



## CYBERCRIME AND SOCIAL INSECURITY AMONG NIGERIAN STUDENTS AS REFLECTIONS OF THE GLOBALIZATION REALITIES

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### ABSTRACT

Globalization in all spheres of life as a trend has caused increase in criminal activities such as cybercrimes and social insecurity. In a way of proffering solutions to the social menace the study investigated cybercrime and social insecurity among Nigerian students as reflections of the globalization realities. Two (2) research questions and 2 hypotheses were formulated to guide the study base on the aim and objectives of the study. The study was anchored on Social learning theory as propounded by Albert Bandura in 1977. The study adopted a descriptive research design. The population of the study comprised of all undergraduate students of tertiary institutions in the five selected tertiary institutions in Rivers State. The sample size of the study is six hundred and fifty (650) respondents from the 5 tertiary institutions in Rivers state. Stratified random sampling was adopted to select undergraduate students from each of the tertiary institution in Rivers State. Globalization and Deviant Behaviour Questionnaire (GADBEQ) was developed to gather data for the study. The reliability index of the instrument was 0.77 tested using Cronbach Alpha at 0.05. Based on the findings of the study it is therefore concluded that globalization influences the rate of cybercrime and social insecurity among Nigerian students and that students use it as a tool or instrument for committing crimes. The study therefore, recommended that moral education should be intensified in schools and teachers more vigilant in order to tame deviant behaviour like cybercrime among students.

**Keywords:** Behaviour, Deviance, Deviant Behaviour, Globalization, Students.

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### INTRODUCTION

Globalization is one of the fundamental trends introduced by technology. It makes things that are manually impossible or generally cumbersome to be readily simple and easy for humans to carry out. Globalization is accepted in all spheres of life and profession. There are many

advantages portrayed by technology today in our society. Through technology, imagery and designs becomes easy for humans and human activities. For example, through technology, sex of a child in his mother's womb can be predicted; this previously was a difficult task to carry out, but today it has become so simple and easy to manipulate. Also, three dimensional (3-D) designs particularly pictured in architecture and engineering are displayed even before a building is erected.

The advantages of globalization through science and technology cannot be over emphasized as it can be applied in the fields of Engineering and Mathematics, Medicine, Politics, Law, Banking sector, Education, Security and intelligence, computer programmes and software development. In the security and intelligence department, globalization has been a very trusted instrument in trapping and monitoring criminal activities. Through social media such as Whatsapp, Facebook, Instagram, Twitter, Skype and Zoom criminal elements can be monitored and trapped without physically seen in the act. Globalization has aided several security intelligence surveys over the years. It has assisted greatly in crime detection in all aspect of life. Installation of closed-circuit television (CCTV) in schools, offices, banking industry to name a few, has helped in unmasking evil and financial misconduct as well as unveiling perpetrators of wickedness. It must be emphasized here that, in the law court evidences from CCTV coverage are found substantial and reliable in dealing with criminal cases.

However, as good as globalization is, it has been noted that people also used it as a tool or instrument for committing crime. It is no longer news that some individuals use it (globalized gadgets or globalization) as a tool for committing crime. Obviously, some even use it for watching kidnapping tactics, fighting, armed robbery attack, stealing in order to carry out effective criminal operation. Through globalization youths now use internet for all kinds of fraudulent acts such as hacking into peoples' banking database and financial histories, transferring funds without institutional authorization. In fact, the rising increase of the internet fraudsters known as Yahoo. Boys" in the Nigerian scenario is a clear punctuation of the use of technology (globalization) for ignominious and nefarious activities. Cyber crimes are those crimes committed virtually with the use of computer.

In a way to proffering solutions to the social menace, the researcher set to investigate the reality existing in globalization and its associated cyber crime as well as social insecurity.

