



Editors



Dr. R. Annadurai

Director,
Centre for Educational Research,
Madurai Kamaraj University,
Tamil Nadu, India.



Dr. A. Veliappan

Head, Department of Education,
Manonmaniam Sundaranar University,
Abhishekapatti, Tirunelveli,
Tamil Nadu, India.



Dr. S. Prakash

Principal,
Thiagarajar College of Preceptors, (Aided)
Madurai, Tamil Nadu,
India.



Dr. Shaber Ali G.

Principal,
V. M. Salgaocar College of Law
Miramar, Goa,
India.



Dr. A. Vences Cyril

Secretary,
Mithra Dev Publications,
Sivakasi, Tamil Nadu,
India.



EDUCATIONAL TRANSFORMATION:
LEGAL REFORMS AND 21ST CENTURY GLOBAL PERSPECTIVES

EDUCATIONAL TRANSFORMATION: LEGAL REFORMS AND 21ST CENTURY GLOBAL PERSPECTIVES



Editors

Dr. R. Annadurai
Dr. A. Veliappan
Dr. S. Prakash
Dr. Shaber Ali G.
Dr. A. Vences Cyril



**Mithra Dev
Publications**

1/36, School Street, Paranaickenpatti,
Sithurajapuram Post, Sivakasi - 626 189,
Virudhunagar Dist. (S.India)

97869 20701, 75028 44666, 99767 99313

mithradev20202@gmail.com

www.mithradevpublication.com



9 786934 052345

ISBN: 978-93-49062-34-5



Educational Transformation: Legal Reforms and 21st Century Global Perspectives

Editors:

Dr. R. Annadurai

Director,
Centre for Educational Research.
Madurai Kamaraj University,
Madurai - 625 021, Tamil Nadu, India.

Dr. A. Veliappan

Head of the Department,
Department of Education,
Manonmaniam Sundaranar University,
Abishekapatti, Tirunelveli - 627 012,
Tamilnadu, India.

Dr. S. Prakash

Principal,
Thiagarajar College of Preceptors,
Madurai, Tamil Nadu, India.

Dr. Shaber Ali G.

Principal,
V.M. Salgaocar College of La
Miramar, Goa, India.

Dr. A. Vences Cyril

Organising Secretary,
Mithra Dev Publications,
Sivakasi, Tamil Nadu, India.



**Mithra Dev
Publications**

Title	:	Educational Transformation: Legal Reforms and 21st Century Global Perspectives.
Editors	:	Dr. R. Annadurai Dr. A. Veliappan Dr. S. Prakash Dr. Shaber Ali G. Dr. A. Venees Cyril
Published by	:	Mithra Dev Publications, Contact: 7502844666 & 9786920701
Publisher's Address	:	Mithra Dev Publications, 1/36, School Street, Pernaickenpatti, Sithurajapuram Post, Sivakasi- 626189, Tamil Nadu, India.
Edition Details (I)	:	I
ISBN	:	978-93-49052-34-5
Month & Year	:	January, 2026
Copyright @	:	Mithra Dev Publications
Pages	:	597

