in Asiyai, 2014).

ICTs help in providing a good communication system in the university education system by providing timely information to all concerned (Magni, 2009) such that the integration of ICTs into general administration has brought about increased efficiency and optimal resource utilization (Hasan et al, 2007). Maki (2008) maintained that ICT activities relate to the management of university administration through the personnel administration of students, resources, finance and general administration. The incorporation of ICTs into this process enhances the overall admission activities of universities by making it more accessible to many. Dada, et al. (2022) and Kupoluyi, & Awotunde, (2018) opined that information and communication technologies is use for the administration of universities. Both academic and non-academic staff, as well as students uses information and communication technologies to support administrative, academic, and learning programmes. Information and communication technologies aid the effective administration of educational institutions in many ways. Adewale &, Taiye (2018) agreed that the computer-based tool is used for the processing of information and communication needs in the universities that tallies with the objectives of the Federal Government of Nigeria on information technology that are well articulated in terms of making the use of ICTs mandatory at every level of education. Abara, et al. (2022); Olatunde-Aiyedun, et al. (2021); Ogunode (2020) opined that Universities are functionally required to handle large volume of data that are processed so as to provide information for decision-making as well as meeting the information requirements of the various stakeholders such as students, parents, alumni, government, information community and the general public. Dada, et al. (2021) concluded that ICT aided effective university planning, decision making, and policies formulation.

In recent years, the integration of Information and Communication Technology (ICT) into university education has significantly transformed the teaching and learning process. ICT

includes technological tools such as computers, the internet, mobile devices, and digital communication systems that facilitate access to information, research activities, and academic collaboration. The use of ICT in universities has improved learning opportunities, enhanced communication between lecturers and students, and provided access to global educational resources. In Nigeria, universities provide specialized training in different disciplines, including Electrical and Electronics Technology, which prepares students to apply scientific and technological knowledge in solving practical problems.

Electrical and Electronics Technology students are among the groups that frequently utilize ICT facilities in universities. Their field of study requires them to interact with various technological systems such as computer networks, digital devices, and electronic communication tools. These technologies assist students in conducting research, designing electronic systems, accessing online learning materials, and improving their technical skills. As a result, ICT has become an essential component of training and skill development for Electrical and Electronics Technology students. Electrical and electronic technology is a branch of engineering that focuses on the study, design, and application of systems and devices that uses electricity, electronics, and electromagnetism. According to Nwosu & Okoro, (2021) stated that Electrical and electronic engineering encompasses a wide range of subfields, including power generation, telecommunications, and embedded systems.

Electrical engineers deal primarily with large-scale electrical systems such as power transmission and motor control, while electronic engineers focus on smaller systems like integrated circuits, sensors, and microprocessors (Hamley, 2019). The field has developed greatly as a result of advances in digital technology and semiconductor development, leading to the production of more efficient and compact electronic devices. Singh & Kapoor, (2022) sees electrical and electronic engineers as crucial in developing sustainable solutions to global challenges, including clean energy, communication systems, and medical technologies

Electrical and electronic technology (EET) forms the foundational infrastructure upon which information and communication technology (ICT) operates. Electrical and electronic systems such as microprocessors, integrated circuits, communication devices, and power supply units enable the design, development, and operation of ICT tools including computers, mobile devices, networking equipment, and digital communication systems. The advancement of ICT is therefore closely tied to innovations in electrical and electronic technologies that support data processing, transmission, and storage in modern digital environments (Agarwal, 2010; Frenzel, 2015). Consequently, the integration of electrical and electronic technology with

ICT has significantly improved communication efficiency, automation, and information management across educational, industrial, and commercial sectors (Laudon & Laudon, 2018). Electrical and electronic technology plays a critical role in curbing cybercrimes through the development of secure hardware systems, encryption devices, surveillance technologies, and network security tools.

