An Investigation of Undergraduate Students Cyberloafing Behaviors: An Example of Faculty of Education, EMU.

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ABSTRACT

The study was designed to investigate cyberloafing behaviours among the undergraduate students of Faculty of Education, Eastern Mediterranean University (EMU). Also to explore the cyberloafing behavioural effects of students in accordance with their difference in gender, levels of education, age groups and the effects of their academic CGPA. The study was designed based on quantitative and survey research method. Cyberloafing scale was used for data collection tool and was applied in the Faculty of Education. The research consisted about 116 Fall semester 2019-2020 registered undergraduate students who procured admission in the Faculty of Education at EMU who willingly partook in the survey. Descriptive analysis techniques was used to analyse all data collected. Both demographic and all the cyberloafing items was analysed by the use of ANOVA, frequency, percentage, as well as T-test for analysing the data mentioned in this study in order to achieve the aim proposed.

However, finding derived from this study based on the Internet skills, on cyberloafing behaviours of undergraduate students of Faculty of Education EMU, significant difference was found between internet usage skills when relate it with the cyberloafing behaviours. Also significant difference was found in terms of gender with that of male higher. But in terms of their CGPA, there was no significant difference.

Keywords: Computer laboratory, Cyberloafing / Cyberslacking, Information and Communication Technology (ICT) and Internet

ÖZ

Bu araştırma Doğu Akdeniz Üniversitesi Eğitim Fakültesinde okumakta olan lisans öğrencilerinin siber aylaklık davranışlarını incelemektedir. Ayrıca bu araştırma siber aylaklık davranışının öğrencilerin cinsiyet, eğitim yılı, genel not ortalaması (CGPA) ve yaş grupları üzerindeki davranışsal etkiyi araştırmaktadır. Araştırma anket metoduna dayalı nicel bir çalışmadır. Araştırma sırasında Eğitim Fakültesi'nde siber aylaklık ölçeği kullanılmıştır. Araştırma 2019-2020 akademik yılının güz döneminde 116 lisans öğrencisi ile yapılmıştır. Toplanan veriyi analiz etmek için tanımlayıcı istatistik tekniği kullanılmıştır. Araştırmanın amacına ulaşılabilmesi için demografik verinin yanında tüm siber aylaklık verisi ANOVA, sıklık, yüzdelik ve T-test yöntemleri kullanılmıştır.

DAÜ Eğitim Fakültesi lisans öğrencilerinden internet becerileri ve siber aylaklık üzerine toplanan veri doğrultusunda internet kullanım becerileri ile siber aylaklık karşılaştırıldığında önemli farklılık olduğu tespit edilmiştir. Ayrıca cinsiyete bağlı önemli farklılık tespit edilmiş ve erkek öğrencilerde daha yüksek olduğu tespit edilmiştir. Ancak, genel not ortalamasına (CGPA) bağlı olan herhangi bir farklılık tespit edilmemiştir.

Anahtar Kelimeler: Bilgisayar Laboratuvarı, Siber Aylaklık, Bilgi ve İletişim Teknolojileri, İnternet

DEDICATION

To God Almighty my strong pillar, my source of inspiration, to my family and to most of my friends. This is possible only because God You made a way. To my parents, for your prayers and your words of encouragement serve like a mark on a rock, I said thank you. To my Brothers, most especially. Brother Aminu and Alhaji Sani a word cannot express my gratitude towards you. Without your support both financially and all aspect toward this crucial journey, no progressive path could have been traced. My deep sincere appreciation for you continually having confidence in me. Thank you all my happiness can never be quantified.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION

1.1 Introduction

Reference to current growth of technology along with its gadgets, for example computers, smartphones as well as tablets, are now gradually replacing our way of life (Adalıer & Balkan, 2012; Akca, 2013; Çınar & Karcıoğlu, 2015; Lim & Teo, 2005; Panicker & Sachdev, 2014). Technology based communication systems are becoming universal to our societal frequent activities. Using these technology gadgets have change youths into serious infatuation in various educational settings.