S.NO	TITLE & AUTHOR	PAGE NO
59.	ASSISTIVE TECHNOLOGIES IN MATHEMATICS EDUCATION FOR LEARNERS WITH VISUAL IMPAIRMENT – AN INTEGRATIVE LITERATURE REVIEW P. Latha	375
60.	THE IMPACT OF SOCIAL MEDIA USAGE ON PEDAGOGICAL CONTENT KNOWLEDGE P. Nagarajan, Dr. K. R. Selvakumar	381
61.	FROM ACCESS TO QUALITY: THE CONSTITUTIONAL EVOLUTION OF THE RIGHT TO EDUCATION IN INDIA Dr. Pearl Monteiro	385
62.	PRINCIPLES AND VALUES IN THE USES OF ARTIFICIAL INTELLIGENCE IN EDUCATION Preeja Mony P R, Dr. B. Padma	389
63.	LEVEL OF ATTITUDE TOWARDS TEACHING PROFESSION AMONG PROSPECTIVE TEACHERS R Gayathri, T R Jegadheeshwari	393
64.	RESHAPING DEVELOPMENTAL PATHWAYS THROUGH EARLY INTERVENTION: A CASE STUDY IN AN INCLUSIVE SETTING R Ishwarya, C Renuga Devi	401
65.	FROM DELAY TO DISPLINE: HABIT BUILDING APPS FOR MODERN LEARNERS R.Umamaheswari, S. Lenin	410
66.	EXPLORING CONVERGENCE AND DIVERGENCE IN EXPERIENTIAL VOCATIONAL AND OUTCOME BASED EDUCATION Rasha P	414
67.	DITERMINANTS AND CONSEQUENCES OF ACADEMIC STRESS ON PSYCHOLOGICAL ADJUSTMENT IN HIGHER SECONDARY STUDENTS IN KERALA Supriya.P	418
68.	A STUDY ON SOCIAL-MEDIA, CYBER HYGIENE AND ONLINE LEARNING ENVIRONMENT OF THE TEACHERS Mrs. Tamil Selvi P, Dr. K. Sheeba, Dr. R. Meenakshi	421
69.	FROM ISOLATION TO COOPERATION: A STUDY OF COOPERATIVE LEARNING ON STUDENTS' LEARNING OUTCOMES IN MATHEMATICS Tayyaba Khan	429
70.	THE IMPACT OF SELF-REGULATED LEARNING INTERVENTION ON SCHOOL STUDENTS' MATHEMATICS ACHIEVEMENT: A SYSTEMATIC REVIEW Tepusa Kiso, Dr. Boyillapalli Venkata Rao	437

A STUDY ON SOCIAL-MEDIA, CYBER HYGIENE AND ONLINE LEARNING ENVIRONMENT OF THE TEACHERS

Author

Mrs. Tamil Selvi P,
Full time Research Scholar,
Vels Institute of Science,
Technology & Advanced
Studies, Pallavaram, Chennai-
600117.

Corresponding Author

Dr. K. Sheeba,
Associate Professor in
Education, Vels Institute of
Science, technology &
Advanced Studies, Pallavaram,
Chennai- 600117.

Co- Author

Dr. R. Meenakshi,
Professor in Education,
Vels Institute of Science,
technology & Advanced Studies,
Pallavaram, Chennai- 600117.

Abstract

Technology has significantly enhanced instructional capabilities. Social media has introduced innovative practices for various organizations, including educational institutions, facilitating the development of new teaching and learning models, as well as enhancing communication and collaboration for diverse objectives, such as faculty training and knowledge sharing. Cyber hygiene involves embracing a security-focused approach and practices that assist individuals and organizations in reducing the risk of potential online breaches. The study on social media, cyber hygiene, and the online learning environment of school teachers is deemed necessary. This investigation is being carried out utilizing the survey approach. Data is collected from the CBSC and Matric board teachers at the Sivanthi group of schools located in Kundrathur, Chennai, Tamil Nadu, India, employing a random sampling method. The information gathered from fifty teachers. The data has been gathered from educators across primary, middle, and high school levels. The tool was developed for data collection on cyber hygiene, social media, and the online learning environment by the Research Supervisor and the researcher, consisting of 61 items. It has been concluded that teachers from the CBSC board exhibit superior habits in social media usage, password management, awareness of cyber threats, cyber hygiene, and the online learning environment. There are indications of a positive and significant correlation among all the selected variables.

Keywords: School Teachers, Social Media, Cyber Hygiene and Online Learning Environment.

INTRODUCTION

According to the National Education Policy (NEP) 2020, teachers are crucial to changing education. They must implement learner-centred pedagogies, which use more immersive, interactive techniques tailored to the needs of individual students rather than rote learning. Technology is being adopted by educators to enhance instruction and offer personalized learning experiences. In order to provide a safe and secure online learning environment that promotes NEP 2020, teachers are essential in spreading awareness and upholding cyber safety standards. As a result, students are more equipped to securely and responsibly navigate the digital world.