Cybercrimes generally refers to illegal activities in which computers, computer networks, or other digital devices serve as the instrument, target, or environment for committing crimes. With the rapid expansion, and use of digital technologies, the likelihood and occurrence of cybercrime have also continued to increase. The cross-border, anonymous, and rapidly changing nature of cybercrime creates significant challenges for law enforcement agencies, as well as for legislative and regulatory authorities. Khan, et al. (2022) notes that many countries have cybercrime laws, but there is large variation in how well these laws address emerging technologies, and in how clearly, they define offences. Cybercrimes are viewed as “criminal acts committed using electronic communications networks and information systems or against such networks and systems” (European Commission Convention 2007). This definition encompasses a large range of crimes (e.g., hacking, social engineering, fraud, denial of service attacks and online harassment) and has been used as the foundation for several other academic research works (Anderson, et al, 2013; Bregant and Bregant. 2014; Nurse. 2018). Criminal or offender profiling, in general, is a tool that has been used by forensic experts for decades and can help to identify the offender’s behavioral tendencies, personality traits, demographic variables, and geographical variables based on the information and characteristics of the crime (Lickiewicz. 2011). ICT helps in combating cybercrime through the development and implementation of advanced security systems such as firewalls, antivirus software, and intrusion detection systems. These tools help in protecting computer networks and digital infrastructures from unauthorized access, data breaches, and other forms of cyber-attacks. According to Wall (2017), ICT-based security systems enable organization and institutions to monitor digital activities, detect suspicious behavior, and respond quickly to potential cyber threats. Furthermore, ICT supports cybercrime prevention through digital surveillance, cyber forensics, and data analytics. Law enforcement agencies increase rely on ICT tools to track cybercriminals, gather electronic evidence, and analyze digital footprints left behind during cyber-attacks. Brenner (2010) noted that modern ICT infrastructures provide the technical capabilities needed for investigating and prosecuting cybercriminal activities across different jurisdictions. According to Kshetri (2016), improving ICT literacy and cyber-security awareness significantly reduces the vulnerability of individuals

and institutions to cybercrime. Therefore, ICT not only facilitates digital communication and innovations but also serves as a critical tool in the fight against cybercrime by enhancing cyber-security systems, supporting cybercrime investigation, and promoting digital awareness.

Statement of the Problem

The increasing integration of Information and Communication Technology (ICT) into university education has greatly improved teaching, learning, research, and communication among students and staff. ICT tools such as computers, mobile devices, the internet, and a digital communication platform provides students with easy access to information and technological resources necessary for academic and professional development. In Electrical and Electronics Technology programmes, students are particularly exposed to digital systems, networking tools, and computer-based technologies that support innovation and technical competence (Oliver, 2002).

Despite these benefits, the rapid expansion of ICT has also contributed to the emergence and growth of cybercrimes, especially among young people and university students who have access to digital technologies and the internet. Cybercrime refers to illegal activities carried out using computers, digital devices, or networks, including online fraud, hacking, identity theft, phishing, and other internet-based crimes (Wall, 2007). According to Tade & Aliyu, (2011) who stated that in Nigeria, cybercrime has become a serious concern in tertiary institutions, where some students misuse their technological knowledge and ICT facilities to engage in fraudulent online activities.

Electrical and electronics technology students possess technical skills that can be applied to solving technological problems and advancing innovation. However, this same technological competence can also be misused if proper digital ethics, cyber-security awareness, and responsible ICT usage are not emphasized. Although ICT has the potential to serve as a powerful tool for combating cybercrime through cyber-security education, digital monitoring systems, and awareness programmes, it appears that many students still engage in cyber-related offenses. This situation raise question about whether ICT resources in universities are effectively being used to educate students on cyber-security practices and prevents cybercrime. Therefore, the persistence of cybercrime among university students indicates a gap between the availability and effective usage of ICT facilities in promoting ethical behavior. Consequently, there is need to investigate the role of information and communication technology (ICT) in curbing cybercrimes among electrical and electronics technology students in Rivers State Universities in order to determine how ICT tools,

awareness, and educational strategies can be used to reduced students' involvement in cybercrimes.

Objectives of the Study

This study aims to examine the role of Information and Communication Technology (ICT) in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities, Nigeria. Specifically, the study sought to:

1. examine the types of cybercrimes common among Electrical and Electronics Technology students in Rivers State universities.
2. identify the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities
3. determine the role of ICT in preventing cybercrimes among Electrical and Electronics Technology students in Rivers State universities.

Research Questions

Three research questions guided the study:

1. What are the types of cybercrimes common among Electrical and Electronics Technology students in Rivers State universities?
2. What ICT tools are used in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities?
3. What roles does ICT play in preventing cybercrimes among Electrical and Electronics Technology students in Rivers State universities?

Research Hypotheses

Three null hypotheses guided the study

- HO₁** There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the types of cybercrimes common among Electrical and Electronics Technology students in Rivers State universities.
- HO₂** There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities.
- HO₃** There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the roles ICT play in preventing

cybercrimes among Electrical and Electronics Technology students in Rivers State universities.