### **Statement of the Problem**

The rate of cyber crime and social insecurity in our modern day society are alarming. As the needs for global advancement in all spheres of life becomes necessary, so also deviances and immoral behaviours such as internet robbery, unethical system hacking, kidnapping, armed robbery consequently seem to be on the increase. Government through its agencies like the Nigeria Police Force, Economic and Financial Crime Commission (EFCC), Ministry of Justice among others, working tirelessly to ensure that these deviances are curbed or reduced in our society to an insignificant level, yet the heinous and cancerous social menace seemed un-battled and undefeatable. This study, however, is an expository study that is geared towards uncovering social related deviances in the society. The study will help to demonstrate the extent of youths' ability in utilizing globalization and its gadgets as instrument for criminal activities. Based on the premise above, this study sought to investigate cyber crime and social insecurity as a reflection of globalization reality among tertiary institutions undergraduates in Rivers State.

## **Aim and Objectives of the Study**

The aim of this study is to examine the influence of globalization on cyber crime and social insecurity among undergraduate students in tertiary institutions in Rivers State. In specific terms, the objectives of the study are to determine:

- 1) The influence of globalization on cybercrime among the students in tertiary institutions in Rivers State.
- 2) The influence of globalization on social insecurity among the students in tertiary institutions in Rivers State.

## **Research Questions**

The following research questions are formulated to guide the study:

- How does globalization influence cybercrime behaviour among the students in tertiary institutions in Rivers State?
- How does globalization influences social insecurity among the students in tertiary institutions in Rivers State?

## **Hypotheses**

The following null hypotheses were framed for the study:

- There is no significant difference between the mean responses of male and female students on the influence of globalization on cybercrime behaviour among undergraduate students in tertiary institutions in Rivers State.
- There is no significant difference between the mean responses of male and female students on the influence of globalization on social insecurity among undergraduate students in tertiary institutions in Rivers State.

## **Significance of the Study**

The study will enhance the teachers' effectiveness in the classroom in dealing with the students, since the teacher will become more enlightened with deviances associating with globalization which students might be involved in. The study will also help to tame the behaviour of the students since some of the potential harms relating to such deviances will be unveiled. Also, the researcher firmly believed that this study will expand the focus of sociologists, psychologists, educationists and crime fighters like Economic and Financial Crime Commission (EFCC) among others to better understand the causes as well as platform through which crime are (could be) committed.

## **Conceptual Framework**

### **Globalization**

Globalization is a diversified phenomenon which encompasses economic, social, political, technological and cultural views. The basis of today's technological advancements are based on earlier inventions. Globalization is an ongoing process which is dated back to early days of modernization. According to Usman, Syeda and Mubashir (2014) intensity of globalization

changes in the times of boom and recession. Several scholars have defined globalization in various perspectives. Globalization constitutes a multiplicity of linkages and interconnections that transcend the nation states (and by implication the societies) which make up the modern world system. It defines a process through which events, decisions and activities in one part of the world can come to have a significant consequence for individuals and communities in quite distant parts of the globe. Globalization can also be defined as an extensive network of economic, cultural, social and political interconnections and processes which go beyond national boundaries' (Yeates 2001 cited in Yalcin, 2009). However, it is agreed that globalization 'is not a policy option but a fact to which policy makers must adapt to make a difference in their society'.

## **Cyber Crime**

Crime and criminality have been associated with drugs abuse, biological components as well as peer influence. Crime remains elusive and ever strives to hide itself in the face of development. Different nations have adopted different strategies to contend with crime depending on their nature and extent. One thing is certain, a nation with high incidence of crime cannot grow or develop. That is so because crime is the direct opposite of development. It leaves a negative social and economic consequence. Cybercrime is defined as crimes committed on the internet using the computer as either a tool or a targeted victim (Dashora, 2011). Cybercrime has been used to describe a wide range of offences, including offences against computer data and systems (such as hacking), computer-related forgery and fraud (such as phishing), content offences (such as disseminating child pornography), and copyright offences (such as the dissemination of pirated content). It has evolved from the mischievous one-upmanship of cyber-vandals to a range of profit-making criminal enterprises in a remarkably short time. Of course, criminals, like everyone else with access, make use of the Internet for communication and information gathering, and this has facilitated a number of traditionally organized crime activities. However, the growing importance of the Internet and our collective dependence on it has also created a number of new criminal opportunities.

