CYBER STALKING AND CRIMINAL VICTIMIZATION AMONG DIPLOMA STUDENTS IN UNIVERSITY OF MAIDUGURI, BORNO STATE, NIGERIA

Grace Ewor EGWU
University of Maiduguri, Maiduguri.

Mustapha IBRAHIM
University of Maiduguri, Maiduguri.

Aliyu Shuaibu SAIDU
Borno State University, Borno.

Abstract

The advent of information and communication technologies couple with the borderless nature of cyberspace has increased the problem of cyber stalking among teenagers. The problem is particularly endemic among University diploma students. Cyber stalking is a continuing problem amongst young people all over the world. These youths who are always online inadvertently increase their risk of cyber stalking victimization. The aim of this study is to assess the consequences of cyber stalking and computer mediated technologies used by the perpetrators and to create a level of awareness of cyber stalking among Teenagers/ youths (diploma students) in Nigeria with reference to University of Maiduguri Borno State. Multi-stage sampling was used in the study, two hundred (200) respondents were sampled, and structured questionnaire was used to collect data from the respondents. The study revealed that, significant number of the respondents have been cyber stalked while in school by people who want to be in a relationship with another person who have no interest, most of the victims felt frustrated and traumatized as a result of the stigma attached to being a victim of cyber stalking in the school. Facebook was the major social media site used by the

Corresponding Author:
Grace Ewor Egwu
Email: graceegwo2011@gmail.com

perpetrators of the cyber crime. Based on the findings it was recommended that, parents should be monitoring their children social media handle since it is the major mediated technology that is used most in stalking.

Key words: Cyber stalking, Criminal, Victimization, Diploma, Students.

Introduction

The increased number of cyberspace users has contributed to the rate of cyber crime, which is posing a worrisome threat to young people around the globe. Overtime, with the proliferation of smart phones, internet of things (IOTs), Nigerian youths are part of the numerous users of the cyberspace to communicate and share information. Thus, there is a dark side to this increased Internet usage. The anonymous nature (the physical distance from others is irrelevant) of the Internet and using communication technologies gives perpetrators a vast opportunity to commit crimes, so the Internet has become a vital tool for facilitating the creation of the new phenomenon of "cybercrime" (Batra, & Sachdeva,, 2016).The intentions of engaging in cybercrime are to carry out illegal activities, with the computer as the target or a tool, depending on the context of vulnerability involve. Stalking can be defined as recurring unwelcome attention which causes people to fear for their own safety and for the safety of those closest to them, it is considered the act of consistently attempting to gain the attention of another through the means of computer technology and the use of local area networks connected to the internet (Baum et'al, 2009).

The problem of cyber stalking is particularly endemic among University diploma/college students. Ndubueze (2017) observed that young people have spare time and capacity which find a medium of expression in the internet and social media. He further argued that digital technologies such as the internet, instant messaging, email and cell phone are now part of young people routine activities and decried how chatting, instant messaging, emailing, gaming and phoning break the barriers of parental control and supervision thereby exposing young adults to criminal victimization. A recent study conducted in the United States found that 43% of University students reported receiving harassing messages and those harassed by a partner suffered depression and anxiety (Linsayet'al, 2015).

Earlier, a University of New Hemisphere study revealed that between 10% and 15% of students received e-mail or instant messages that threatened insulted or harassed them and more than half of them received unwanted pornography (Finn, 2004). The victims of cyber stalking may experience high level of psychological distress and feelings of isolation, or suicidal thought.   As attention is generally focused on victims of violence and stalking, the phenomenon of cyberstalking could be underestimated by potential victims. Study conducted by Begotti and Maran (2019) of 250 students at the University of Torino revealed that, more than half experienced more than one type of cyberstalking, victims suffered from depression more than those who had never experienced cyberstalking. Victims experience a continual state of anxiety or fear that affects their quality of life and could force them to change their online and offline habits (Acquadro et al 2017). However victims of cyber stalking may face with lifelong social, physical and psychological problems, students may withdraw from social activities and avoid school or drop out if it persist. Cyber stalking among diploma students in Nigeria causes physical and emotional consequences in victims, including stomach trouble, sleep disorders, anger, fear, confusion distress, anxiety, and depression. Thus, affect the victims' mental health and well-being.