Teaching capabilities have been significantly enhanced by technology. Teachers can engage with students and conduct remote classes more easily thanks to online tools like Zoom and Google Classroom. Digital tools for testing and grading offer instant feedback and save time. With the use of personalized learning tools, educators can modify their teachings for individual pupils. It prevents unauthorized access to classes and keeps an online learning environment safe. Building trust with parents, coworkers, and students is another benefit of showcasing a commitment to data protection. The reliable and secure learning environment that cyber safety and security offer allows teachers to focus on teaching effectively.

By "social media," it means the various online groups and communities that enable people to connect, have conversations, and build connections through sharing knowledge and concepts. Therefore, websites, apps, and digital technologies that facilitate communication and interaction among instructors are referred to as social media. Social media has created new methods for all kinds of organizations, including educational institutions, from developing new models for teaching and learning to interacting and working together for various objectives, like knowledge sharing and faculty training.

Cyber hygiene describes the actions users of computers and other devices can take to keep their systems healthy and increase their online security. Cyber hygiene is the practice of forming security-focused behaviors and thinking that assist people and organizations in reducing the risk of cyber breaches. Making cyber hygiene a regular part of daily life is a vital principle. Giving people the skills they need to properly navigate the digital world depends on cyber hygiene, which includes procedures that protect digital data. Additionally, cyber hygiene is dynamic and essential to keeping up with changing threats in the always shifting digital ecosystem.

REVIEW OF LITERATURE

Ravichandran, Singh, Sonam, and Sasikala (2025) examine the awareness and practices of cybersecurity among school teachers, focusing on their comprehension of cyber dangers, online behaviors, and response strategies to cyber occurrences. A standardized questionnaire was utilized to collect data regarding demographic information, cybersecurity training, internet behaviors, and encounters with cybercrime. Although 90% of educators utilize the internet for instructional purposes, just 30% have undergone formal training in cybersecurity, leading to disparate levels of awareness. Although several educators possess a moderate to advanced comprehension of fundamental cyber risks such as phishing, more intricate issues like cryptojacking and denial-of-service attacks are nonetheless inadequately recognized. The results indicate differing degrees of awareness among educators, with numerous individuals acknowledging insufficient understanding of common cyber dangers including phishing and identity theft. Despite the growing dependence on digital resources for education, a considerable proportion of respondents reported insufficient formal training in cybersecurity. The study emphasizes the need for specialized awareness campaigns and training activities to improve teachers' comprehension of cyber safety protocols and reporting procedures. The research emphasizes the necessity of cultivating a culture of cybersecurity in educational institutions to enhance the protection of both educators and students from potential online threats.

Social media has gradually emerged as an essential instrument for communication and collaboration throughout the worldwide education sector, including Ghana. Nonetheless, empirical research about the utilization of social media by primary school educators in Ghana is scarce. The research conducted by Christopher Yaw Kwaah (2024) examined the utilization of social media by this cohort of educators, emphasizing the related potential and problems. An online questionnaire was distributed to 1,014 randomly chosen basic school teachers utilizing a descriptive survey approach. The research indicated that Facebook and WhatsApp were the most utilized platforms. Educators utilized social media for diverse objectives, encompassing contact with peers, parents, and kids; professional advancement; and resource dissemination. Nonetheless, apprehensions regarding the repercussions and difficulties associated with social media utilization, including addiction, time consumption, substantial data costs, cyberbullying, and inconsistent internet connectivity, were also recognized. The findings offer significant insights into the present condition of social media utilization by primary school educators in Ghana, enhancing our comprehension of the prospective advantages and obstacles linked to its application in education.

The research conducted by Barrot, Agdeppa, and Manzano (2024) aims to elucidate teachers' online educational delivery and identify challenges necessitating intervention. The subsequent research questions are examined: What techniques do teachers employ to facilitate learning in a completely online environment? What obstacles do educators encounter during entirely online learning sessions? This research encompassed interviews with 17 educators from nine higher education institutions in the Philippines, a developing nation. Employing a descriptive case methodology, findings revealed that educators encouraged flexibility and engagement, facilitated learning processes, and cultivated an affective learning environment to the fullest extent possible. Although the majority of educators exhibit flexibility, the data also indicated a degree of rigidity in their methodologies. The findings indicated the essential function of technology in enhancing learning processes and promoting classroom relationships. Nonetheless, these educators encountered numerous problems pertaining to technology adequacy, learner-related variables, instructional delivery and evaluation, technological intricacy, and self-regulation, among others. Their diverse experiences were associated with distinct contexts influenced by numerous factors, including accessible resources, institutional regulations, educational objectives, and learner-related variables.

