

Primers on Adventurous Psychology and Risk Perception Bias among Cybercrime Helpers

Sunan Zhang

Zhejiang University, Hangzhou 310000, China

**Corresponding author: Sunan Zhang, Email: 13252011432@163.com*

Abstract

In the context of the growing prevalence of the Internet, the incidence of cybercrime¹(Zhigang Yu&Shangcong Wu,2018) is increasing at a rapid pace. This has led to the emergence of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), who have become a significant and pervasive phenomenon that cannot be overlooked. This paper addresses the psychological characteristics of those who engage in cybercrime. A combination of literature study and empirical research allows for a preliminary analysis of the risk-taking psychology and risk perception bias of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018). It also provides new ideas and directions for the study of curbing cybercrime and offers prevention and intervention strategies targeting the psychological level of low-age and social individuals. The study revealed that the risk-taking psychology and risk perception bias of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) are closely intertwined, influencing each other to prompt criminal behaviour. The findings offer implementation strategies with practical value for cybercrime governance.

Keywords

Cybercrime helpers, risk-taking, risk perception bias, influencing factors, prevention and intervention strategies

The global phenomenon of digitisation has given rise to a concomitant increase cybercrime¹ (Zhigang Yu&Shangcong Wu,2018), which has become a significant and persistent challenge to the security and stability of modern society. The number of individuals engaged in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) is increasing, resulting in a significant and potentially detrimental impact that should not be overlooked. A substantial body of research has been dedicated to the examination of the intricate nuances of cybercrime¹ (Zhigang Yu&Shangcong Wu,2018), encompassing the utilisation of sophisticated computer technology for cryptanalysis, the legal ramifications associated with such acts, and other peripheral aspects. However, there has been a paucity of in-depth investigations into the underlying psychological propensities that drive individuals to engage in cybercriminal activities. This paper takes a psychological perspective on cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), employing a comprehensive approach that integrates literature analysis and empirical research to investigate the underlying risk-taking psychology and risk perception bias among these individuals. By delving deeply into these psychological factors, we aim to identify novel avenues for preventing and controlling cybercrime¹ (Zhigang Yu&Shangcong Wu,2018), thereby contributing to the development of a safer and more orderly cyberspace.

1. Overview of cybercrime¹ and cybercrime enablers

The term "cybercrime¹ (Zhigang Yu&Shangcong Wu,2018)" is used to describe a range of criminal

activities that utilise computer technology for illicit purposes. These activities may involve the destruction of a system or information, or the use of a network to facilitate other criminal acts.

In accordance with the stipulations set forth in the Chinese Criminal Law, cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) is further categorised into two distinct sub-types: cyber intrusion and theft of secrets (Article 285 of the Criminal Law), and the provision of cyber intrusion programmes (Article 285 of the Criminal Law). Additionally, it encompasses the production and dissemination of such programmes. In addition, the following offences are defined in Article 286 of the Criminal Law: the creation and distribution of computer viruses; the perpetration of fraud; and the dissemination of pornographic material. Furthermore, Article 287, paragraph 1, of the Criminal Law defines the offence of assisting in the commission of criminal activities on an information network.

Those who facilitate cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) are individuals or organisations that provide support, assistance, or resources to perpetrate cybercrime¹ (Zhigang Yu&Shangcong Wu,2018). Their involvement is instrumental in the successful commission of these offences.

Cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) and those who enable it are inextricably linked and interact with each other, forming part of the cybercrime ecosystem and posing a significant threat to cybersecurity and social stability.

2. Relevant Related Theories on Psychological Characteristics of Cybercrime Helpers²

This thesis develops the personality trait theory and social cognitive theory³(Bandura.A,1986) of psychology in order to explore the principal psychological characteristics exhibited by those who assist in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018).