Statement of the problem
Arguable the advent of information and communication technologies (ICTs) has promoted the problem of cyber stalking among teenagers, where the victims (predominately young people) experience a life- long threat and it can also lead to physical and psychological stress and can result in suicide. Thus, cyber stalking is a serious problem among diploma students in University of Maiduguri Borno state. The digital age has provide new avenue for stalkers, given them opportunities to harass their victims with complete anonymity due to the borderless nature of the cyber space. The virtual convergence has made online stalking problematic in number and impact, with new form of harassment such as cyber stalking, which has been a major concern to the general public and school, particularly institutions of higher learning, (example, universities, polytechnics and colleges) students are facing the threat of been stalked in school and this has a potential of affecting

their academic performance. Many Students in Nigerian universities particularly diploma students have been victims of one form of cyber stalking or the other.

Cyber stalking is a continuing problem all over the world. It is estimated that between 12% to 32% of women and between 4% to 17% of men will experience stalking in their lifetime (Weller et'al 2015).The various forms of cyber stalking include sending harassing text messages, taking photos or videos of victims without their consent, sending malicious malware or spyware to the victim's email, sending false information or statements to others by using the victim's email directly, and monitoring the victim's email or computer (Miller, 2013). In Nigeria, cyber stalking is criminalized under Section 24 of the Cybercrimes (Prohibition, Prevention etc.) Act, 2015 and punishable upon conviction by a fine of not more than N7, 000,000.00 or not more than 3 years imprisonment or both. Cyber stalking has been identified as one of the most prevalent types of cybercrime in the countrywith the increasing access of computer and the internet by the teenagers (Adediran, 2020; Thisday Live, 2015).

A study on the fear of online victimization among undergraduate students in Nigeria found that fear of receiving threatening, insulting and harassing emails was expressed by close to half (41.0%) of the respondents (Radda & Ndubueze, 2013). However, these fears are not unfounded as True caller recently disclosed that its community recorded a 2 million span with a total of 120,000 spam and unwanted calls detected everyday across Nigeria (Vanguard Online, 2015). These findings suggest that although cyber stalking has not received much attention from scholars in Nigeria, it has remained a growing social problem and require deeper investigation.

The frequency of teens on social networks platforms breeds more online stalkers and invariably more on social networks. The British Prime Minister, David Cameron, in a 2013 speech to the National Society for the Prevention of Cruelty to Children (NSPCC), said, The internet is not only where we buy, sell, and socialize; it is also where violations occur, and people can be harmed Abu-Ulbeh et al., (2021).

A study revealed that, by 2019, there were 98.39 million internet users in Nigeria out of which 54% access the internet on a daily basis, and 12% (24 million) have active social media accounts, the most used social

media platform in Nigeria is WhatsApp with 85% of internet users, this is followed by Facebook which recorded 78%, then Instagram with 57%, Facebook Messenger with 54%, YouTube with 53% and Twitter with 38% (Hootsuite, Global State of Digital, 2019, pp.29-30) The Computer Mediated Communications (CMCs) tools used among youth and particularly diploma students in Nigerian tertiary institutions has increased their risk of cyber stalking victimization. Students stalked each other through the use of internet and social media, although online stalking occurs in cyberspace victimization has consequences in the physical world. According to Ada et al. (2016) this kind of harassment is a great monster in the Nigeria tertiary institutions, as it takes place indirectly via social media platforms.It is against this bedrock that this study therefore seeks to examine the consequences of cyber stalking and computer mediated technologies used by the perpetrators and to create awareness of cyber stalking amongst Teenagers/ youth (diploma students) in Nigeria in reference to University of MaiduguriHowever, there is dearth of empirical research on the subject (Cavezza & McEwan, 2012; Sheridan & Grant, 2007). Besides, most of the researches on cyber stalking are western-oriented. This study is therefore an effort to fill the gap in empirical research on cyber stalking particularly among diploma students in Nigeria.