The research by Podlinskyeva and Sytnyk (2023) examines cyber hygiene practices and the necessity of educating schoolchildren about the fundamental principles of "cybersecurity" and its associated challenges. The domain pertains to the safeguarding of digital information, operating systems, computer networks, servers, databases, and both public and commercial institutions from unwanted intrusion by unpermitted individuals. The study reveals the necessity of tailoring advice to the maturity levels of particular children and consistently monitoring their online activity. Promoting transparent communication, instituting explicit regulations and limits, and engaging actively in their online interactions are crucial irrespective of age. Moreover, engaging parents and caregivers in the instructional process helps strengthen internet hygiene and safety protocols.

PURPOSE OF THE STUDY

The incorporation of technology has become pervasive in the modern educational scene, which highlights the vital necessity for instructors to maintain a high level of cyber hygiene. The need of cultivating a safe and secure online environment cannot be emphasized, particularly in light of the fact that classrooms are increasingly adopting digital platforms and online resources. Teachers, who are major influencers, need to practice good cyber hygiene in order to not only protect critical educational data but also effectively teach their pupils these essential skills. In order to confront the wide variety of cyber dangers, ranging from phishing attempts to data breaches, it is essential to have such information about cyber hygiene. This knowledge is crucial for ensuring that learning activities continue without interruption. In the end, the application of cyber hygiene in educational institutions is of the utmost importance for the creation of a digital learning environment that is secure, resilient, and morally conscious.

The use of social media has become an essential component of contemporary life, exerting a significant impact on a variety of facets of society, including the educational system. The way in which students and teachers communicate with one another and learn has been fundamentally altered as a result of the widespread use of social media platforms such as Facebook, Twitter, and Instagram. Utilizing social media platforms allows for quick contact, the sharing of knowledge, and collaboration, all of which contribute to an improved educational experience. Students have the opportunity to participate in online debates, have access to educational resources, and connect with peers and professionals from all around the world. The influence of social media on education, on the other hand, is extensive and diverse.

The objective of this research is to investigate the thoughts and feelings that teachers have on the usage of social media for educational purposes, as well as the experiences that they have had with using it. There was a favorable effect on students as a result of teachers' utilization of social media for educational purposes. As a result of this research, educators who are interested in addressing and engaging with students of the twenty-first century as well as other stakeholders in education are provided with striking instances of how social media can be used effectively for educational goals in practice.

Teachers should be mindful of the potential negative effects that social media applications may have on their pupils when they are working with them in their educational sector. This is because these applications can have a significant impact on students. In order for teachers to ensure that their students achieve academic achievement, it is imperative that they utilize educational apps in a highly considerate manner. The term "password management" refers to the practice of systematically deploying long-term solutions to secure and manage passwords for social media sites. This process is referred to generally as "password management." There is no possible way to exaggerate the significance of making cyber hygiene a top priority for educators. The maintenance of a state of constant alert and the accumulation of knowledge regarding the most effective techniques to safeguard both themselves and their students are included in this.

It is the purpose of an online learning environment (OLE) for teachers to assist the teaching and learning process in a digital arena. It does this by providing teachers with the tools and resources they need to engage students and manage their learning. OLEs make it possible for educators to offer curriculum, evaluate the progress of students, and cultivate a feeling of community among students all at the same time. Attendance records, grades, and other personal information are examples of the types of confidential information that teachers are responsible for managing. Their understanding helps them better understand the necessity of preventing breaches and illegal access to this data, which is a significant step in the right direction. Email, messaging programs, and online platforms are regularly used by teachers to engage with students, parents, and colleagues. It is imperative that teachers understand the importance of ensuring that their online communication is secure. By being aware of the possibility of data leaks, they are able to protect these channels and maintain professional communication standards. Therefore, the researcher arrived at the conclusion that it is vital for educators to have a good awareness of cyber hygiene in order to make use of social media in a secure manner and to efficiently manage online learning environments in a fruitful manner when utilizing the internet. This was the conclusion that the researcher got to.