2.1 Introduction of theories related to psychology

2.1.1 Personality Traits and Factors

Personality traits⁴(Xinchun Niu et al.,2021) are defined as relatively stable and enduring patterns of behaviour, ways of thinking, and tendencies of emotional responses that a person exhibits in different situations. By integrating the four personality models, namely Eysenck's Hierarchical Model of Personality⁵(Eysenck,2010), Cattell's 16 Personality Classification Models⁶(R.Cartel,2015), Wiggins' Circumplex Classification Model of Personality⁷(Wiggins,2012), and the Five-Factor Model⁸(Xinchun Niu et al.,2021), it can be posited that the development of personality traits⁴(Xinchun Niu et al.,2021) is shaped by a complex interplay of genetic, environmental, and personal factors.

The present study excludes genetic factors and focuses exclusively on environmental influences and personal experiences.

Environmental factors are classified into three categories: family environment, school environment, and socio-cultural environment. The family environment constitutes an important factor in the formation of personality. This encompasses the far-reaching influence of parenting style, family atmosphere, and family structure on children's personality development within the family unit. The school environment plays a significant role in personality formation, encompassing the impact of educational philosophies, teacher-student dynamics, peer interactions, and other factors on students' personality development. This inquiry does not delve into the influence of social and cultural environments on personality formation.

2.1.2 Social Cognitive Theory⁸ and Individuals' Cognitive Biases in Online Environments

Social cognitive theory³(Bandura.A,1986) is a theory of social psychology developed by psychologist Albert Bandura. The theory emphasises the interaction between individuals, behaviour and the environment, and states that individuals' behaviour is not only influenced by the external environment, but also regulated by internal cognitive processes.

Cognitive bias⁹(Huirong Tang&Weizhong Zhang,2024) is the phenomenon that when people perceive themselves, others, or the external environment, the results of the perception are often distorted due to their own or situational reasons. There are numerous phenomena of this type of bias, and the halo effect¹⁰(Rude Liu,2005) bias among the five common cognitive biases summarised by Olivier Siboney¹¹(Paulus D et al.,2022) leads to an individual's cognition being too one-sided, ignoring the diversity and complexity of things, and preferring to follow the trend blindly. Then, there is the crowdsourcing effect¹²(Luis Gómez-

Nava et al.,2022), which weakens the individual's ability to think independently, leads to the homogenisation and extremism of online public opinion, and triggers the phenomenon of 'group polarisation'¹³(Bo Shi,2010), which leads to the rapid diffusion and reinforcement of erroneous views or behaviours in the network.

2.2 Psychological analysis of cybercrime helpers²

In the period from 2006-2021, there were 12,096 publicly available cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) single person single offence judicial cases, of which there were 4,214 cybercrime help cases¹⁴(Research Center for Criminal Defense at China University of Political Science and Law[RCCDCUPSL],2022), or 34.84%, which is among the largest number of cybercrimes. This study starts with this, of the 4214 cases, the ones that clearly indicate the specific criminal behaviour of the defendant are 3541 cases, and the remaining 673 cases do not specify the criminal behaviour of the defendant. We sorted and classified the 3541 with clear criminal situations and psychoanalysed the personality traits⁴(Xinchun Niu et al.,2021) and social perceptions of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), and the results are as follows:

(1) Among the criminal acts of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), there were 2906 cases of providing payment and settlement assistance to cybercriminals, accounting for 82.07%; and there were 485 cases of helping cybercriminals open bank cards, accounting for 13.69%. The two cases accounted for a total of 95.76 per cent.

(2) Further analysis of the behaviours of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) in the 3391 cases revealed that the individuals involved were extremely risk-taking, and there was a general bias in the perception of risk¹⁵(Fuwei Zhang,2022).