Several influences like to have free or easy Wi-Fi connectivity in difference placeless of living example, at school or workplace, and other factors such as gender, age and alike contribute to this a lot. Although having access to internet and most of the ICTs should not be the point of discouragement when these gadgets are used appropriately. However, the misuse of these gadgets in professional settings is known as cyberloafing or cyberslacking (Ugrin, Pearson, & Odom, 2008).

However, cyberloafing is the use of internet and it technical gadgets example, smart phone, laptop computer, smart watch etc. to send and receive non-work related massages or information during work period. (Blanchard & Henle, 2008). In terms of educational purposes, cyberloafing is the ability of student to use internet and it

technology gadgets example, smart phone, laptop computer, smart watch etc. to send and receive non-course related massages or information during lesson (Arabacı, 2017). With this regard, Ragan et al. (2014) categorized this behaviours by two major groups as lesser-effect and serious. The minor (which refers to as lesser-effect) is the act of sending and receiving mail messages, reading news from the news site, buying things on e-commerce web-sites. Therefore, the major one may include utilizing gambling web-sites, making a lot of , downloading like very heavy files, music and videos been addicting to social medial site like reading blogs, etc. (Blanchard and Henle 2008), Lim (2002).

Instructors were firm to distinguish these technology gadgets capability to avert student devotion from their normal school programs in terms lessons and other things they should do or carried out in school (Gerow, Galluch, & Thatcher, 2010). Numerous research work examined cyberloafing in learning circumstances and emphasized that cyberloafing occurrences at schools was increasing which it may affect most of the students' performance negatively Akbulut, et al (2016), Arabaci (2017).

Recent studies, Arabacı (2017) and Dursun et al. (2018) evaluated students' non-academic technology use in educational settings. In a continuous connectivity of contemporary world of today, most time, in educational environment it is a challenge on teachers to detach students from technology gadgets. Today's computer laboratories or even lecture theatres at schools are equipped with computers and Ethernet plugs and thus when one walk in these places, sometime it can be seen that learners use laptops, smartphones, smartwatches and other devices in the classrooms during their course period. Although, the fact that the use of technology in most learning environment has its own advantages, most students always carried away by

the misuse use of these devices during lesson period for non-lesson related activities (Taneja, Fiore & Fischer 2015).

Baturay and Toker (2015) revealed that male students who are in upper level of class and those who use these technology gadgets all the time have more to cyberloafing behaviours than female students and are novice and those are not using it always. Also, Karaoglan et al. (2015) reserved the discoveries about the analytical influence of always using internet and gender. The section of the student also proving to be a substantial prognosticator of this of the students.

Similarly, Taneja et al. (2015) deployed a multi factor investigation to student who were still undergraduate to examine the causes persuading them to make use technology gadgets for non-course related and how it negatively affects undergraduate student enactment. They found that distraction, not serious with their school work and many more things is affecting students' performance in class. In literature, the undesirable effects of cyberloafing behaviour on people at non-school settings were also reported in numerous studies, for example Blanchard and Henle (2008).

Consequently, some researchers concluded that this behaviour may lead to undesirable magnitude, example, loss of production and/or vulnerability to future attacks while using Internet resources (Blanchard & Henle, 2008 Lim, 2002). All in all, in the classroom, students may waste a considerable amount of their time due to cyberloafing which can negatively affect their education. Cyberloafing behaviours is therefore not only experienced in educational environments, however it can also be a big task or challenges in an online learning platforms. With the rapid propagation of the

technology gadgets, tremendous increase of cyberloafing cases will be occurring as far as persons' have access and use the Internet all the time (Kim et al, 2015).

Therefore, in this regard, it is considered that it is highly crucial to examine the educational environments based on most of the specific characteristics of educations particularly in cyberloafing behaviours, which is the core objective of this study.

1.2 Aim of the Study

The aim of the proposed thesis is to investigate cyberloafing behaviours among Eastern Mediterranean University undergraduate students studying at Faculty of Education.

1.3 Research Questions

1. What are the cyberloafing behaviours of undergraduate students in Faculty of Education, Eastern Mediterranean University?
2. What are the student cyberloafing behaviours according to their gender and class level?
3. Does cyberloafing have an effect on the performance (CGPA) of students?

