



**(SPECIAL ISSUE OF NATIONAL CONFERENCE ON INTEGRATING
INFORMATION TECHNOLOGY FOR SUSTAINABLE AND INNOVATIVE
FINANCIAL MANAGEMENT [NC-ITSIFM-2026], JULY 04, 2026, ACADEMIA
INTERNATIONAL COLLEGE, LALITPUR, NEPAL)**

Cybersecurity Awareness among the Online Students:

A Case of Nepal Open University

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Original Article

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Received: Jul 07,2026

Revised & Accepted: Jul 12, 2026

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ABSTRACT

This paper assesses cybersecurity awareness levels and associated practices by the online students of Nepal Open University (NOU) amidst the increasing cybersecurity threat challenges in e-learning platforms. Descriptive research design has been utilized with the collection of information from 160 students using a Google Form questionnaire on a 5-point Likert scale. Statistical tools such as descriptive statistics, one-sample t-test, and correlation analysis have been used for analyzing the data, where reliability of the data has been ensured by means of Cronbach's alpha (0.751-0.875). It is identified that the cybersecurity awareness is moderately high (mean=3.72), e-



learning engagement is quite high (mean=3.87), and policy compliance is also quite high (mean=3.82). On the other hand, the institutional technical security infrastructure (mean=2.92) and cybersecurity training (mean=2.52) have got very low levels of acceptance. In correlation analysis, it is found that there is no significant relationship between cybersecurity awareness and institutional measures ($r=+0.154$, $p=0.052$), which is highly critical.

Keywords: Cybersecurity awareness, cyber safety measures, e-learning engagement, information security policy, Nepal Open University

BACKGROUND

Although there are many benefits in digital education, there is a significant number of cybersecurity risks that are associated with the use of e-learning platforms (Al-Sherideh et al., 2023; Vishwanath et al., 2019). With the increased use of advanced technology, there are now multiple ways through which the systems are threatened by hackers who use phishing, malware, data breaches, ransomware, and other similar techniques (Jagadeesan et al., 2023; Vishwanath et al., 2019). Universities and colleges have become favorite targets of cybercriminals because of the significant amount of sensitive data that these institutions handle (Ulven & Wangen, 2021). At the same time, neither learners nor educators can be said to be knowledgeable when it comes to the issue of cybersecurity (Baraković & Husić, 2023; Berry, 2023; Revilla et al., 2023; Vishwanath et al., 2019). This means that there is an urgent need to increase awareness and develop proper guidelines.

Oroni et al. (2025) gives an excellent understanding of the crucial relationship between engagement in e-learning and cybersecurity awareness. It successfully brings to light the moderating influence of both gender and experience. With regard to the fact that SEM is used in the research, one can safely state that there is evidence that although engagement positively affects awareness, it does not work equally for all groups of students. Particularly interesting is the fact that experienced users have difficulties at the beginning stage of the security process.

Oroni et al. (2025) study stands out as an invaluable addition by adopting a dual methodological technique (PLS-SEM and fsQCA), going beyond mere variable interactions and identifying the complicated, equifinal paths towards cyber safety in e-learning. In particular, the results from fsQCA provide invaluable insight into the reality that cyber safety can be attained via a range of



different configurations of engagement, awareness, and compliance, thus disproving the assumption that one strategy fits all approaches to security training.

Nepal Open University's online students are encountering growing risks from cybersecurity threats including phishing, malware attacks, and data breaches; however, the extent to which these students are aware of such security issues is not well understood. Digital illiteracy, poor security training, and weak institutional security policies contribute towards making the online classroom environment vulnerable to cyber security threats. Moreover, there may be some demographic variables that may affect the cyber hygiene of students. This paper seeks to examine the extent of cybersecurity awareness of students at Nepal Open University and factors influencing it.

LITERATURE REVIEW

E-Learning Engagement

Research indicates that active participation in e-learning platforms tends to promote stronger compliance with cybersecurity regulations, as greater engagement is associated with more consistent adherence to security protocols (Awan et al., 2021). Ensuring a protected virtual learning space hinges on the synergistic effect of both cybersecurity awareness and strict adherence to information security mandates. Although many learners possess foundational knowledge of security measures—such as crafting robust passwords and spotting phishing scams—they frequently exhibit gaps in deeper cyber hygiene understanding and the broader consequences of neglecting established security guidelines (Berry, 2023; Zwilling et al., 2020).