2.2.1 Specific manifestations and causes of risk-taking psychology in cybercrime helpers²

In 3,391 cases, it was evident that the majority of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) exhibited a lack of concern regarding legal risks, demonstrating an awareness of the illegal activities of others yet demonstrating a reluctance to cease their actions, even when presented with the potential legal consequences. The formation of such a risk-taking mentality can be attributed to three key factors:

(1) Adverse family environment and inadequate school education

In this case, we can see that the parents of the 'cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)' were permissive during their formative years. Furthermore, they did not instill in their children the values and legal awareness that could have prevented them from taking the wrong path and risking their lives in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018). In the absence of parental attention, these individuals are likely to experience frustration at school, coupled with unsatisfactory grades and a lack of attention from teachers. Without proper guidance, they may seek to prove themselves through improper means, thereby increasing the risk of engaging in cybercrime activities.

(2) Inducement by undesirable social circles upon entering society

In this case, it was found that as long as there are groups around the 'cybercrime helper' who are engaged in cybercrime or have a tendency to engage in undesirable cyber behaviours, the 'cybercrime helper' is more likely to be influenced and encouraged by these people, forming a risk-taking mentality and gradually accepting and participating in cybercrime activities.

(3) The virtual and anonymous nature of the network environment itself

The virtual nature (inhibition effect) and anonymity (sense of psychological security) of the network environment lead the 'cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)' to believe that their behaviour in the network is not easily tracked and identified. This perception of relative freedom results in a lack of sense of responsibility and constraints, which in turn gives rise to a risk-taking mentality. It is evident that the majority of those who engage in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) do so due to a proclivity for risk-taking, which is largely driven by their own self-interest and the pursuit of substantial economic returns. The allure of these benefits often leads them to engage in illicit activities, despite the potential consequences.

2.2.2 Specific manifestations and causes of risk perception bias among cybercrime helpers²

Among the 3,391 cases, there were numerous individuals who had been raised in a positive environment but had become complicit in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) as a result of their own

cognitive biases. These individuals demonstrated a lack of appreciation for the gravity of their actions, coupled with an erroneous assumption that they would evade detection and punishment.

The role of luck in shaping the risk perception bias of 'cybercrime helpers'²(Zhigang Yu&Shangcong Wu,2018)' is a crucial psychological factor. Despite being aware of the risks associated with their behaviour, many helpers still take the chance that they will not be detected or punished. Furthermore, the influence of luckiness leads individuals to focus on information that corroborates their risky behaviour, while disregarding potential danger signals when making risk assessments. This selective processing of information serves to reinforce their risk perception bias.

This group of 'cybercrime helpers'²(Zhigang Yu&Shangcong Wu,2018)' holds the view that the high degree of virtualism and anonymity in cyberspace undermines individuals' sense of social responsibility and ethical constraints. Furthermore, they consider it challenging for law enforcement agencies to accurately locate them. Another group of "cybercrime helpers"²(Zhigang Yu&Shangcong Wu,2018)" believes that it would be difficult for law enforcement agencies to detect them even if they are aware of them. Another group of 'cybercrime helpers'²(Zhigang Yu&Shangcong Wu,2018)' believes that even if law enforcement agencies are aware of them, it will be difficult for them to collect sufficient evidence to secure a conviction. Another group of 'cybercrime helpers'²(Zhigang Yu&Shangcong Wu,2018)' lacks an accurate understanding of the potential consequences of legal sanctions and believes that even if they are apprehended, the punishment they face will not be severe. These factors contribute to the risk perception bias of 'cybercrime facilitators'.

2.2.3 The interaction between risk-taking psychology and risk perception bias

From a psychological perspective, the psychology of risk-taking has an impact on risk perception. Indeed, the psychology of risk-taking plays a key role in the behavioural decision-making of cybercrime facilitators, influencing risk perception to a significant extent. Those who facilitate cybercrime tend to adopt a risk-taking mentality, which leads them to selectively ignore risk information, underestimate the degree and likelihood of risk, and focus unduly on the potential benefits and excitement.

Furthermore, risk perception bias serves to reinforce risk-taking behaviour. Those who facilitate cybercrime may misjudge their capacity to cope with the risks involved or their ability to tolerate the consequences of such risks, which may in turn lead them to adopt a more adventurous approach.