1.4 Significance

The research will add to the body of literature about cyberloafing behaviour of students at Faculty of Education, Eastern Mediterranean University in North Cyprus as a whole, and this might lead further investigations of this kind of behaviours of students in other faculties as well as other schools at TRNC or even other countries.

In this context, with the help of one of an effective method, namely quantitative research method, to penetrate into understanding students attitude toward Cyberloafing and as well as the solutions to reduce these behaviours among the students. The study will investigate cyberloafing behaviours among the students and explore the

cyberloafing behavioural effects of students in accordance with their difference in gender, levels of education, nationality, the effects of their academic CGPA, difference in departments as well as age groups.

1.5 Limitations

The research is being constrained to only 2019 – 2020 Fall semester undergraduate students who registered at Faculty of Education Eastern Mediterranean University. Therefore, data will be collected only through convenience sampling so generalizability of findings may be inaccurate and further research may be required, for example students at other faculties, to achieve more reliable results. Moreover, the study is being constrained to only quantitative research method that would limit students to freely indicate other causes of cyberloafing.

Chapter 2

LITERATURE REVIEW

The literature review segment of this thesis provides relevant and necessary literature and their findings directly related with the cyberloafing behaviours from a various of contexts to understand and analyse the problem and suggestions in depth provided by the prominent researchers.

2.1 Cyberloafing

Educational settings is affected by advancement of technology rapidly. Technology gadgets like desktop computers, laptop computers, smartphones, smarts watches and as well as wireless internet technologies are being used broadly, particularly in tertiary institutional settings. The students conversations with their instructors, providing ways to their learning equipment, contributing course-related platform or structures, as well as trying them, is actually being expedited by the aid of these technologies.

However, as in the case of places of work, students at school can deploy the same instincts of determinations which may not be course-related accomplishments (Ward, Gordon, Field, & Lehmann, 2001). In Turkey, cyberloafing definition of was provided by Kalaycı (2010) which was the most foremost in literature in the field of education settings. Therefore, he define cyberloafing as ability of students or any learner to adopt the use of technology gadgets for non-lesson related act during lesson.

These days' laptop computers and smartphones are gradually becoming very crucial tools which they are almost indispensable in our higher educational institutions due to their various roles they play in most of these educational settings (Lauricella & Kay, 2010).

Cyberloafing behaviours has been affected by several factors. Example, distraction, not paying attention by student, and interference by others etc. The role of enthusiasm, commitment and progression on the learners' lack of attention and seriousness with their lesson also stimulate the ability to engage in the cyberloafing behaviours. The availability of social networking platforms and mobile technology gadgets are not sufficiently control through current indicators.

Present learners or in other words most internet users that more skilful are regarded intuitively as experienced multitaskers or person who deploy many activities from multiple sources of information at a time (Prensky, 2001). From another narration, the most harmful effects of multitasking on students learning, have been reported in different circumstances example, student either laptop or mobile to send and messages inside the class while lesson is going on (Prensky, 2001).

2.1.1 Types of Cyberloafing Behaviours Among Students

Repercussions concerning to cyberloafing has been a controversial topic for teachers despite its well-documented predominance. Thus, there is a need for researchers to address cyberloafing behaviours with tranquillity. Self-development, as well as relaxation, sometimes can even be considered as a facilitating type of student's cyberloafing behaviour. Blanchard and Henle (2008) categorized student cyberloafing behaviours in to two groups, which is, major and minor cyberloafing behaviours.

The major Cyberloafing behaviours involve long-lasting surfing on the internet which may be possibly example are online games, and also it can be abusive cyberloafing, forms such as unnecessary download of music and video Therefore, as misconducts acts need more brain work as well as time, it is measured more distractive and wasteful act when related to minor cyberloafing behaviours. Minor cyberloafing behaviours involve common communication misbehaviour such as send and retrieving messages, login to some social medial platforms e.g. Facebook , tweeter snapchat etc. and if student did not lay more emphasis on them (Rosen, Lim, Carrier, & Cheever, 2011).