Cybersecurity Awareness

While digital education offers considerable advantages, virtual learning environments also introduce substantial cybersecurity hazards (Al-Sherideh et al., 2023; Vishwanath et al., 2019). The adoption of sophisticated technologies has broadened potential entry points for malicious actors, rendering these systems susceptible to a range of threats, including data leaks, ransomware, phishing, and malicious software (Jagadeesan et al., 2023; Vishwanath et al., 2019). Academic institutions, in particular, face escalating cyber threats due to the extensive repositories of confidential personal and scholarly data they hold (Ulven & Wangen, 2021). Moreover, insufficient cybersecurity knowledge among both learners and educators frequently exposes e-



learning systems to exploitation (Berry, 2023; Revilla et al., 2023; Baraković & Husić, 2023; Vishwanath et al., 2019). This awareness deficit has been associated with suboptimal security behaviors, highlighting the critical need for focused cybersecurity training and robust institutional policies to guarantee the safety and resilience of online educational spaces (Alharbi & Tassaddiq, 2021).

Information Security Policy and Compliance

An effective information security program fundamentally relies on the establishment of a well-crafted information security policy. While policies represent the most cost-effective control mechanism, they are often the most challenging to enforce in practice. An information security policy serves as a strategic framework that guides employee behavior when faced with decisions involving information systems. Supporting elements such as practices, procedures, and guidelines provide further elaboration on the specific actions expected of employees in various scenarios. However, for any policy to achieve its intended impact, it must be effectively communicated, thoroughly comprehended, and willingly accepted by all staff members, with unequivocal endorsement from senior leadership. In the absence of strong managerial backing, even the most comprehensive security policy is destined to fail (Caballero, 2014).

Cyber Safety Measures

Cyber safety practices have emerged as an essential component in preserving the reliability and protection of virtual learning environments. These practices involve a range of strategies aimed at safeguarding the privacy, accuracy, and accessibility of digital information and systems (Zwilling et al., 2020). Such protective measures encompass encryption technologies, multi-factor authentication, network firewalls, and ongoing security education for platform users, among other approaches (Zwilling et al., 2020).

METHODS

The paper followed the descriptive research design to analyze the awareness level of cybersecurity among the online students of Nepal Open University. All the students enrolled and currently taking a regular online classes are considered as population for the paper. The paper followed the convenience sampling technique, where, the students who come to contact during the regular



online classes under three faculties of the university are considered for sample of the paper. Therefore, a total of 160 students are taken as a sample for the paper. The paper used a Google form to collect the data from the respondents.

The paper used a descriptive statistics to analyze the collected data. A paper used a 5-points Likert scale to get the opinions from the sampled students. A one-sample t-test is used to compare the mean value of Likert-scale answers in a sample group to that of the neutral (or assumed population) mean to find out if there is any deviation from the neutral level among the perceptions of students regarding cybersecurity knowledge/awareness/engagement. Similarly, a correlation coefficient is also calculated to test to correlation among the selected constructs of the paper. The reliability was tested for each items of the construct using a Cronbach's Alpha for each items after the pilot study among 50 students from three different facilities of Nepal Open University (NOU).

Table 1

Reliability Result

Construct	Initial Items	Dropped Items	Alpha Value
E-Learning Engagement	5	3	0.776
Cybersecurity Awareness	5	3	0.875
Information Security Policy and Compliance	5	Nil	0.751
Cyber Safety Measures	5	1	0.819

Note. Online Survey, 2026

At first, there were 5 items per construct, but after scale purification, 3 items were removed from the constructs of E-learning Engagement and Cyber Security Awareness, 1 item was removed from the construct of Cyber Safety Measures, whereas 5 items remained intact for the construct of Information Security Policy and Compliance. The resulting Cronbach's alpha scores fall within the range of 0.751 to 0.875, which is above the acceptable level of 0.70.

DATA ANALYSIS

This part of the paper covers the analysis of data collected from the respondents.

Respondents' Profile



Table 2 illustrates the profile of the respondents.