In conclusion, the psychology of risk-taking and risk perception bias are inextricably linked and mutually reinforcing, collectively influencing the decision-making processes of individuals engaged in cybercrime¹ (Zhigang Yu&Shangcong Wu,2018). This creates an environment where erroneous decisions are more likely to be made, ultimately leading to the perpetuation of the 'risk-taking' cycle, which is inherently self-defeating.

3. Prevention and Intervention Strategies Based on Psychological Characteristics of Cybercrime Helpers²

This paper proposes psychological characteristics of basic cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), psychological intervention strategies for cognitive restructuring in younger age groups, and psychological interventions and corrective strategies for social individuals. These are put forward from the perspective of psychological expertise.

3.1 Cognitive Restructuring Intervention Strategies for the Lower Ages

The term "minor" is typically used to describe individuals under the age of 18. During this period, individuals are still undergoing physical and mental development, and their cognitive abilities, values and social experience are undergoing continuous development and shaping. As a result, they lack a clear understanding of the consequences of cybercrime offences and their legal responsibilities, and they are susceptible to external influences. This results in their frequent and unconscious provision of assistance to illicit cyber activities or the facilitation of cyber crimes.

It is therefore imperative to address the cognitive bias⁹(Huirong Tang&Weizhong Zhang,2024) and enhance risk awareness among the younger age group. In order to facilitate cognitive reconstruction at this developmental stage, it is essential to prioritise mental health counselling and the instillation of positive

values. The specific implementation is as follows:

(1) Education and training are provided, including the development of cybersecurity education and legal knowledge and psychological counselling and intervention, which are delivered in two modules.

It is recommended that the concepts, forms and hazards of cybercrime¹ (Zhigang Yu&Shangcong Wu,2018), as well as relevant laws and regulations, be disseminated through schools, communities or specialised agencies to the younger age groups.

Practical cybersecurity activities, such as simulated cybercrime investigations and cybersecurity attack and defence drills, are conducted with the objective of enabling young people to enhance their comprehension of cybercrime and their capacity to address it in a practical setting. Concurrently, legal and cybersecurity experts are invited to deliver lectures and training sessions to address the queries of young people and enhance their legal and risk awareness.

(2) The provision of timely psychological counselling and intervention for individuals in younger age groups who are predisposed to cybercrime¹ (Zhigang Yu&Shangcong Wu,2018) or related behaviours is of paramount importance. One-to-one psychological counselling allows for an understanding of the psychological reasons behind young people's involvement in cybercrime-assisted behaviours. This includes an investigation of whether they have been influenced by undesirable groups and whether there is any pressure in the family or school environment. Following this, targeted psychological counselling and guidance can be provided.

Group counselling activities are conducted with the objective of enabling young people to share their experiences and feelings related to cyber issues in a group setting. Through peer education and mutual supervision, the goal is to collectively enhance their knowledge and abilities in resisting cybercrime¹ (Zhigang Yu&Shangcong Wu,2018). For instance, the formation of mutual aid groups for youth cybersecurity would facilitate regular exchanges and discussions, as well as the dissemination of information and advice aimed at preventing individuals from falling prey to the traps of cybercrime¹ (Zhigang Yu&Shangcong Wu,2018).

(3) Optimisation of family and social environment (not to be expanded in this paper)

From this overview, it can be seen that the low-age cognitive restructuring strategy is of great significance in the prevention and intervention work against cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018). This should be done in order to achieve early detection and early intervention, with the aim of curbing the formation of undesirable behavioural habits and reducing the risk of cybercrime¹ (Zhigang Yu&Shangcong Wu,2018). There is a reciprocal relationship between family, school and society.

3.2 Psychological Interventions and Corrective Strategies for Social Individuals

The psychological intervention and correction strategy for adult social individuals, who are colloquially known as 'cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)', is based on guidance and relaxation. This is implemented as follows:

(1) Cognitive restructuring. Cognitive restructuring, in contrast to its application in younger age groups, should be regarded as a crucial technique for emotional regulation. By modifying the manner in which 'cybercriminal helpers' perceive and interpret events, we direct them to analyse their past cognitive processes and gradually develop more accurate and constructive thought patterns. This process enables them to recognise the inappropriate and harmful nature of their behaviour.