Brubaker (2006) in his study, states that cyberloafing behaviours are also shown by students in their various laboratories. For instance, IT students practicing how to connect two or more computers remotely in computer laboratory and it could lead them to may negative performance Young (1998). The non-lesson attitudes act by students in the class or computer lab during lesson can lead students to get disengaged with te lesson, and may result in discouraging student and increment of their negative performance in their academic programs.

In their research study Junco and Cotten (2012) found a negative relationship with grades when students do cyberloafing. Students could be substituting with many different bases of their learning related data chronologically. The student could be handling this learning related data simultaneously their cost of learning. From another perspective, they can also be engaged in some of the virtual mediated attitudes that may be considered by their lecturer or instructor as non-lesson related attitude. For instance, social medial platform like, tweeter Facebook, both of these platform can also be used for academic purposes (Aydin, 2012; Sharma, Joshi, & Sharma, 2016).

Immediately, when learners are been given privileges to make use of their telecommunication gadgets in the classroom, instructors find it difficult to distinguish educational related from student to that of non-educational activities and behaviours without tracing the gadgets they are using, and to do so can be mutually immoral and unlawful in some circumstances. Though, in a research studies, it has also been discovered that making use of laptop computers as well as smartphones in schools, especially if there is an opportunity to access internet either through wire or wireless medium in various educational settings, can compel learners to exhibit behaviours which may not be correlated to their programs Brubaker (2006).

In other research, it is shown that if students concentrate more on their individual errands rather than the class activities assigned to them by their instructor or lecturer which they are supposed to do, then their skill of communications will be inattentive or at that point in time will be incomplete or altered, and these circumstances may result in diminishing of the course's effectiveness and efficiency in terms of students' performance.

But on the other way round, there are some researchers who have concluded that cyberloafing may not constantly lead to negative results, e.g. Anandarajan and Simmers (2004). However, these studies testified that a flexible environment provided by the internet reduces stress for students (Anandarajan & Simmers, 2004) and this compel them to supplementary vigorous contribution to educational settings as well as making easy information access way available. Also, providing flexible environments by the use of the internet contributes to innovative intellectual skills and as well as improves social relationships (Anandarajan & Simmers, 2004).

The growth of Internet technologies in the modern educational settings, has brought about transformations to cyberloafing occurrences. For example, current definitions of cyberloafing comprised the use of personal technology gadgets and internet for Wi-Fi connectivity (Vitak, Crouse & LaRose 2011). As well as many communication platform (Akbulut, Donmez & Dursun 2017).

These definitions reflect the transformative nature of cyberloafing behaviours. In other words, this mean the current there a lot of chances further than communication technologies that have been provided which is more than just browsing and receiving messages, which is some time measured as simple cyberloafing kinds in extremely cited works Blanchard and Henle (2008).

2.1.2 Theory of Planned Behaviour and the Theory of Reasoned Action

The Theory of Planned Behaviour (TPB) / the Theory of Reasoned Action (TRA) are used to determine a person's intention who involves in a behaviour at a specific time and place. By using these theories one aims to explain all behaviours over which people have the ability to exert self-control.

This model has key component, which is behavioural intent: "Behavioural intentions are influenced by the attitude about the likelihood that the behaviour will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome" (Ajzen, 1987, p 24(3), 207-224.). Figure 2.1 bellow illustrates the structural representation of TPB and TRA as suggested by Ajzen (1987).