Table 2

Respondents' Profile

	Sex	Age Group		Faculty		Level	
Male	131 (81.9%)	20-30	37 (23.1%)	Management & Law	74 (46.3%)	Bachelor	48 (30.0%)
Female	29 (18.1%)	31-40	87 (54.4%)	Science, Health & Technology	56 (35.0%)	Master	90 (56.3%)
		41 and above	36 (22.5%)	Social Science & Education	30 (18.7%)	M.Phil.	22 (13.7%)
Total	160 (100.0%)						

Note. Online Survey, 2026

The majority of the survey participants were males (81.9%) with most falling within the age group of 31-40 years (54.4%) followed by those falling within the age groups of 20-30 years (23.1%) and 41 years and above (22.5%). With regards to academic qualifications, most of the respondents came from the Management & Law faculty (46.3%) and were pursuing master's studies (56.3%) while others came from the faculties of Science, Health & Technology (35.0%), Social Science & Education (18.7%) and had bachelor's or M.Phil. qualifications (30.0%, 13.7% respectively).

Opinions on Cybersecurity Awareness

This part of the paper covers the aspects of cybersecurity awareness among the sampled online students of NOU.

Opinions on E-Learning Engagement

Table 3 illustrates the opinions on e-learning engagement among the sampled online students of NOU.



Table 3

Opinions on E-Learning Engagement

Items	Mean	Std. Deviation	Skewness	t-test*
I actively participate in live online classes and discussion forums provided by Nepal Open University.	4.04	1.01	-1.12	38.09
I interact with my instructors and peers through digital tools (e.g., email, chat, Zoom) for academic purposes.	3.71	1.06	-0.56	32.43
Overall Average	3.87			

Note. Online Survey, 2026

*Sig. at 5% (2-tailed)

The overall mean score obtained from the analysis is 3.87, which means that there is high engagement of students with e-learning among Nepal Open University students. The mean score for participation in online classes/forums is the highest, which is 4.04, reflecting the fact that students are more comfortable with online academic engagements. Although the mean score for interaction with the lecturer/friends through online tools is also relatively good (3.71), it can be seen that the mean scores for this item are lower compared to the previous item. This negative skewness value for both items (-1.12 and -0.56) reflects the fact that responses are positively skewed towards the right. The statistically significant t-test scores (both $p < 0.05$) indicate that both engagement scores are significantly greater than the neutral midpoint.

Opinions on Cybersecurity Awareness

Table 4 illustrates the opinions on cybersecurity awareness among the sampled online students of NOU.

Table 4

Opinions on Cybersecurity Awareness

Items	Mean	Std. Deviation	Skewness	t-test*
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I am aware of common cyber threats such as phishing, malware, and social engineering.	3.83	1.00	-0.48	35.72
I can recognize suspicious emails or links pretending to be from NOU or other educational sources.	3.62	1.09	-0.62	30.48
Overall Average	3.72			

Note. Online Survey, 2026 *Sig. at 5% (2-tailed)

Table 4 shows that the students of Nepal Open University show moderate levels of awareness concerning the issue of cybersecurity with an average score of 3.72 out of 5. There is relative strength in awareness of various forms of threats in cyberspace like phishing attacks, viruses and malware, social engineering (Mean = 3.83). Nevertheless, there is a comparatively low level of awareness among the participants about the capacity to identify any suspicious email or link which may pretend to be coming from Nepal Open University or another educational institution (Mean = 3.62). As can be seen from the results, there is the negative skewness of both items (-0.48 and -0.62) indicating that the respondents' scores are mostly above the midpoint. In addition, t-tests (both of them $p < 0.05$) demonstrate the significance of these figures. Thus, even though the students show decent knowledge of the issue of cybersecurity, there are some gaps which should be filled.

Opinions on Information Security Policy and Compliance

Table 5 illustrates the opinions on information security policy and compliance among the sampled online students of NOU.

Table 5

Opinions on Information Security Policy and Compliance

Items	Mean	Std. Deviation	Skewness	t-test*
I follow NOU's rules regarding not sharing my login credentials with anyone.	4.26	1.05	-1.28	39.09



I report lost or stolen university credentials (ID, password) immediately to NOU's IT support.	3.99	1.15	-1.10	33.03
I do not install unauthorized software on NOU-provided or university lab computers (if applicable).	3.90	1.19	-0.85	30.88
I avoid using public Wi-Fi (e.g., in cafes, public transport) to access NOU's student portal due to security risks.	3.59	1.15	-0.48	28.56
I am aware that Nepal Open University has an official information security policy for students.	3.36	1.17	-0.39	25.53
Overall Average	3.82			