The subject of cybercrime may be broadly classified under the following three groups (Jahankhanl, Al-Nemrat & Hosselnian, 2014). They are:

- 1. Against Individuals;** the person and the property of an individual via e-mails, cyberstalking, dissemination of obscene material, defamation, unauthorized control/access over computer system, indecent exposure, email spoofing and cheating & Fraud
- 2. Against Organization;** Government and firm, Company, Group of Individuals: Computer vandalism, transmitting virus, netrespass, unauthorized control/access over computer system, intellectual property crimes and internet time thefts
- 3. Against government:** The following are the crimes, which can be committed against the following groups: Unauthorized control/access over computer system, possession of unauthorized information, cyber terrorism against the government organization and distribution of pirated software.
- 4. Against Society at large:** Pornography (basically child pornography), polluting the youth through indecent exposure, trafficking, financial crimes, sale of illegal articles, online gambling and forgery.

In ancient times these events were not seen or very minimal in our African societies but the advent of globalisation has brought about all these in our societies including our tertiary institutions. This is similar to the view of Wali in Jahankhanl et al. (2014) which states that cyberspace creates new opportunities for criminals to commit crimes through its unique features. These features according to the researcher is viewed as “transformative keys,” and are as follows: “globalization,” which provides offenders with new opportunities to exceed conventional boundaries. “Distributed Networks,” generates new opportunities for victimization. “Synopticism and panopticism,” which empower surveillance capability on victims remotely. Finally “Data trails,” which create new opportunities for criminal to commit identity theft.

### **The Need for Globalization in Tertiary Institutions**

Globalization is primarily a perceived set of changes that include the shaping of new global forms in culture, the media and technologies of communication that nations have to accept and follow in order to be able to embrace global competition and respond positively. The airplane, the telephone, and the Internet are just three inventions, which are attributable to the spread of globalization. Due to the increased demand in the high tech industry around the world, business and industries have potential for huge profits working globally. So in today’s world, globalization is an important concept for students in higher education to understand and appreciate because of the demand in business and industry to hire people who can work with people of other nations and cultures and if need be can travel independently internationally to promote their business or industry.

The rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive and information based society. The future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realising the importance of "knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty", Education is a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity.

Having said so, it is obvious that the impact of globalization has been both positive and negative in the sector of education. Listed below are some points that highlight the positive and negative impacts globalization in education has led to; (Dashora; 2011):

Globalization has radically transformed the world in every aspect. It has especially transformed the world economy which has become increasingly inter-connected and inter-dependent. Again, it has also made the world economy increasingly competitive and more knowledge based, especially in the developed western countries:

- Global education interconnects methods of teaching from worldwide systems to encourage the international development of environmental sustainability, as well as contribution toward fortifying global industries. These educational initiatives prioritize global access to school from the primary to the university levels, instigating learning experiences that prepare students for multinational leadership roles.
- Education serves as a solid foundation to global stability; the development of multicultural awareness from an early age may integrate ideologies sourced from various societies in order to arrive at well-balanced conclusions regarding issues that surround the world as a whole. Globalization and education then come to affect one another

through mutual goals of preparing young people for successful future during which their nations will grow increasingly connected.

- With globalization, some of the challenges for knowledge, education and learning will provide today's learners the ability to be more familiar and comfortable with abstract concepts and uncertain situations.
- Information society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-system. Globalization uses a holistic approach to the problems. The interdisciplinary research approaches are seen as critical to achieving a more comprehensive understanding of the complex reality currently facing the world system.
- Globalization enhances the student's ability to manipulate symbols. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms, and digital money across boundaries, or to conform with international best practices.
- Globalization enhances the student's ability to acquire and utilize knowledge. Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations.
- Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remain highly trained in science and technology.
- It encourages students to work in teams. To be able to work closely in teams is the need for employees. Working in teams requires students to develop skills in-group dynamics, compromise, debate, persuasion, organization, leadership and management skills.
- Globalization breaks the boundaries of space and time. Using advanced information and communications technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid teacher and students in breaking boundaries of space and time.
- Globalization meets the knowledge, education and learning challenges and opportunities of the information age. Knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier for businesses.
- Globalization creates and supports information technologists, policy makers, and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences in the use of educational technologies.
- Globalization encourages explorations, experimentation to push the frontiers of the potential of information technologies and communications for more effective learning.
- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiply developments at different levels.
- Mutual support, supplement and benefit to produce synergy for various developments of countries, communities and individuals.
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth.
- Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.
- Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.
- The potential fall back of globalization in education can be the increased technological gaps and digital divides between advanced countries and less developed countries.