METHODOLOGY OF THE PRESENT STUDY

This research is being executed utilizing the survey methodology. Data is collected from teachers of the CBSC and Matric boards at the Sivanthi group of schools in Kundrathur, Chennai, Tamil Nadu, India, via a random sample method. The data was gathered from fifty teachers. The data is gathered from teachers across primary, middle, and high school levels. The tool was developed for data collecting on cyber hygiene, social media, and online learning environments by the Research Supervisor and the Researcher. The tool comprises 61 items, employing a scoring system based on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree, assigned scores of 5, 4, 3, 2, and 1, respectively. The highest score is 305, while the lowest score is 61.

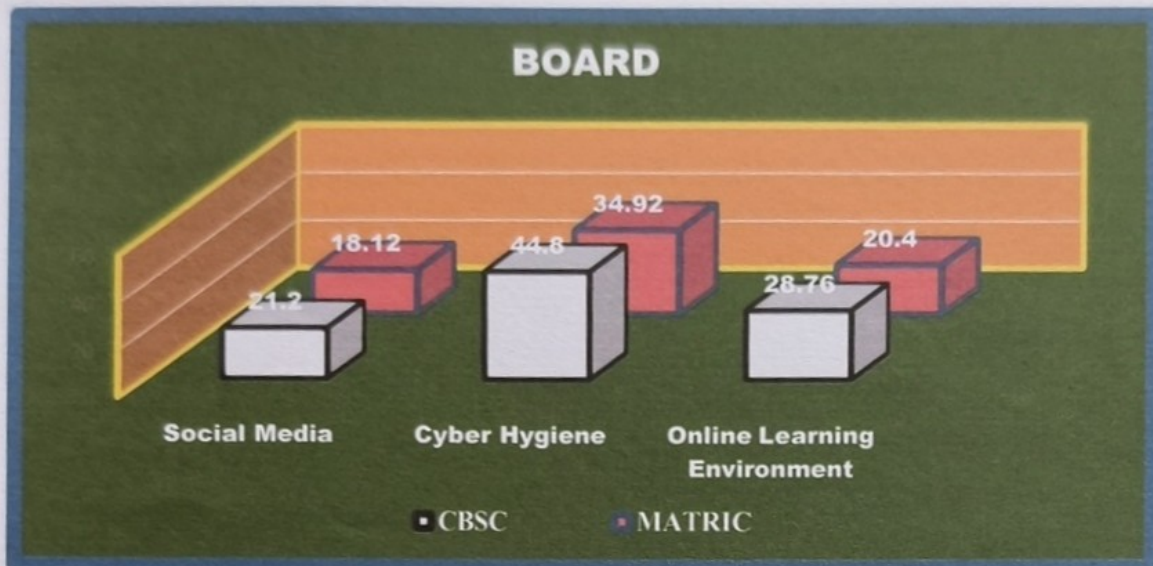
RESEARCH QUESTIONS

1. Is there is any significant difference between the CBSC and Matric Board details in Social-Media, Cyber Hygiene and Online Learning Environment for the school teachers?
2. Is there is any significant difference between either the Usage of Laptop or Desktop user or non-user teachers with respect to their Social-Media, Cyber Hygiene and Online Learning Environment for the school teachers?

3. Is there any significant difference among the Subject Handling by the school teacher's language, science and other subject teachers in their Social media, Cyber Hygiene and Online Learning Environment?
4. Is there any significant relationship among Social-media, Cyber Hygiene and Online Learning Environment?