(2) Stress training A propensity for risk-taking is frequently associated with impulsive decision-making under pressure. Consequently, it is essential to equip 'cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)' with effective stress coping skills. This necessitates the utilisation of particular and assorted methodologies, including deep breathing exercises, relaxation training, positive thinking and meditation, among others, so that "cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)" may learn to autonomously regulate their emotions and mental states.

(3) Regular psychological counselling is recommended. It is essential to establish a supportive psychological environment for cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) and to conduct regular psychological assessments in order to gain insight into the psychological changes that occur as a result of the intervention and to enable timely adjustments to be made to the intervention strategies. Professional psychological assessment tools are employed to comprehensively evaluate risk-taking psychology, cognitive bias⁹(Huirong Tang&Weizhong Zhang,2024) , and other aspects of improvement.

Additionally, personalised psychological counselling is provided to assist "cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)" in addressing any psychological issues or confusion that may arise.

4. Conclusion

4.1 Summary of key findings of the study

This paper employs a psychological perspective to examine the characteristics and interrelationships between the risk-taking psychology and risk perception bias of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018). To this end, it conducts a literature text study. It has been demonstrated that those who assist in cybercrime selectively ignore risk information, operating under a psychology of risk-taking. Furthermore, risk-taking behaviour serves to reinforce cognitive bias⁹(Huirong Tang&Weizhong Zhang,2024) . Conversely, an underestimation of legal risks motivates those who facilitate cybercrime to take risks. Their erroneous risk perceptions drive the risk-taking behaviour itself, perpetuating the cycle of 'risk-taking'.

In conclusion, based on psychological principles, we propose the 'Cognitive Reconstruction Strategy for Low Age Groups' and the 'Psychological Intervention and Correction Strategy for Individuals in Society'. These strategies, through the use of psychological modelling tools, can assist different groups in establishing correct values and raising their awareness of the law and risk. They can also help 'cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)' to confront their psychological need for risk-taking, as well as their accurate perception of risk¹⁵(Fuwei Zhang,2022) and their ability to assess it.

4.2 Limitations of the study

This research is limited in two principal respects. The first is the limitation of the research methodology. A second limitation is the lack of depth in the theoretical analyses.

The primary limitation of the research method is the potential for bias in the sample. It is challenging to obtain a comprehensive sample that encompasses all types and levels of cybercrime facilitators. It is possible that individuals who are more deeply hidden and have not yet been detected may be omitted. It is therefore possible that these samples may exhibit some degree of selective bias.

The paucity of depth in the theoretical analyses is reflected in two principal aspects. Primarily, this manifests as a consequence of the intricate interplay between a multitude of factors. The interaction of psychological and environmental factors: although psychological factors such as risk-taking psychology and risk perception bias have been the subject of study, the interaction of factors such as the environment has not been subjected to sufficient analysis. Secondly, the impact of individual differences must be considered.

Individuals engaged in cybercrime exhibit a range of personality traits⁴(Xinchun Niu et al.,2021) , upbringing, educational backgrounds, and other characteristics. These individual differences may contribute to variations in risk-taking psychology and risk perception bias. These factors have yet to be fully integrated and explored in theoretical analyses.

4.3 Prospects for future research directions

4.3.1 Further Exploring the Interaction of Psychological Factors with Other Factors

The present study primarily examines the risk-taking psychology and risk perception bias of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018). It should be noted that cybercrime in the globalised cyber-environment is also highly diversified and complex, with different forms emerging in different countries and regions with varying cultural backgrounds. Furthermore, the phenomenon of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) reaching an advanced age is becoming increasingly evident. In light of the above, future research should focus on a more in-depth exploration of the psychological characteristics of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) in different age groups and social backgrounds. Furthermore, it would be beneficial to investigate the psychological characteristics and behavioural motives of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018) in the context of Eastern and Western cultures.