Methodology

The study adopted a descriptive survey design. The descriptive survey design was fit for this study since data was collected with the help of a questionnaire from electrical and electronics technology lecturers and students on the Role of information and communication technology (ICT) in curbing cybercrimes among electrical and electronics technology students in Rivers State universities, Nigeria. The population of the study was 230 respondents, comprising of 30 electrical and electronics technology lecturers and 200 electrical and electronics technology students from the Rivers State universities, since the electrical and electronics technology lecturers are experts in the training of electrical and electronics technology students in Rivers State universities. The entire population was used for the study. A structured questionnaire titled, 'Role of Information and Communication Technology in Curbing Cybercrimes among Electrical and Electronics Technology' (RICTCCEET) was used for data collection. The questionnaire was sub-divided into four (4) sections, such as A, B, C, and D respectively. Section A demanded for bio data of the respondents, section B comprises of 9 items to examine the types of cybercrimes common among electrical and electronics technology students, section C comprises 10 items to identify the ICT tools used in curbing cybercrimes among electrical and electronics technology students and section D comprises of 10 items to determine the role of ICT in preventing cybercrimes among electrical and electronics technology students in Rivers State owned universities. The 29 item questionnaires were structured type. The structure is based on 5-point rating scale of strongly agreed (SA-5), Agreed (A-4), Undecided (U-3), Disagreed (D-2) and strongly disagreed (SD-1) respectively. The instrument, Role of Information and Communication Technology in Curbing Cybercrimes among Electrical and Electronics Technology (RICTCCEET) was face-validated by two experts, one from the department of Technical Education, Federal College of Education, Omoku, Port Harcourt, and another from Federal College of Education (T) Akoka, Lagos State.

The Reliability of the instrument was determined by using Cronbach Alpha (α) reliability method. Thirty-five (35) copies of the instrument were administered to lecturers and students in University of Port Harcourt, Choba, Rivers State, which is not part of the area of study but have equivalent individuality and uses the same National University Commission (NUC) curriculum. Their responses were analyzed using statistical package for social sciences

version 23 (SPSS). This yielded coefficient index of 0.75. The experts' observations and suggestions were used to structure the final copy of the questionnaire.

Two hundred and thirty (230) copies of the questionnaire were administered to the respondents, on recovery; two hundred and twenty-five (225) copies were recovered. However, the return rate of the questionnaire was 95% and the questionnaire was recovered with the help of two research assistants on the procedures needed in administering of the questionnaire instruments. For the reason of speedy repossession of the questionnaire, the questionnaire was distributed to the respondents and was retrieved five days after, by the research assistant through the directives given to the research assistant by the researcher.

The data retrieved from the respondents were analyzed using mean and standard deviation. The mean responses were used to answer the three research questions and t-test statistics were used to test the three null hypotheses at the 0.05 level of significance. To determine the acceptance and rejection level of each items in relation to the research questions, a decision rule based on the real limit number were used and decision were taken which states that the mean responses up to 3.50 and above were accepted and mean responses 3.49 and below were rejected. Standard deviation value close or wide apart were used to determine homogeneity in perception of the respondents. The decisions for null hypotheses are as follows: if the calculated value of the (P-value) is less than the sig.2-tailed accept the null hypothesis but if the sig.2-tailed is greater than or equal to the P-value at 0.05 level of significance, then the null hypothesis was rejected. The Statistical Package for Social Science version 23 (SPSS) was used to carry out the computation of the mean, standard deviation and t-test.

Results

Research Question 1: What are the types of cybercrimes common among electrical and electronics technology students in Rivers State universities?

The data presented in Table 1 revealed that the lecturers had a mean range of 3.79-4.43 and a standard deviation of .901-1.270, while the students had a mean range of 3.35-4.45 and a standard deviation of .390-1.402. The grand mean is 3.985 and 3.904 for lecturers and students respectively. The nearness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that information and communication technology (ICT) can help reduce the types of cybercrimes commonly committed by electrical and electronics technology students in Rivers State Universities

Table 1: Mean and Standard Deviation on the types of cybercrimes common among electrical and electronics technology students

S/N	Types of cybercrimes common among electrical and electronics technology students	Lecturers			Students		
		X	SD	RMK	X	SD	RMK
1	Hacking	4.43	.901	A	4.45	.900	A
2	Phishing	4.14	.924	A	4.25	1.138	A
3	Identity Theft	3.79	1.270	A	3.75	.866	A
4	Online Fraud (Internet Scam)	4.04	1.088	A	3.92	1.165	A
5	Software Piracy	4.25	.947	A	4.33	.651	A
6	Cyber-bullying	4.18	1.073	A	3.83	.390	A
7	Malware Development and Distribution	3.89	.994	A	3.35	1.402	A
8	Credit Card or ATM Fraud	3.85	1.239	A	4.00	.953	A
9	Data Theft	3.96	1.036	A	4.00	1.128	A
Grand mean		3.985	.3035	A	3.904	.2958	A

Research Question 2: What are the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities?