Objectives of the study
This study examines the consequences of cyberstalking and computer mediated technologies used by the perpetrators and to create a level of awareness of cyber stalking among Teenagers/ youth (diploma students) in Nigeria with reference to University of Maiduguri.

Conceptual clarification and theoretical framework
Cyber stalking victimization
Cyber stalking is the most harmful form of cyberbullying can be compared with sexual harassment in cyber world. Stalking is one of the traditional form of crime that has now become a global epidemic with the advent of internet and computer mediated communications (Ndubueze, et al., 2017). This is intense harassment and denigration that includes threats or creates a significant amount of fear in the victim by sending obscene sexual pictures

or videos or messages. (Sultana & Sultana, 2016)Cyber stalking is a cybercrime categorized as a crime and used as computer net-works or devices to advance other ends (Johnson, 2013). The word "cyber-stalking" is used interchangeably with "cyber harassment", "online stalking", or "online harassment" (Jaishankar, &Sankary, 2005). The dissemination of threats and false claims, data destruction,   identity stealing, and sexual motives, electronic sabotage such as transmitting viruses or spamming, buying products and services in the victims' names, and sending false messages are all examples of cyber stalking (Vasiu, &Vasiu, 2013). Cyber stalking is a real threat facing our societies today.

Theoretical framework
This study anchored on the Routine Activities Theory of Cohen and Felson (1979). Routine activities theory emphasizes the role of people's daily actions in an explanation for criminal victimization. According to Cohen and Felson (1979), critical to criminal victimization are the differentiated opportunities that exist for victimization. Differential opportunities are conditioned by the structure of peoples' daily lives: the time they leave home, the route they take to work, their mode of transportation, the places they choose for entertainment, and other routines of contemporary existence. The routine activity theory focuses on the explanation of predatory crime. Predatory victimization is determined by the interaction of three variables namely: i) the presence of at least one likely offender. ii.) The presence of at least one suitable target. iii.) The absence of a capable guardian who might prevent the crime. University diploma students no doubt belong to the category of high internet usage group. They are for the most part technology-savvy and are usually active on social media and social networking sites. Because of their penchant for wide followership on social networking sites, they often indiscriminately extend and accept friendship invitations to strangers. They are also fond of posting some of their personal information online. These obviously risky routine activities make them vulnerable to various forms of online victimization, including cyber stalking. This is increasingly so in Nigeria, where the social media active population is predominantly young people and growing by the minute. In line with the tenets of the routine activities theory, people can actually minimize or

prevent their vulnerability to cyber stalking victimization by making themselves less suitable target through online target hardening. For example, they can use stronger passwords, control their privacy settings to restrict the information that others can view about them online and use anti-spyware software's. However in the cyber space there is always motivated offenders waiting at comfort of their zone for suitable targets. Thus, make diploma students who are naïve suitable targets. There is no or little supervision in the cyber space, therefore making it difficult to have capable guidance, as such perpetrators of cyber stalking enjoy the anonymity of the cyber space   and commit the criminal acts. Study by Abu-Ulbeh et al., (2021)of 757 respondents in Jordanian universities, revealed that proximity to motivated offenders, suitable targets, and digital guardians significantly influences cyber stalking victimization.

Methodology
Study area and population
University of Maiduguri was created in 1975 as one of the second generation Universities, which formed part of the programs of the third national development plan (1975-80) by the then military government. Along with six others situated at Kano, Ilorin, Sokoto, Jos, Port Harcourt and Calabar, with outlined educational programs to meet the requirement in the emerging society in terms of career learning, acquisition of skills and general discipline in building human and natural resources for national development. At inception, the university did not have physical structures of its own, but in April 1976 it inherited the premises owned by the former North East College of Arts and Science (NECAS)

The University started it diploma program in (2000/2001) with twenty-two (22) Departments and one thousand, one hundred and fifty-five (1,155) students. The consultancy center now offers Diploma in Mass Communication, Civil Law , Accounting , Social Work, Computer Science, in Information Technology, Biology Education, Chemistry Education, Physics Education, Mathematics Education, Science Laboratory Technology, Banking and Finance, Marketing , Business Administration Arabic Studies, Islamic Studies, Public Administration, Health and Social Service Administration, Politics and Development Studies, Visual and performing

Arts, Pharmacy Technician, Economics, Conflict-Based Education and diploma in Early Grade Reading. With students estimated at 1,897 (Students record, 2019/2020 Academic session).