Globalization in education may end up creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries, (Dashora (2011)).

## **Theoretical Framework**

### **Social learning theory by Albert Bandura**

The social learning theory of Bandura emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Bandura (1977) states: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour are learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action”. Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The component processes underlying observational learning according to Bandura (1977:23) are:

- Attention, including modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement);
- Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal);
- Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and
- Motivation, including external, vicarious and self-reinforcement.

Since it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioural frameworks. Bandura’s theory improves upon the strictly behavioural interpretation of modelling provided by Miller and Dollard (1941). Bandura’s work is related to the theories of Vygotsky and Lave which also emphasize the central role of social learning.

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973), and psychological disorders, particularly in the context of behaviour modification (Bandura, 1969). It is also the theoretical foundation for the technique of behaviour modelling which is widely used in training programs. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (e.g., Bandura, 1997).

This work is built on this theory in that as people relate to others in different locations they tend to imitate and model their behaviour and in cause of doing so they develop that behaviour and exhibit same behaviour. For instance, we now dress like the Europeans as a result of globalisation. This implies that we imitate and model their culture. On this premise the research was predicted on this theory.

## **METHODOLOGY**

The study adopted a descriptive research design to investigate cyber crime and social insecurity among Nigerian students as reflections of the globalization realities. As the name implies, a descriptive research design is that which requires the researcher to collect data from a large sample drawn from a given population and describes certain features of the sample as they are at the time of the study and which are of interest to the researcher, however without manipulating any independent variables of the study (Nwankwo, 2013). The population of this study comprised of all undergraduate students of tertiary institutions in Rivers State. Notwithstanding, the population of the study was delimited to five public tertiary institutions in Rivers State, these schools include University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education, Captain Elechi Amadi Polytechnic and Kenule Benson Saro Wiwa Polytechnic. The sample size of the study is six hundred and fifty (650) respondents from the 5 tertiary institutions in Rivers state. Stratified random sampling was adopted to select undergraduate students from each of the tertiary institution in the Rivers State. The sampling of the students are as follows: UNIPORT 181 students, IAUE 129 students, RSU 151 students, Kenule Benson Polytechnic 91 students while Elechi Amadi Polytechnic 98 students. The instrument for data collection developed is titled “Globalization and Deviant Behaviour Questionnaire (GADBEQ)”. The extent of agreement or disagreement of any item is based on 4-point Likert rating pattern of Strongly Agree (SA) rated as 4 points, Agreed (A), 3 points, Disagree (D), 2 points and Strongly Disagree (SD), 1 point. The content and face validity of the instrument was based on recommendations of experts from Measurement and Evaluation and Educational Foundations departments. The reliability of the instrument was established using Cronbach alpha reliability index of 0.77. Mean and standard deviation were employed to answer the research questions while t-test was used to test the stated hypotheses at 95% confidence interval, that is, 0.05 level of significance. All statistical analysis were aided with Statistical Package for Social Sciences (SPSS) software version 20.

## RESULT AND DISCUSSION

**Research question one:** How does globalization influence cybercrime behaviour among the students in tertiary institutions in Rivers State?