Note. Online Survey, 2026

*Sig. at 5% (2-tailed)

As of Table 5, it is evident that the students of Nepal Open University have shown a fairly good degree of compliance to information security policies and procedures with an overall mean of 3.82 out of 5. The highest degree of compliance can be noted in the aspect of not giving away login information (mean = 4.26) as this shows their realization of the significance of their access rights. Students also did well in reporting about lost or stolen credentials (mean = 3.99) and being careful about software installations (mean = 3.90). On the other hand, comparatively low marks can be seen in not using public Wi-Fi to use the student portal (mean = 3.59) and awareness about the information security policy of the university (mean = 3.36). Since the skewness is negative for all the items (values ranging between -0.39 and -1.28), the data seems to be skewed towards the right side, that is, high values on the scale, whereas the significance of the t-test (all $p < 0.05$) proves that the levels of compliance are above the neutral level. In general, while students seem to have good behavioral compliance in key areas like credential management, there is a need to improve formal awareness about NOU's information security policy and safe networking behavior.

Opinions on Cyber Safety Measures

Table 6 illustrates the opinions on cyber safety measures among the sampled online students of NOU.



Table 6

Opinions on Cyber Safety Measures

Items	Mean	Std. Deviation	Skewness	t-test*
I feel confident that NOU protects my personal information (e.g., phone number, address, grades) from cyber threats.	3.71	1.17	-0.58	29.29
NOU clearly communicates how to securely submit assignments and access exam results online.	3.69	1.18	-0.82	28.84
NOU has effective technical measures (e.g., firewalls, anti-malware, secure login) to protect student data.	2.92	1.17	-0.08	20.83
NOU provides adequate cybersecurity training or awareness materials to students.	2.52	1.26	+0.25	15.26
Overall Average	3.21			

Note. Online Survey, 2026

*Sig. at 5% (2-tailed)

Table 6 shows the confidence level of NOU students in the institution's cybersecurity and communications is relatively low, with the mean score of 3.21/5—a much lower score compared to the last investigated area (policy compliance mean score = 3.82). Despite the relatively high scores given for the perception of personal data protection by the NOU and clear information on how to send submissions in a safe way and how to get results (3.71 and 3.69, respectively), the score of the subarea that refers to the security of technical mechanisms like firewalls, antimalware and secure logins turned out to be very low (2.92). However, the most interesting thing is that the lowest score was received from the subarea that referred to cybersecurity education and awareness (2.52), and this subarea demonstrated a positive skew (+0.25). While all t-test results were statistically significant ($p < 0.05$), the significant drop in scores for technical infrastructure and training indicates that although the students trust the NOU to manage basic data processing and communication, there seems to be a perception of significant inadequacy of both the technical measures within the institution and the required education for the development of a secure mindset.



There is a pressing need for the NOU to increase its efforts in cybersecurity visibility and training initiatives.

Correlation Coefficient

Table 7 is a correlation matrix for the constructs used in the paper.

Table 7

Correlation Matrix

Constructs	ELE	CSA	ISPC	CSM
ELE	1			
CSA	+0.432** (0.000)	1		
ISPC	+0.457** (0.000)	+0.542** (0.000)	1	
CSM	+0.286** (0.000)	+0.154 (0.052)	+0.491** (0.000)	1

** Correlation is significant at the 0.01 level (2-tailed).

All four variables exhibit positive relationships among themselves; however, the nature and strength of such relationships are quite different from each other. The highest correlation coefficients can be observed between ISPC and CSA ($r = +0.542$, $p < 0.001$) and ISPC and ELE ($r = +0.457$, $p < 0.001$). This means that the more involved students are in the e-learning process, the higher their cybersecurity awareness becomes, and what is even more important – the stronger their adherence to the institution's security policy is. In addition, there is a moderate positive correlation between ELE and CSA ($r = +0.432$, $p < 0.001$).

As for institutional measures, CSM exhibits a moderate and significant association with ISPC ($r = +0.491$, $p < 0.001$) and a weak but still significant connection with ELE ($r = +0.286$, $p < 0.001$). Nevertheless, there exists no significant correlation between CSM and CSA; rather, it is a positive one ($r = +0.154$, $p = 0.052$), which is only slightly above the significance threshold. This almost null finding is especially noteworthy: while the students' level of awareness of commonly known cyber threats is high, it does not guarantee positive attitudes towards the technical measures and policies of NOU. Even the students who are aware of the importance of cybersecurity do not see



NOU's measures as sufficiently effective. Overall, the positive associations among e-learning use, awareness, and policy compliance become especially noteworthy in light of the weak relationship between awareness and perceived institutional measures.

