

Abstract

The objectives of this research are 1. to study the students' level of knowledge and understanding in the Computer Related Crime Act. B.E 2550 (2007); 2. to study the relationship between personal factors, receiving information, participation and experiences in the Act which related to the students' level of knowledge and understanding 3. to study ways to enhance students' level of knowledge and understanding

These samples were 202 graduated information technology students from Mahanakorn University of Technology, Thonburi University, Dhurakij Pundit University, Sripatum University and Siam University. The research instruments used in this study were a questionnaire and a test to measure the knowledge and understanding students about Computer Crime Act B.E 2550 (2007).

Results of the study are briefly presented below:

1. Most students have levels of knowledge and understanding about the Computer Crime Act B.E 2550 at a moderate level. The average of tests of the students in chapter 1, Computer-Related Offences, is more than chapter 2, Competent Officials.

2. The study has shown that the students' occupations have relationship with the levels of knowledge and understanding, but gender of students did not correlate with the levels of knowledge and understanding of the Computer Related Crime Act.

3. Most student subjects have never participated in training or seminars on Computer Related Crime Act.

4. Most of sample's university courses do not have contents with this Act and most of students would like a course that relates about this Act.

5. The majority of student subjects would like to learn about the Act so that they can avoid working with ignorance, followed by the thought that the knowledge is important to the profession.

6. The study found that the students got the most information and knowledge relating to this Act from the website, followed by television.

7. The students think that the most effective media channels in promoting the Act is television, followed by the class.