

## **LEVEL OF AWARENESS TOWARDS CYBER CRIME AMONG B.ED. TEACHER TRAINEES**

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### **ABSTRACT**

This study explored how aware B.Ed. teacher trainees in Prayagraj are about of cybercrime. A descriptive survey method was used with a sample of 196 trainees (43 male, 153 female) selected through stratified random sampling. Data were collected using the Cyber Crime Awareness Scale (CCAS-RS) developed by Dr. S. Rajasekar. The results showed that most teacher trainees had a **moderate level of awareness**, while fewer had high or very low awareness. The findings suggest that although trainees are active technology users, their knowledge about online safety and preventive measures is not strong enough. This highlights the urgent need for structured training, workshops, and curriculum integration of cyber safety to prepare future teachers for digital-age challenges.

**Keywords:** Cybercrime Awareness, Teacher Trainees, B.Ed. Colleges, Online Safety, Prayagraj.

### **1. INTRODUCTION**

In today's digital world, teachers and students rely heavily on technology for learning, communication, and information. While this has brought countless benefits, it has also opened doors to new risks such as phishing, identity theft, hacking, cyber bullying, and online fraud. Teacher trainees, who are the future educators of schools, must be well-prepared not only to protect themselves but also to guide their students toward safe digital practices.

Awareness of cybercrime is therefore not just optional; it is a professional responsibility. Unfortunately, research shows that many teacher trainees use digital devices confidently but are not fully aware of the dangers and preventive measures. This study focuses on assessing the level of cybercrime awareness among teacher trainees in Prayagraj, giving insight into their readiness for safe and responsible digital engagement.

### **2. REVIEW OF LITERATURE**

- **Singh and Yadav (2020)** found that although university students were aware of common cyber risks like phishing and hacking, highlighting the need for cyber literacy initiatives.
- **Kumar and Sharma (2020)** similarly revealed that while students knew about online threats, their understanding of legal frameworks and cyber ethics was limited, stressing the importance of embedding cyber awareness programs in academics.
- **Bhattacharya (2021)** showed that B.Ed. students often practiced unsafe online habits even when they were aware of threats.
- **Mishra & Sinha (2022)** confirmed that structured workshops significantly improved students' safe online behaviour.
- **Ravichandran et al. (2025)** stressed that teacher education programs must integrate targeted cyber safety modules to bridge awareness gaps.

These studies underline the importance of combining **knowledge and practice** in teacher training curricula.

### **3. METHODOLOGY**

The present study adopted a **descriptive survey method** as its research design, which is appropriate for investigating the existing condition of a specific issue without controlling variables. This method facilitated the systematic collection of factual information related to the level of cybercrime awareness among teacher trainees. The population and sample for the study consisted of 196 B.Ed. teacher trainees from various colleges of Prayagraj district, Uttar Pradesh, including 43 male and 153 female participants. The sample was selected through stratified random sampling technique to ensure fair representation of both genders.

To assess the level of cybercrime awareness, a **standardized tool- the Cyber Crime Awareness Scale (CCAS-RS)** developed by **Dr. S. Rajasekar (2010)**-was utilized.

Data were collected personally by visiting selected colleges. The teacher trainees were informed about the purpose of the study, and their consent was obtained before administering the tool. The collected responses were carefully recorded, compiled, and subsequently tabulated for analysis using **percentage analysis technique**.

## 4. RESULT

### OBJECTIVE: TO STUDY THE LEVEL OF AWARENESS TOWARDS CYBER CRIME AMONG TEACHER TRAINEES

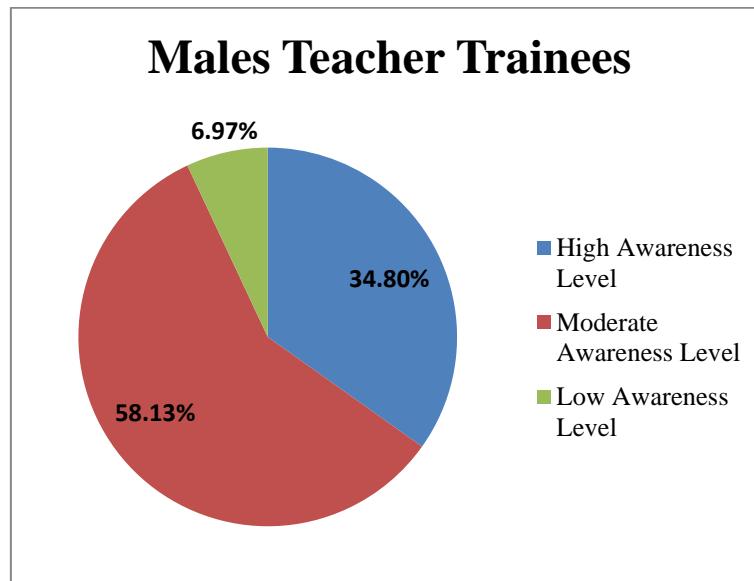
**Table:1 LEVEL OF AWARENESS IN CYBER CRIME IN PERCENTAGE**