Sampling and method of data collection

Multi stage sampling was used for the study. In the first stage all the programs was clustered and twelve (12) were selected. In the second stage purposive sampling was used to select ten (10) programs. These are diploma in social work, Banking and Finance, biology education, Islamic Studies, Computer Science, Conflict-Based Education, Physics Education, Science laboratory technology, mass communication and diploma in public administration. In the third stage simple random sampling was used to select twenty (20) respondents each from the ten (10) programs. Therefore the sample size used for the study was 200 respondents.

Structured questionnaire was used to collect the data from the respondents, the questionnaire was administered to the respondents face to face with the help of research assistants.

Data presentation and analysis.

The data was analyzed using statistical package for social sciences (SPSS) Version 22.0Presented using simple frequency table.

Table 1: Socio-demographic distribution of respondents.

	Variables	**Frequency**	**Percentage**
Sex	Male	68	34%
	Female	132	66%
	Total	**200**	**100%**
Age	15-19	20	10%
	20-25	144	72%
	26-30	36	18%
	Total	**200**	**100%**
Marital Status	Single	148	74%
	Married	48	24%
	Divorced	4	2%
	Widowed	0	0%
	Total	**200**	**100%**
Study Level	Diploma 1	80	40%
	Diploma 2	120	60%
	Total	**200**	**100%**
Residential	In campus	104	52%
	Off campus	96	48%
	Total	**200**	**100%**

Source: Field Work, 2022.

Table 1 represents the socio-demographic characteristics of the respondents. The table indicates that 66% of the respondents are females, this show that female were enrolled in to diploma programme more than their male counterpart. Significant numbers of the respondents 72% of the respondents are within the age range of 20-25 years. Majority of them 74% are single. Majority of the respondents stays In Campus having 52% while 48% of them lived Off Campus.

Table 2: Social effects of cyber stalking amongst diploma students in the University

	Variables	**Frequency**	**Percentage**
Do you use internet or cell phones in school?	Yes	196	98%
	No	4	2%
	Total	**200**	**100**
If yes to the above question, do you have a social media account (s)?	Yes	196	100%
	No	0	-
	Total	**196**	**100**
If yes, how many?	1	20	10.2%
	2	56	28.6%
	3	56	28.6%
	4	32	16.3%
	More than 5	32	16.3%
	Total	**196**	**100**
Have you ever use the internet or the social media to stalk someone?	Yes	52	26.5%
	No	144	73.5%
	Total	**196**	**100**
If yes, which of the social media platform used?	WhatsApp	16	30.8%
	Facebook	32	61.5%
	Twitter	4	7.7%
	Others	0	-
	Total	**52**	**100**
Has anyone ever stalked you?	Yes	188	96%
	No	8	4%
	Total	**196**	**100**

If yes, who stalked you?	Friend	20	10.6%
	Boy friend	8	4.3%
	Girl friend	16	8.5%
	Ex-Boyfriend	28	14.9%
	Ex-Girlfriend	12	6.4%
	Stranger	36	19.1%
	Someone who wants a relationship	68	36.2%
	Total	**188**	**100%**
If yes to the above question, how does it affect you socially?	Avoiding friends	112	59.6%
	Skipping school	68	36.2%
	Dropping out of school	4	2.1%
	Others	4	2.1%
	Total	**188**	**100%**

Source: Field Work, 2022.