Table 4.1: Mean responses on the influence of globalization on cybercrime behaviour among the students in tertiary institutions in Rivers State

S/N	Cybercrime Behaviours	Mean	Std.	Remark
1.	Gaining access to people’s social media account like Facebook, Whatsapp, Tweeter, etc.	3.44	0.85	Agreed
2.	Gaining access to people’s computer database and information contents.	3.15	0.77	Agreed
3.	Gaining access to people’s banking details.	2.89	0.85	Agreed
4.	Transmitting virus to people’s system database	3.15	0.86	Agreed
5.	Posting of illegal Pornographic contents on social media (internet) especially child pornography.	3.22	0.84	Agreed
6.	Sales of illegal articles	3.06	0.82	Agreed
7.	Online gambling and document forgery	3.07	0.95	Agreed
8.	Faking of business and forging fake products online.	3.08	0.91	Agreed
9.	Selling of others intellectual properties and distribution of pirated software through computers and internet.	2.95	0.93	Agreed
	<b>Grand Mean</b>	<b>3.00</b>	<b>0.86</b>	Agreed



The table above showed the influence of globalization on cybercrime behaviour among the students in tertiary institutions in Rivers State. The table demonstrated that globalization enables the students to gain access to people's social media account like Facebook, Whatsapp, Tweeter (Mean=3.44), computer database and information contents (Mean=3.15), banking details (Mean=2.89), transmitting virus to people's system database (Mean=3.15), posting of illegal pornographic contents on social media (internet) especially child pornography (Mean=3.22), sales of illegal/ articles (Mean=3.06), Online gambling and document forgery (Mean=3.07), faking of business and forging fake products online (Mean=3.08) and selling of others intellectual properties and distribution of pirated software through computers and internet (Mean=2.95).

**Research question two:** How does globalization influences social insecurity among the students in tertiary institutions in Rivers State?

Table 4.2: Mean responses on the influence of globalization on social insecurity among the students in tertiary institutions in Rivers State

S/N	Social insecurity behaviours	Mean	Std.	Remark
1.	Watching fighting/war movies	2.93	0.89	Agreed
2.	Watching kidnapping movies	3.00	0.87	Agreed
3.	Watching movies with smoking and drug use	2.89	1.76	Agreed
4.	Watching and learning robbery techniques	2.91	0.89	Agreed
5.	Watching killings movies	2.86	0.84	Agreed
6.	Using of charms for robbery missions	2.97	0.89	Agreed
7.	Planning and executing kidnapping and arm robbery attack	2.94	0.90	Agreed
8.	Poisoning of foods	2.99	0.79	Agreed
9.	Giving love portion through concoction	2.16	0.95	Disagreed
<b>Grand Mean</b>		2.85	0.98	Agreed

The table above showed the influence of globalization on social insecurity among the students in tertiary institutions in Rivers State. The table showed that globalization enables students to be watching fighting/war movies (Mean=2.93), kidnapping movies (Mean=3.00), smoking and drug use (Mean=2.89), learning robbery techniques (Mean=2.91), killings movies (Mean=2.86), Using of charms for robbery missions (Mean=2.97), planning and executing kidnapping and arm robbery attacks, (Mean=2.94) and poisoning of foods (Mean=2.99). However, the students disagreed that globalization influence giving love portion and concoction (Mean=2.16).

### Testing of Hypotheses

**H01:** There is no significant difference between the mean responses of male and female students on the influence of globalization on cybercrime behaviour among undergraduate students in tertiary institutions in Rivers State.

Table 4.3: Summary of t-test on the mean rating of male and female students on the influence of globalization on cybercrime behaviour among undergraduate students in tertiary institutions in Rivers State

Gender	N	Mean	Std.	df	t-test	Sig.	Remark
Male	299	3.35	0.85	648	1.552	0.987	NS

<b>Female</b>	351	3.34	0.77
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Table 4.3 showed that the mean and standard deviation of the male respondents are 3.35 and 0.85 while the female respondents have a mean and standard deviation of 3.34 and 0.77. The t-test calculate value is 1.552,  $p > 0.05$ , this implies that, there is no significant difference between the mean responses of male and female students on the influence of globalization on cybercrime behaviour among undergraduate students in tertiary institutions in Rivers State. Hence, the null hypothesis one is retained at 0.05 level of significance at 648 degree of freedom.

**HO2:** There is no significant different between the mean responses of male and female students on the influence of globalization on social insecurity among undergraduate students in tertiary institutions in Rivers State.

