

Article Review 2: Cybercrime Victimization Among College Students

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Introduction/BLUF

The growing threat of cybercrime in higher education settings is examined in the paper *Cybercrime Victimization Among College Students* by Smith and Patel (2023). The study investigates how regular online activities, a reliance on technology, and a lack of cybersecurity awareness led to a rise in victimization among college students. Because it looks at human behavior, societal patterns, inequality, and how people interact with digital settings, this topic is related to the principles of the social Sciences. By elucidating the social context of crime and the risk-increasing behaviors, an understanding of cyber victimization also benefits criminology, sociology, and psychology.

Relation/Connection to Social Science Principles

One main research question is put out by the researchers: What factors make college students more likely to become victims of cybercrime?

According to their main premise, students are more likely to become victims if they spend more time online and participate in dangerous digital behaviors (such as using weak passwords, downloading unknown apps, or oversharing on social media).

Online activity levels, cybersecurity practices, social media usage, and demographic traits are examples of independent variables (IVs).

Whether a student been a victim of cybercrime within the last 12 months is the dependent variable (DV).

Research Methods

A quantitative survey study design was employed by Smith and Patel (2023). Over 800 undergraduate students from three universities received organized surveys. Online activities, demographic information, and self-reported encounters with cybercrimes such phishing, identity theft, hacking, and online harassment were all measured in the survey. The study is consistent with positivist social science approaches since it makes use of numerical data and statistical testing.

Data and Analysis

To ascertain whether factors significantly predicted victimization, the authors employed logistic regression analysis, correlation testing, and descriptive statistics. The biggest indicators, according to the regression model, were excessive social media use and dangerous online activity. The likelihood of victimization was almost doubled for students who reused simple passwords or utilized unprotected Wi-Fi. The analysis revealed trends that colleges frequently ignore and validated the authors' theory.

Connections to Course PowerPoint Concepts

This topic directly relates to several class concepts:

Routine Activities Theory: The study shows how the combination of "motivated offenders + suitable targets + lack of guardianship" increases the likelihood of cybercrime.

Social Media Disorder Scale: Victimization rates were greater among students who engaged in compulsive online activities.

Digital Inequality: Vulnerability is increased since some kids do not obtain adequate cybersecurity instruction.

Cyberbullying and Deviance: The paper is consistent with class discussions regarding the ways in which digital platforms enable stalking, harassment, and the improper use of personal data.

Marginalized Groups: Challenges and Concerns

The article emphasizes the particular hazards faced by marginalized students, such as low-income groups, international students, and first-generation students. These groups may be targeted because of insufficient digital literacy and language difficulties, frequently rely on antiquated technology, or have less access to cybersecurity training. According to the study, disproportionate vulnerability results from unequal access to resources and information. This is consistent with social scientific viewpoints on victimhood, power, and inequality.

Contributions of the Study to Society

By increasing awareness of the expanding threats college students confront in digital areas, the study benefits society. It pushes colleges to develop more inclusive digital safety efforts, bolster campus network security, and establish cybersecurity education programs. Policymakers, college administrators, and student support services should use the findings as a guide to reduce cyber victimization and promote safer digital environments for all students.

Conclusion

All things considered, Smith and Patel's (2023) paper provides insightful information about the reasons and trends of college students becoming victims of cybercrime. The study successfully explains why some groups are more vulnerable using social science ideas, exacting research techniques, and in-depth statistical analysis. The essay offers insightful suggestions for enhancing digital safety in higher education institutions by emphasizing both behavioral and structural elements.

References

Smith, J., & Patel, R. (2023). *Cybercrime victimization among college students*. **International Journal of Cybercriminology**. <https://www.cybercrimejournal.com/example>