Table 2. Shows that the majority of the respondents 98% used the Internet and cell phones in school. The respondents that uses the internet and cell phones in school have social media account (s). 28% of the respondents have 2-3 social media accounts, only 10.2% operate on single social media handle. Significant number of them 73.5% have never cyber stalkedanyone, while 26.5% of the respondents stalked people online. Majority of them 61.5% of the used Facebook to stalked people followed by 30.8% of the respondents used WhatsApp accounts. The majority of the respondents with 96?   have been stalked. most of the respondents 36,2% who have experienced stalking are stalked by people who wants relationship with them, 14.9% were stalked by their Ex-boyfriends. Majority of them 59.6% were socially affected by avoiding friends, 36.2% skipped school while 2.1% drop out of school.

**Table 3: Psychological impact of
cyber stalking amongst the students**

	Variables	Frequency	Percentage
How does stalking affect you psychologically?	I felt depressed	20	10.6%
	Feeling of distress	36	19.1%
	I felt frustrated	80	42.6%
	Suicidal thought	0	0%
	I felt traumatize	52	27.7%
	Others	0	-
	Total	**196**	**100%**
What did you do after someone stalked you online?	Talk about the experience with friends	124	65.9%
	Talk about the experience with a lecturer	4	2.1%
	Report to student affairs	12	6.4%
	Ignore it	40	21.3%
	Report to your level coordinator	0	-
	Others	8	4.3%
	Total	**196**	**100%**

Source: Field Work, 2022.

Table 3. Shows that 42.6% of the respondents felt frustrated after being stalked, 27.7% were traumatized, 19.1% felt distressed and 10.6% of the respondents felt depressed. About 65.9% of the respondents talked about their stalking experience with their friends, 21.3% of the respondents ignored and keep the experience within them, 6.4% of the respondents reported to the student's affairs division, 4.3% of the respondents specified their experience and 2.1% of the respondents talked about their experience with their lecturers.

Table 4: Computer mediated technologies used by the perpetrators

	Variables	Frequency	Percentage
What type of computer mediated technology used to stalk you?	SMS	12	6.4%
	Email	0	-
	Blog	4	2.1%
	Social media	172	91.5%
	Total	**188**	**100%**
If social media was used which platform?	WhatsApp	20	10.6%
	Facebook	136	72.3%
	Twitter	24	12.8%
	Instagram	8	4.3%
	Others	0	-
	Total	**188**	**100%**

Source: Field Work, 2022.

Table 4, above indicates 91.5% of the respondents reported that the computer mediated technology used to stalk them is Social media, majority of them 72.3% were stalked using Facebook 6.4% of the respondents were stalked using SMS and only 2.1% of the respondents were stalked using Blog. 12.8% of the respondents were stalked using Twitter, 10.6% of the respondents were stalked using WhatsApp and 4.3% of the respondents reported their stalking experience through the use of Instagram.

Discussion of major findings

This current study examined the consequences of cyber stalking amongst diploma students in university of Maiduguri Borno State. Cyber stalking is a continuing problem amongst young people all over the world. These youths who are always online inadvertently increase their risk of cyber stalking victimization. Awareness and perception of the phenomenon of cyber stalking is essential to individual victimization risk assessment and mitigation. In this study, majority of the respondents are female, this means women are more prompt to cyber stalking than their male counterpart. It is estimated that between 12% and 32% of women and between 4% and 17% of men will experience stalking in their lifetime (Weller et'al 2015). The study revealed that significant number of the respondents are within the youthful age of 20-25. Consequently, young people who are naive spend most of their time using internet and social media platform, which is the fastest medium of communication. Ndubueze (2017) observed that young people (including the students) have spare time and capacity which find a medium of expression in the internet and social media. This however has contributed to the growing problem of cyberstalking amongst young people.