Table 4.3: Summary of t-test on the mean rating of male and female students on the influence of globalization on social insecurity behaviour among undergraduate students in tertiary institutions in Rivers State

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>	<b>df</b>	<b>t-test</b>	<b>Sig.</b>	<b>Remark</b>
<b>Male</b>	299	2.89	0.55	648	1.823	0.987	NS
<b>Female</b>	351	2.77	0.87				

Table 4.3 showed that the mean and standard deviation of the male respondents are 2.89 and 0.55 while the female respondents have a mean and standard deviation of 2.77 and 0.87. The t-test calculate value is 1.823,  $p > 0.05$ , this implies that, there is no significant difference between the mean responses of male and female students on the influence of globalization on social insecurity behaviour among undergraduate students in tertiary institutions in Rivers State. Hence, the null hypothesis one is retained at 0.05 level of significance at 648 degree of freedom.

## DISCUSSION OF FINDINGS

The first research question investigated influence of globalization on cybercrime behaviour among the students in tertiary institutions in Rivers State. The result of table 4.1 showed that globalization enables the students to gain access to people's social media account like Facebook, Whatsapp, Tweeter, computer database and information contents, banking details, transmitting virus to people's system database, posting of illegal pornographic contents on social media (internet) especially child pornography, sales of illegal/ articles, Online gambling and document forgery, faking of business and forging fake products online and selling of others intellectual properties and distribution of pirated software through computers and internet. Table 4.3 showed that male students are likely more involved in cybercrime then their female counterparts. Also, there is no statistically significant difference between the mean responses of male and female students on the influence of globalization on cybercrime behaviour among undergraduate students in tertiary institutions in Rivers State.

Second research question investigated influence of globalization on social insecurity among students in tertiary institutions in Rivers State. The result of table 4.2 showed that students watch fighting/war movies, kidnapping movies, smoking and drug use, learning robbery techniques, killings movies, using of charms for robbery missions, planning and executing kidnapping and armed robbery attack and poisoning of foods. However, the students disagreed that globalization influence giving love portion and concoction. Table 4.4

showed that male students are likely influenced by globalization as regards social insecurity related behaviour than the female folks.

## CONCLUSION

The study investigated cybercrime and social insecurity among Nigerian students as reflections of the globalization realities. Based on the findings of the study it is therefore concluded that globalization influences the rate of cyber crime and social insecurity among Nigerian students and that students use it as instrument for committing crimes. Hence, government must be effective in fighting crimes at all levels and strata. Also, financial institution must be careful with the way customers' financial details and financial histories are handled to avoid illegal and unwarranted financial transactions by internet fraudsters.

## Recommendations

Based on the result of the findings, the researcher recommends among other things that:

- Moral education should be intensified in schools in order to tame deviant behaviour like cybercrime among the students.
- Government should ensure that social insecurity contents on internet are controlled. This will help to reduce forms of violence such as kidnapping, militancy and armed robbery attack etcetera, among the students in tertiary institutions.
- Students should be more focus-oriented while using internet and globalized gadgets to avoid incontinent use of globalization.
- Department of State Security (DSS) should be more vigilant in tackling the Yahoo boys.

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## GLOBALIZATION AND DEVIANT BEHAVIOUR QUESTIONNAIRE (GADBEQ)

S/N	To what extent can you carry out the following cyber activities	SA	A	D	SD
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1.	Gaining access to people's social media account like Facebook, Whatsapp, Tweeter, etc.				
2.	Gaining access to people's computer database and information contents.				
3.	Gaining access to people's banking details.				
4.	Transmitting virus to people's system database				
5.	Posting of illegal Pornographic contents on social media (internet) especially child pornography.				
6.	Sales of illegal/ articles				
7.	Online gambling and document forgery				
8.	Faking of business and forging fake products online.				
9.	Selling of others intellectual properties and distribution of pirated software through computers and internet.				
	<b>Social insecurity</b>				
10.	Watching fighting/war movies				
11.	Watching kidnapping movies				
12.	Watching movies with smoking and drug use				
13.	Watching and learning robbery techniques				
14.	Watching killings movies				
15.	Using of charms for robbery missions				
16.	Planning and executive kidnapping and arm robbery attack				
17.	Poisoning of foods				
18.	Giving love portion through concoction				