Awareness Level	Male (%)	Female (%)	Total (%)
High	34.8	20.2	23.4
Moderate	58.1	69.9	67.3
Low	6.9	11.7	9.2

The table 4.1 presents the distribution of teacher trainees' cybercrime awareness levels according to gender. Among male teacher trainees, 34.8% demonstrate high awareness, the majority (58.13%) reported moderate awareness, while only 6.97% were found to have low awareness. In contrast, female teacher trainees showed a different pattern: only 20.20% reported high awareness, the majority (69.9%) were in moderate category, and a high proportion (11.7%) fell into the low awareness group compared to their male counterparts.

When considering the overall sample, 23.40% of teacher trainees exhibited high awareness, 67.34% moderate awareness, and 9.18% low awareness.

This interpretation indicates that while moderate awareness is the most common level among both genders, male trainees are more likely to fall into the high-awareness category, whereas female trainees are comparatively more concentrated in the moderate and low-awareness categories. The results highlight a gender gap in cybercrime awareness, suggesting that male trainees tend to have higher cyber literacy, while female trainees are relatively more vulnerable to digital risks.

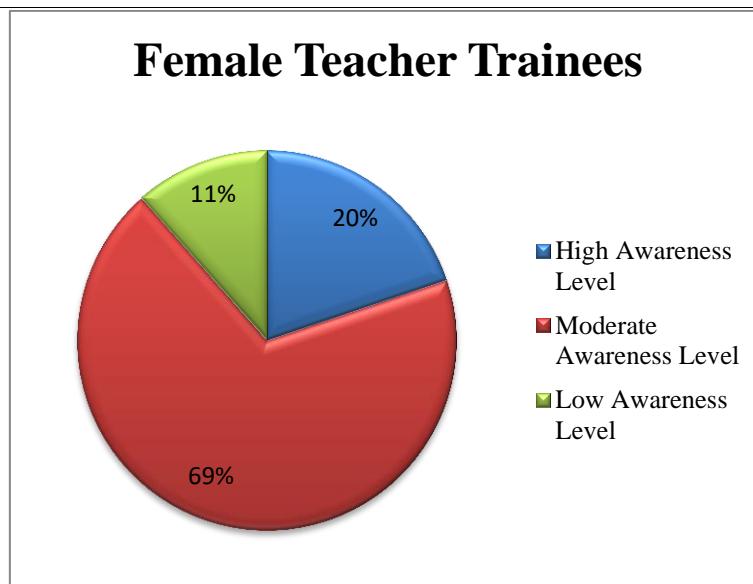


**Fig:1** Pie Chart shows Male Teacher Trainees Awareness

#### Interpretation of Fig 1

- 34.8 % of male have shown high level of awareness towards cybercrime.
- 58.13% of male have awareness shown moderate level of awareness towards cyber-crime.
- 6.9% of male have shown low level of awareness towards cybercrime.

Therefore, we can say that majority of male teacher trainees have moderate and high levels of awareness towards cybercrime.



**Fig.:2** Pie Chart shows Female Teacher Trainees Awareness

#### Interpretation:

- 20.2% of female have shown high level of awareness towards cybercrime.
- 69.9% of female have shown moderate level of awareness towards cybercrime.
- 11.7% of female have shown low level of awareness towards cybercrime.
- Therefore, we can say that majority of female teacher trainees have moderate and high levels of awareness towards cybercrime.

#### 5. DISCUSSION

The findings show that cybercrime awareness among teacher trainees is largely moderate. The finding are supported with earlier studies (Malhotra & Malhotra, 2017; Talluri, 2024) which reported similar patterns across India. Male trainees showed slightly higher percentages in the high-awareness category, but the majority of both males and females clustered in the moderate group.

This highlights a gap: while trainees use technology daily, they are not equally prepared to defend themselves against cyber risks. The results emphasize the urgent need for structured awareness programs, cyber safety workshops, and curriculum integration of digital security practices.

#### 6. CONCLUSION

Most B.Ed. teacher trainees in Prayagraj fall into the moderate awareness category of cybercrime knowledge. Only a small proportion are highly aware, and a concerning minority show low awareness. This indicates that without proper training, many future teachers may remain vulnerable to digital threats.

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