The study found that, most of the students used internet and mobile phones while in school, majority of them (28.6%) have 2 and 3 social media account which they used to interact and share information with their peer groups, this however give room for the motivated offenders to harass and stalked suitable target. Similarly Cohen and Felson (1979) posits that for a crime to occur, there must be motivated offender and a suitable target. The students can become suitable target especially in school where there is no or low supervision of their online activities by their guidance or teachers. The study found that Facebook was the major used social media site by the perpetrators, with (72.3%) only few (10.6%) used what'sapp to commit the cybercrime. Thus, Facebook was the easier way of sending unsolicited messages especially friend request, criminal minded people can send request to people without any prior knowledge on the victim. The study revealed that, significant number of the respondents (96.0%) have been cyber stalked while in school by people who wants relationship with them but have no interest. This is in conformity with the study documented by University of New Hemisphere which revealed that between 10% and 15%

of students received e-mail or instant messages that threatened insulted or harassed them and more than half of them received unwanted pornography form people who wanted a relationship with them (Finn, 2004). In contrast, Sheridan and Boon (2002) revealed that, the relationship category most identified by the victims of cyber stalking was a stranger, closely followed by an acquaintance. The victims suffered serious social problem, they started avoiding friends to live in isolation, some skipped or drop out of school for fear of teasing and continuous victimization, because cybercrime victimization is 24hours 7 days due to the borderless nature of the cyberspace and anonymity enjoyed by perpetrators.

The study also revealed that, most of the victims (42.6%) felt frustrated and traumatized as a result of the stigma attached to being a victim of cyber stalking in the school, although only few (10.6%) felt depressed but it can affect the students morale and self-esteem seeing some of them being depressed as a result of stalking. Similarly, study by Sheridan and Grant (2007) found that, more than 38% of cyber stalking victims did not know the identity of their harassers, but still reported high levels of psychological disturbance. Majority of the victims (65.9%) talked about their experience with friends, because in school friends are closer and very open for discussion. In most cases students trust their friends more than their teachers. Based on the findings only few of the victims report the incidents to their lecturers or students affairs division of the university.

Conclusion

Cyber stalking has become a global social problem with the advent of information communication technology, the cyber space unlike the physical space contributes to the growing number of victimization and perpetration of cybercrimes, cyber stalking inclusive. Young people particularly diploma students spend most of their time using internet and social media platform. This is increasingly so in Nigeria, where the social media active population is predominantly young people and growing by the minute. Cyber stalking affect student's morale and self-esteem seeing some of their peers being depressed as a result of stalking. The victims suffered serious social problem, they started avoiding friends to live in isolation, some skipped or drop out of school for fear of teasing and continuous victimization, because

cybercrime victimization is 24hours 7 days due to the borderless nature of the cyberspace and anonymity enjoyed by perpetrators. Victims often talked about their experience with friends, because in school friends are closer and very open for discussion.

Recommendations

Based on the current study some recommendations have been made to include the following.

1. parents should be monitoring their children social media handle since its the major mediated technology that is used most in stalking, to know who and who and the kind of person (s) their children relate and associate with, this method will help in reducing the rate of online stalking.

2. If the stalking persisted students should report to the police or any security agency.

3. Students are advice never to ignore such experience as it has significant effect on their social and psychological being.

References

Abu-Ulbeh, W., Altalhi, M., Abualigah, L., Almazroi, A.A., Sumari, P., &Gandomi, A.H. (2021). Cyber stalking victimization model using criminological theory: a systematic literature review, taxonomies, applications, tools, and validations.Electronics,10, 1670.https://doi.org/10.3390/electronics10141670

Acquadro Maran, D., Varetto, A. Zedda, M., & Franscini, M. (2017). Health care professionals as victims of stalking: characteristics of the stalking behavior, consequences, and motivation in Italy. *Violence, 32*, 2605–2625

Adediran, A.O. (2020) Cyberbullying in Nigeria: examining the adequacy of legal responses. *International Journal Semiot Law*https://doi.org/10.1007/s11196-020-09697-7

Ada, M. J., Okoli, G., Obeten, O. O., &Akeke, M. N. G. (2016). Prevalence, causes and effects of bullying in tertiary institutions in Cross River State, Nigeria. *Journal of Education and Practice,* 7(29), 98-110