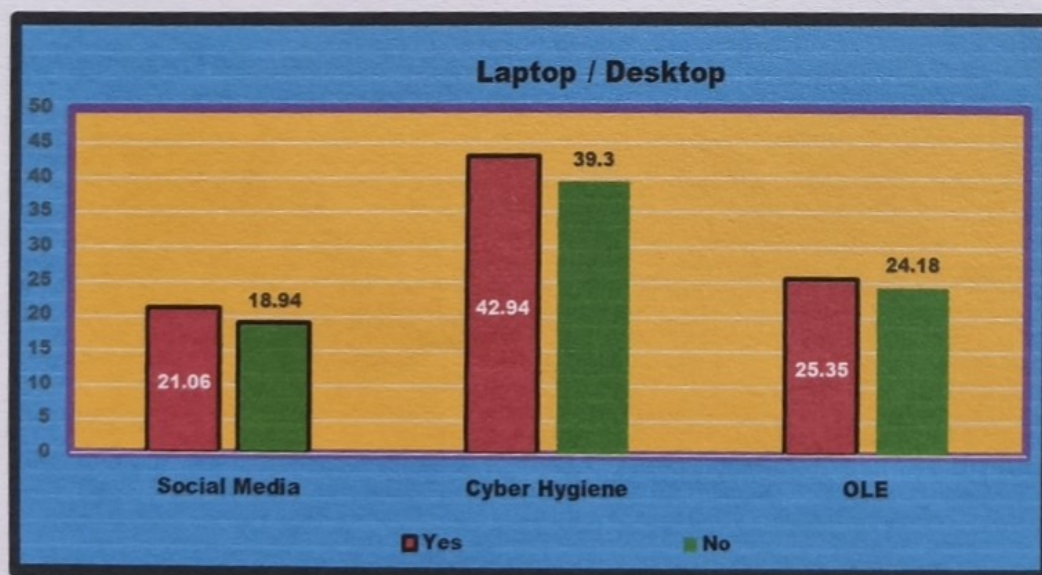
ANSWER TO THE RESEARCH QUESTIONS

1. Is there any significant difference between the CBSC and Matric Board details in Social-media, Cyber Hygiene and Online Learning Environment for the school teachers?

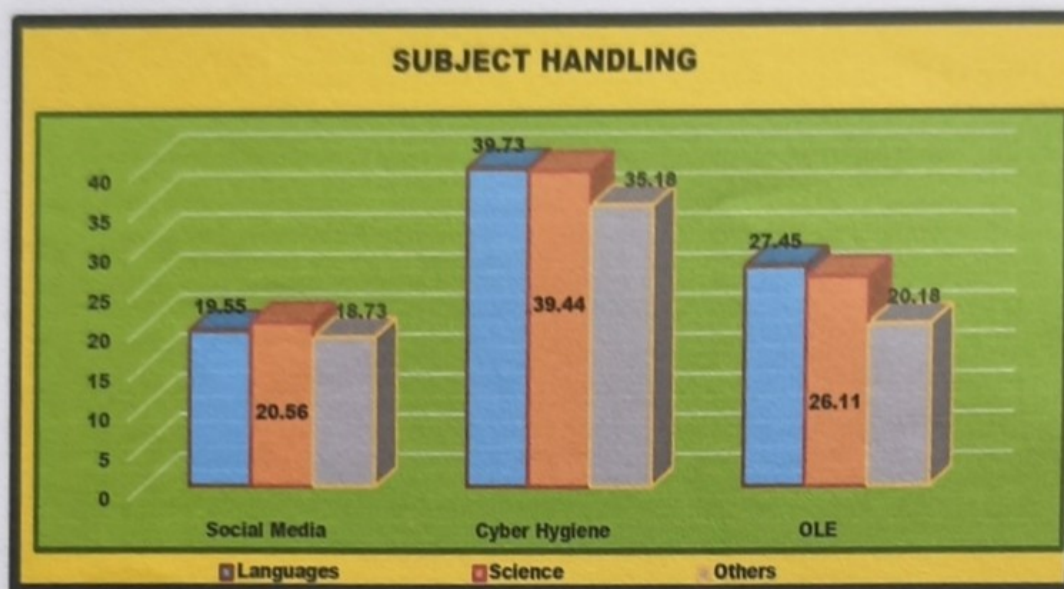


It is inferred from the above table that CBSC Board teachers have better Social-media, Cyber Hygiene and Online Learning Environment usage (21.20, 44.80 and 28.76) than the Matric board school teachers (18.12, 34.92 and 20.40). Furthermore, it has been noted that they exhibit significance at a 1% level.