CONCLUSION

This research investigated the degree of cybersecurity awareness and the practices followed by online students at Nepal Open University and found an intricate picture of both good points and areas requiring attention. It appears that the respondents show a fair to high level of interaction with e-learning systems (average is 3.87) and a rather high level of compliance with information security guidelines, especially when it comes to managing their credentials (average is 4.26). Still, the level of cybersecurity awareness is only average (average is 3.72), with the students being better aware of basic cybersecurity issues, such as phishing and malware attacks, than recognizing more complex suspicious messages targeted at the institution. The most crucial point in the results came from the evaluation of institutional cyber safety actions and shows a very low level of students' trust towards the technological security of NOU (average is 2.92) and, even worse, to its cybersecurity education and awareness resources (average is 2.52).

Moreover, results of correlation analysis have shown that although the engagement in e-learning is positively correlated to the level of awareness concerning cybersecurity ($r = +0.432$) and adherence to policies ($r = +0.457$), as well as policy compliance has positive connection to awareness of safety measures ($r = +0.491$), there is no statistically significant relation between cybersecurity awareness and perceptions of security measures ($r = +0.154$, $p = 0.052$). Therefore, mere awareness appears to be not enough as students aware of cybersecurity issues do not consider themselves as being protected by their institution. Thus, the conclusion drawn from this study implies that it is crucial for Nepal Open University to address this problem by increasing visibility of its technical infrastructure and, most importantly, through introduction of cybersecurity training programs.

DISCUSSION

The findings of this study correspond to earlier studies of the connection between cybersecurity awareness and e-learning. In line with Ortoni et al. (2025), the current research indicates a highly statistically significant positive correlation between involvement in e-learning and cybersecurity



awareness ($r = +0.432$, $p < 0.001$). The awareness of NOU students was rated moderately (mean = 3.72/5). This corresponds to Berry (2023) and Zwilling et al. (2020), who argue that learners have basic security knowledge but find it difficult to recognize more complicated threats like phishing emails (mean = 3.62). At the same time, the highly statistically significant correlation between compliance with an information security policy and cybersecurity awareness ($r = +0.542$, $p < 0.001$) supports Awan et al. (2021) stating that awareness leads to compliance with security policies. It is worth noting that the weak correlation between awareness and perceptions of NOU cybersecurity measures ($r = +0.154$, $p = 0.052$) stands in contrast to previous studies since it means that although students are aware about cybersecurity issues, they still do not trust the institution's technological resources (mean = 2.92) and training program (mean = 2.52).

IMPLICATIONS

Boost Cybersecurity Training & Awareness Initiatives: The minimum average score obtained was 2.52, which related to cybersecurity training. There is therefore an urgent need for NOU to conduct training initiatives that are regular, interactive, and context-specific such as cybersecurity workshops and training modules in order to improve students' practical skills in dealing with cyber-attacks.

Increase Awareness of Technical Security Features: The students had very little confidence on the technical facilities at NOU (average= 2.92), indicating that there was not much awareness about security features of the institution. The NOU must actively promote its security policies, such as encryption, firewall systems, and multi-factor authentication system.

Establish and Communicate an Information Security Policy: Being associated with the lowest level of compliance score (3.36) in terms of awareness about the security policy of NOU, the university is required to draft an information security policy in a student-friendly manner and communicate it through various means (email, learning management system, mobile application).

Bridge the Gap between Awareness and Institutional Confidence: The lack of significance between cybersecurity awareness and perceived institutional actions ($r = +0.154$, $p = 0.052$) suggests that increased awareness does not necessarily result in increased confidence in NOU's security measures. This is a problem that requires both action on the part of the university and clear communication of this action to the students.



Personalized Approaches to Cater for Variations in Demographics and Experiences: As far as the diversity of the learner demographic is concerned, which includes mostly males in the age group of 31-40 years and at master's level, there is a need for NOU to create personalized cybersecurity approaches. For example, some learners may be young or inexperienced enough to take up basic courses, while others may opt for advanced modules.

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