Table 2 Mean and Standard Deviation on ICT tools that are used in curbing cybercrimes among Electrical and Electronics Technology students

S/N	ICT tools that are used in curbing cybercrimes among Electrical and Electronics Technology students	Lecturers			Students		
		X	SD	RMK	X	SD	RMK
1	Antivirus and Anti-malware Software	4.10	.975	A	4.38	.662	A
2	Firewalls	4.35	.865	A	4.52	.679	A
3	Instruction Detection Systems (IDS) and Intrusion Prevention Systems (IPS)	3.73	1.062	A	4.20	.883	A
4	Biometric Authentication Systems	3.77	1.182	A	3.63	.937	A
5	Encryption Technologies	3.93	1.247	A	4.56	.674	A
6	Network Monitoring Tools	4.18	.914	A	4.14	.835	A
7	Digital Forensic Tools	4.15	1.038	A	3.83	1.215	A
8	Learning management Systems (LMS)	3.70	1.173	A	4.80	.673	A
9	Cyber-security Awareness Platforms	4.38	.956	A	3.42	1.574	A
10	Secure Password Management Systems	4.08	.869	A	4.50	.798	A
Grand mean		3.978	.2246	A	4.183	.2499	A

Table 2, revealed that the teachers had the mean range of 3.70- 4.38 and standard deviation of .865-1.247, While the instructors had the mean range of 3.42- 4.56 and standard deviation of .662-1.574. The grand mean are 3.978 and 4.183 for teachers and instructors respectively. The closeness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that ICT tools are used in curb cybercrimes among Electrical and Electronics Technology students in Rivers State Universities.

Research Question 3: What roles does ICT play in preventing cybercrimes among Electrical and Electronics Technology students in Rivers State universities?

Table 3 Mean and Standard Deviation on the roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students in Rivers State universities

Roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students		Lecturers			Students		
S/N		X	SD	RMK	X	SD	RMK
1	Cyber-security Awareness and Education	4.00	.955	A	4.21	.642	A
2	Monitoring and Surveillance Systems	4.15	.765	A	4.42	.619	A
3	Secure Authentication Systems	3.82	1.002	A	4.18	.823	A
4	Digital Forensic and Investigation	3.55	1.122	A	3.71	.837	A
5	Content Filtering and Access Control	3.85	1.327	A	4.41	.624	A
6	Promoting Ethical Use of Technology	4.20	.814	A	4.18	.733	A
7	Reporting and Incident Management	4.25	1.008	A	3.63	1.105	A
8	Skill Development in Cyber-security	3.50	1.153	A	4.60	.653	A
9	Online Ethical Training	4.30	.816	A	3.55	1.304	A
10	Secure Communication Platforms	4.01	.669	A	4.30	.718	A
	Grand mean	3.967	.2157	A	4.133	.2429	A

Table 3, revealed that the lecturers had the mean range of 3.50- 4.30 and standard deviation of .765-1.327, While the students had the mean range of 3.55- 4.60 and standard deviation of .619-1.304. The grand mean is 3.967 and 4.133 for lecturers and students respectively. The closeness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that ICT play a very key role in preventing cybercrimes among electrical and electronics technology students in Rivers State Universities.

HO₁ There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the types of cybercrimes common among Electrical and Electronics Technology students in Rivers State universities.

Table 4: Analysis on the types of cybercrimes common among electrical and electronics technology students

GROUPS	N	X	SD	DF	P	Sig.2-tailed	REMARK
Lecturers	30	3.985	.3035	225	.05	.803	Accepted
Students	200	3.904	.2958				

Result in Table 4 shown that the significant value at 2-tailed .803 is greater than .05 ($P > .05$) this indicates that the null hypothesis is accepted. Therefore, there is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the types of cybercrimes common among Electrical and Electronics Technology students.

HO₂ There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students in Rivers State universities.