2. Is there any significant difference between either the Usage of Laptop/ Desktop in Social media, Cyber Hygiene and Online Learning Environment for the school teachers?



3. The above table suggests that school teachers who are Laptop/Desktop usage have better Social Media and Cyber Hygiene compared to the non-users. Furthermore, it has been noted that the social media and cyber hygiene is significant at a 5% level. Whereas, it is observed that online learning environment are similar to both the laptop user or non-user. *Is there is any significant difference among the Subject Handling by the school teachers like Tamil, Science, and Other subject teachers in Social media, Cyber Hygiene and Online Learning Environment?*



The above table suggests that who are the handling language subjects have better Social-Media, cyber hygiene and online learning environment than the science teachers followed by the other subject teachers and it is significant at 5% level. Further it is observed that all the subject teachers do not differ in social-media and online learning environment.

4. *Is there is any significant relationship among Social media, Cyber Hygiene and Online Learning Environment??*

Variable	Social Media	Cyber Hygiene	Online Learning Environment
Social Media	1	0.578**	0.659**
Cyber Hygiene	X	1	0.536**
Online Learning Environment	X	X	1

It is inferred from the above table that the selected variables like social media, cyber hygiene and online learning environment are positively correlated with each other. Moreover, it is noted that all the selected variables are significant at 1% level.

Conclusion

It is concluded from the findings that CBSC board teacher have better social media, cyber hygiene and online learning environment. Hence each and every teacher should be aware of cyber security awareness so that they can store their data in a well secure manner in social media and their usage habit will also enable to have proper password management and they will have potential to overcome the cyber threat.

REFERENCES

- Abomhara, M., & Koien, G. M. (2015). Cyber security and the internet of things: Vulnerabilities, threats, intruders and attacks. *Journal of Cyber Security and Mobility*, 4(1), 65-88.
- Ahmed, O. S. (2021). Teacher's awareness to develop student cyber security: A Case Study. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(10), 5148-5156.
- Ali Şenol, Tarık Talan, Cemal Aktürk (2021) A Research on University Students' Awareness of Cyber Security: Case Study of Password Usage, *Research Gate*, Pp.46 – 56.
- Alharbi, T.; Tassaddiq, A. (2021), Assessment of Cybersecurity Awareness among Students of Majmaah University. *Big Data Cognitive Computing*. Vol.5 (23). pp. 1 – 15, <https://doi.org/10.3390/bdcc5020023>
- Arwa A. Al Shamsi (2019). Effectiveness of Cyber Security Awareness Program for young children: A Case Study in UAE, *International Journal of Information Technology and Language Studies (IJITLS)* Vol. 3(2), pp. 8- 29.
- Aslay, F., (2017), Siber Saldırı Yöntemleri ve Türkiye'nin Siber Güvenlik Mevcut Durum Analizi, [Cyber Attack Methods and Current Situation Analysis of Turkey's Cyber Safety] *International Journal of Multidisciplinary Studies and Innovative Technologies*, 1(1), 24-28.
- Barrot, J., Agdeppa, J. & Manzano, B. (2024). What it takes to teach in a fully online learning environment: Provisional views from a developing country. *Online Learning*, 28(1), 129-150. DOI: <https://doi.org/10.24059/olj.v28i1.3921>
- Christopher Yaw Kwaah (2024). Social media use among basic school teachers in Ghana: exploring opportunities and challenges, *Cogent Education*, 11:1, 2310978, DOI: 10.1080/2331186X.2024.2310978
- Corradini, I., Nardelli, E. (2020). Developing Digital Awareness at School: A Fundamental Step for Cybersecurity Education. In: Corradini, I., Nardelli, E., Ahram, T. (eds) *Advances in Human Factors in Cybersecurity. AHFE 2020. Advances in Intelligent Systems and Computing*, vol 1219. Springer, Cham. https://doi.org/10.1007/978-3-030-52581-1_14
- Dhungana, R. K., Gurung Dr, L., & Poudyal, H. (2023). Cybersecurity Challenges and Awareness of the Multi-Generational Learners in Nepal. *Journal of Cybersecurity Education, Research and Practice*, 2023(2), 5.
- D. Siemieniecka, K. Majewska (2022) The State of Knowledge of Teachers And Educators In Primary And Secondary Education on Cyber Threats Challenging Students on A Daily Basis - Proposal of Prevention And Training Areas, *Iceri2022 Proceedings*, pp. 2781-2789.
- DHS. (2014). A glossary of common cybersecurity terminology. National Initiative for Cybersecurity Careers and Studies: Department of Homeland Security. [Online]. Available: <http://niccs.uscert.gov/glossary>
- Feray Küçükbaş Duman(2022), Determining Cyber Security-Related Behaviors of Internet Users: Example of the Faculty of Sport Sciences Students, *European Journal of Education*, Volume 5(1), PP.114 – 131.
- Ganesh Talpe (2022), Cyber Security Awareness among College Students, *International Research Journal of Modernization in Engineering Technology and Science (Peer- Reviewed, Open Access, Fully Refereed International Journal)* Volume:05(10) , pp-2117 - 2121 Factor- 7.868 www.irjmets.com