Finally, it would be advantageous to examine how cultural factors regulate the relationship between risk-taking mentality and risk-perceived bias and cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018)' behaviours.

4.3.2 Long-term effects of prevention and intervention strategies

Two future objectives have been identified. The first is to establish a psychological intervention profile of cybercrime helpers²(Zhigang Yu&Shangcong Wu,2018), comprising a record of changes in psychological indicators of individuals before and after the intervention, as well as their subsequent behavioural performance. During the evaluation process, the individual's psychological change process and subjective feelings about the intervention strategy after the intervention will be understood, thus facilitating further improvement and optimisation of the intervention. Concurrently, through prolonged monitoring and examination of a multitude of cases, the efficacy of psychological intervention strategies in mitigating the likelihood of recidivism is evaluated. The second is prevention at the social level, which encompasses enhancing the efficacy and transparency of law enforcement, as well as monitoring and early warning of potential cybercrime with the aid of technological means.

References

- Bandura.A.(1986).Social Foundations of Thought and Action.*Journal of Applied Psychology*, 12(1):169.DOI:10.2307/258004.
- Bo Shi.(July,2010).Research on the Dynamic Mechanism and Regulation Strategy of Group Polarization of Online Public Opinion.*Journal of Intelligence*.pp.50-53, 69.
- Eysenck.(2010).*Hierarchical Model of Personality*.East China Normal University Press, Shanghai.
- Fuwei Zhang.(February,2022).An Educational Phenomenological Investigation of Adolescents' Risk-Taking Behaviors.*Journal of Nanjing Normal University (Social Science Edition)*.pp.25-33.
- Huirong Tang,Weizhong Zhang.(2024)Interdisciplinary Thematic Learning: Cognitive Bias, Ought-to-Be Orientation and Construction Approaches.*Journal of Zhejiang Normal University (Social Sciences Edition)*.pp.102-109.
- Luis Gómez-Nava,Richard Bon,Fernando Peruani.(2022).Intermittent collective motion in sheep results from alternating the role of leader and follower.*Nature Physics*.
- Paulus D,De Vries G,Janssen M,alet.(2022).The Influence of Cognitive Bias on Crisis Decision-Making:Experimental Evidence on the Comparison of Bias Effects between Crisis Decision-Maker Groups.*International Journal of Disaster Risk Reduction*.82: 103379.
- R.Cartel. (2015).*16 Personality Factor Model*.Nanjing University Press,Nanjing.
- Ru-de Liu.(2005).*Psychological Effects in Education*.East China Normal University Press,Shanghai.
- Research Center for Criminal Defense at China University of Political Science and Law,(2022).An Empirical Study on Cybercrime Cases - Based on 12,096 Samples of Judicial Judgment Documents.
- Wiggins.(2012).*Circumplex Model of Personality*.South China University of Technology Press,Guangzhou.
- Xinchun Niu,Heqing Liu,Fei Yang,Ying Yang.(2021).The Role of Education in the Gendered Screening and Cultivation of Personality Traits : An Empirical Study Based on the Difference-in-Differences Analysis Method.*Research on Educational Development*,Shanghai.pp.54-64.
- Xinchun Niu,Heqing Liu,Fei Yang,Ying Yang.(2021).The Role of Education in the Gendered Screening and Cultivation of Personality Traits: An Empirical Study Based on the Difference-in-Differences Analysis Method.*Research on Educational Development*,Shanghai.pp.54-64.
- ZHigang Yu,Shangcong Wu,et al. (2018).Development of Cybercrime and the Historical Analysis of Its Legislative,Judicial and Theoretical Responses. *Politics and Law*, pp.59.
- ZHigang Yu,Shangcong Wu,et al. (2018).Development of Cybercrime and the Historical Analysis of Its Legislative,Judicial and Theoretical Responses. *Politics and Law*, pp.59.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

Acknowledgment

Not Applicable.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).