Baum, K., Catalano, S., Rand, M., & Rose, K., (2009). *Stalking victimization in*

the United States. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. (NCJ 224527)

Begotti, T., & Maran, D.A. (2019).Characteristics of cyber stalking behavior, consequences, and coping strategies: a cross sectional study in a sample of Italian university students. *Future Internet,* 11, 120

Batra, S.,& Sachdeva, S. (2016). Organizing standardized electronic healthcare records data for mining. *Health Policy Technol.5*, 226–242

Cavezza; C., & McEwan, T. E. (2014). Cyberstalking versus online stalking in a forensic sample. *Psychology, Crime and law,* 20 (10), 955 – 970

Cohen, L.E., & Felson, M. (1979). *Social change and crime rate trends: A routine activity approach.* American Sociological Review, 44, 588 - 608

Cybercrime [Prohibition, Prevention etc.] Act, 2015.

Finn, J. (2004). A survey of online harassment at a university campus. *Journal of Interpersonal Violence, 19* (4), 468 – 483.

Hootsuite, Global State of Digital 2019.

Johnson, L. (2013). Computer incident response and forensics team management: conducting a successful incident response; Elsevier: Amsterdam, The Netherlands.

Jaishankar, K., &Sankary, V. (2005). Cyber stalking: a global menace in the information super highway. Q. Rev. 2

Lindsay, M. Booth, J.M., Messing, J.T., &Thaller, J. (2015). Experiences of online harassment among emerging adults: emotional reaction and the mediating role of fear. *Journal of Interpersonal Violence.*doi:10.177/0886260515584344

Miller, J.J. (2013). Individual offending, routine activities, and activity settings: revisiting the routine activity theory of general deviance. *J. Res. Crime Delinq, 50*, 390–416

Ndubueze, P.N. (2017). *Generation y and online victimisation in Nigeria: how vulnerable are younger internet users.* In K. Jaishankar (Ed.). Interpersonal Criminology: Revisiting Interpersonal Crimes and Victimisation. (203 – 214). USA: CRC Press, Taylor & Francis Group

Ndubueze, P. N. Hussein, M. D.,&Sarki, Z.M. (2017). Cyberstalking awareness and perception among undergraduate students in Nigeria*. Dutse Journal of Humanities and Social Science,* 2(2)

Nobels, M.R., Reynes, B.W., Fox, K.A., & Fisher, B.S. (2012). Protection against pursuits: a conceptual and empirical comparison of cyberstalking and stalking victimization among a national sample. *Justice Quarterly, 31*(6), 986 – 1014

Radda, S.I., &Ndubueze, P.N. (2013). Fear of online victimisation among undergraduate students: A comparative study of two undergraduate students. *African Journal of Criminology and Justice Studies, 7*(1&2), 35-46

Reyns, B.W., Henson, B., & Fisher, B.S. (2012). Stalking in the twilight zone: extent of cyberstalking victimisation and offending among college students. Deviant Behaviour, 33 (1), 1-25

Sheridan, L., & Boon, J. (Eds.). (2002). *Stalker typologies: Implications for law enforcement.* Chichester: Wiley.

Sheridan, L., & Grant, T. (2007). *Is cyberstalking different? Psychology Crime and Law,* 13(6), 627-640. http://dx.doi.org/10.1080/10683160701340528

Sultana, S. M., & Sultana, A. (2016). Investigating Cyberbullying: Pervasiveness, Causes and Socio-psychological Impact on Adolescent Girls. *Journal of Public Administration and Governance 6*(4) 12-37

Vanguard Online (2015). True caller community reports 2 million spam calls in Nigeria. Retrieved December 6, 2015 from http://nigeriamasterweb.com/ paperfrmes.html

Vasiu, I. &Vasiu, L. (2013). Cyberstalking Nature and response recommendations. Acad. *Journal of Interdisciplinary Study, 2*, 229

Weller, M., Hope, L., & Sheridan, L. (2015). Police and public perceptions of stalking. The role of prior victim offender relationship. *Journal of Interpersonal Violence.*doi: 10.1177/08862605155895664.