Table 5: Analysis on the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students

GROUPS	N	X	SD	DF	P	Sig.2-tailed	REMARK
Lecturers	30	3.978	.2246	225	.05	.919	Accepted
Students	200	4.183	.2499				

Result in Table 5 shown that the significant value at 2-tailed **.919** is greater than .05 ($P > .05$) this indicates that the null hypothesis is accepted. Therefore, there is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the ICT tools used in curbing cybercrimes among Electrical and Electronics Technology students.

HO₃ There is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students in Rivers State universities.

Table 6: Analysis on the Roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students

GROUPS	N	X	SD	DF	P	Sig.2-tailed	REMARK
Lecturers	30	3.967	.2157	225	.05	.800	Accepted
Students	200	4.133	.2429				

Result in Table 6 shown that the significant value at 2-tailed .800 is greater than .05 ($P > .05$) this indicates that the null hypothesis is accepted. Therefore, there is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students.

Discussion

The data presented in table 1, revealed that the lecturers had the mean range of 3.79-4.43 and standard deviation of .901-1.270, While the students had the mean range of 3.35- 4.45 and standard deviation of .390-1.402. The grand mean is 3.985 and 3.904 for lecturers and students respectively. The nearness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that information and communication technology (ICT) can help reduce the types of cybercrimes commonly committed by electrical and electronics technology students in Rivers State Universities.

Result in Table 4 shown that the significant value at 2-tailed .803 is greater than .05 ($P > .05$) this indicates that the null hypothesis is accepted. Therefore, there is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the types of cybercrimes common among Electrical and Electronics Technology students. The finding of this study in connection with Anderson, et al, (2013) who opined that this definition encompasses a large range of crimes (e.g., hacking, social engineering, fraud, denial of service attacks and online harassment) and has been used as the foundation for several other academic research works. In line with above statement, information and communication

technology (ICT) should step up efforts toward reducing and eradicating cybercrimes commonly committed by electrical and electronics technology students.

Table 2, revealed that the teachers had the mean range of 3.70- 4.38 and standard deviation of .865-1.247, While the instructors had the mean range of 3.42- 4.56 and standard deviation of .662-1.574. The grand mean are 3.978 and 4.183 for lecturers and students respectively. The closeness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that ICT tools are used in curb cybercrimes among Electrical and Electronics Technology students in Rivers State Universities.

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Table 3, revealed that the lecturers had the mean range of 3.50- 4.30 and standard deviation of .765-1.327, While the students had the mean range of 3.55- 4.60 and standard deviation of .619-1.304. The grand mean is 3.967 and 4.133 for lecturers and students respectively. The closeness of the standard deviation shows that the respondents were homogeneous. The mean shows that the respondents agreed that ICT play a very key role in preventing cybercrimes among electrical and electronics technology students in Rivers State universities.

The result in Table 6 shows that the significant value at 2-tailed .800 is greater than .05 ($P > .05$), which indicates that the null hypothesis is accepted. Therefore, there is no significant difference between the mean responses of electrical and electronics technology lecturers and students on the roles ICT play in preventing cybercrimes among Electrical and Electronics Technology students. The finding of this study in connection with Dada, et al. (2021) concluded that ICT aided effective university planning, decision making, and policies formulation. However, the formation of such policies can play a significant role in preventing cybercrimes.

In line with the above statement, ICT should develop a comprehensive blueprint for preventing cybercrimes among electrical and electronics technology students in Rivers State universities, Nigeria.

Conclusion

Based on the findings of the study, the role of information and communication technology in curbing cybercrimes among electrical and electronics technology students in Rivers State universities in Nigeria as this study has examined types of cybercrimes common among electrical and electronics technology students, the ICT tools used in curbing cybercrimes among electrical and electronics technology students, and the roles ICT play in preventing cybercrimes among electrical and electronics technology students. This will drastically reduce or eradicate cybercrimes among electrical and electronics technology students. Hence, both lecturers and students had agreed that the ICT is needed to eliminate cybercrimes among students of electrical and electronics technology in Rivers State universities in Nigeria.

Recommendations

With respect to the findings of the study, the following recommendations were made:

1. The university's management should regularly organize cybercrime awareness programmes to educate students on common cybercrimes.
2. The university's management should deploy advanced cybersecurity software to monitor and protect institutional networks from cyberattacks.
3. ICT should be used to strengthen digital identity management systems, ensuring that only authorized users can access academic and administrative platforms.

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