- Kodey S. Crandall, Cherie Notebook, Omar El- Gayar, Kolee Crandall (2019). High School student's perceptions of cyber security. An explanatory case study. *Issues I information Systems*, volume 20(3), pp: 74- 82.
- Mack, M. (2018). *Cyber security*. UK: ED-Tech Press.
- Misbah Ahmed Al-Sahafi and Abdullah Mohammed Al-yateem(2020) A Suggested Model to Raise Awareness of Cybersecurity Among Computer Teachers in Public Education: An Analytical Study on Education Department in Jeddah Governorate, *Technological Communication*, Vol 13 No (4) Oct-Nov-Dec 2020 Pp 2271-2276
- Moti Zwilling, Dusan Lesjak, Kukiasz wiechetek, Fatih cetih (2022). *Cyber Security Awareness, Knowledge and Behavior: A comparative Study*. *Journal of Computer Information System*. Volume 62(1). PP: 1-16. ISSN: 0887-4417. DOI:10.1080/08874417.2020.1712269.
- Nabin Chowdhury¹ · Vasileios Gkioulos¹(2023), A personalized learning theory-based cyber-security training exercise, *International Journal of Information Security* Volume 22:1531–1546.
- Neelima Bhatnagar, Michael Pry (2020). Students Attitudes, Awareness, and Perceptions of personal privacy and cybersecurity in the use of social media: An initial study. *Information Systems Education Journal (ISEDJ)* volume 18(1). pp48-58. ISSN:1545-679X
- Oxford University Press. (2014). *Oxford Online Dictionary*. Oxford: Oxford University Press. Available <http://www.oxforddictionaries.com/definition/english/Cybersecurity>
- Podlinyayeva O.O. and Sytnyk L.G. (2023). *Cyber Hygiene Practices and Providing Proper Education*. *SWorldJournal*. Issue 19 / Part 3 ISSN 2663-5712. DOI: 10.30888/2663-5712.2023-19-03-028
- Prasad R., Rohokale V. (2020): *Cyber Security: The Lifeline of Information and Communication Technology*, Springer Series in Wireless Technology, Springer Nature Switzerland AG 2020. DOI: 10.1007/978-3-030-31703-4_16.
- Van Schaik, P., Jeske, D., Onibokun, J., Coventry, L., Jansen, J., & Kusev, P. (2017). Risk perceptions of cybersecurity and precautionary behaviour. *Computers in Human Behavior*, 75, 547-559.
- Vasil RIZOV, *INFORMATION SHARING FOR CYBER THREATS*, *Information Sharing for Cyber Threats*, Vasil Rizov, v.39:1, 2018, pp.no: 43-50 <https://doi.org/10.11610/isij.3904>.
- Von Solms, B., & Von Solms, R. (2018). Cybersecurity and information security–what goes where? *Information & Computer Security*, 26(1), 2-9.
- Yigit, M. F., & Seferoğlu, S. S. (2019). Investigating students' cyber security behaviors in relation to big five personality traits and other various variables. *Mersin University Journal of the Faculty of Education*, 15(1), 186-215.