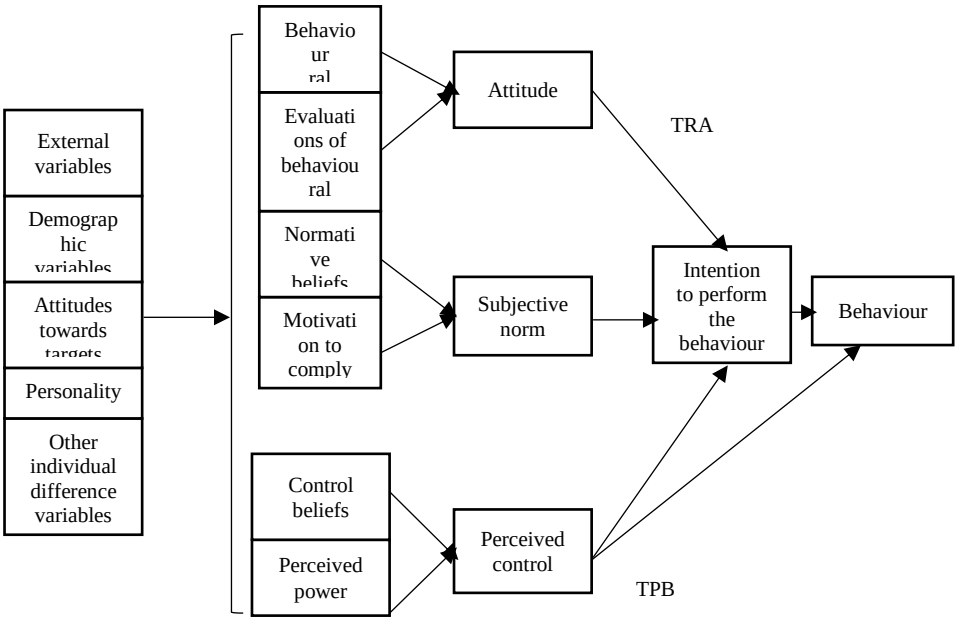

Figure 2.1: Theory of Planned Behaviour (TPB) and the Theory of Reasoned Action (TRA)

However, the TPB and the TRA are commonly used by many researchers, due to their strong ability to predict any form of human attitude towards human behaviour. This brought the argument that the possibility of a particular conduct can be determined by individuals' behavioural objective (Fishbein, 1979). The visions from TRA and TPB propose cyberloafing behaviours to be holistically examined within an array of perceptions, and accompany with some stimuluses as well as certain opinions concerning some conduct.

(Liberman et al 2011) For example, stated that approaches concerning with involvement in cyberloafing behaviours without Internet was completely interrelated with this behaviours. Likewise. The structural justice was conserved Lim (2002). To perceive should be a forecaster of personal rules, which can be a proven element of student conduct.

Apart from structural features, social context, as well as common pressure, meaningfully associated with student cyberloafing behaviours (Blanchard & Henle, 2008). The research propose that various attribute with the potential values are valuable for cyberloafing context of research work. The studies with the structures of relevant human behavioural theory can disclose some important optimistic connections among attitudes, ways of doing it and the purposes intend to achieve (Aarts & Dijksterhuis 2000). For example, customary conducts are venerable be stimulated spontaneously.

However, for this context, the frequently use of technology gadgets and the total number of time spent within social networks are also regarded as significant predictors of cyberloafing (Baturay & Toker, 2015). Cyberloafing habits, from another narration, essentially reliant on upon availability of technologies. Therefore, to consider variables, it is plausible for concerning technology way out to achieve and usability inside a cyberloafing context (Baturay & Toker 2015). Equally, in management field, cyberloafing was forecasted (Akbulut, Donmez & Dursun, 2017). This serve as important implementer of access way to technology.

2.2 Related Rresearch (Empirical Literature)

Ergün and Altun (2012) conducted a study without an emphasis on the optimistic and undesirable manifestation of technology generally on leaners. This study was aimed to disclose the motives behind cyberloafing behaviours from the learners' viewpoints. As a result, they discovered major issues: Attitudes towards the course, time, the setting, instructor, and motivation. Kalaycı (2010) examined the issues that may compel students to cyberloafing. These factors were group into two categories. These factors includes, single and peripheral variables.

Moreover, the research work conducted by Galluch and Thatcher (2007) investigated the range of the Technology Acceptance Model based on individual variables and external variables with the collaborations among students, the organization of the classroom and the course content was related to the cyberloafing behaviours of students. As a result of expedient way to emergent function able technologies compromise many new values, which make students venerable and expose them to abnormal knowledge behaviours. Arabacı (2017) conducted research on Education Faculty to examine cyberloafing behaviours based on different attitude that exist among student at Fırat University with 232 participants participating the research with 130 male and 102_students female respectively.

This study was proposed to investigate the states for showing cyberloafing behaviours of students enrolled in Computer I and Computer II courses. From the analysis result of this research, it was found that students showed cyberloafing behaviour by reading and send messages through their e-mail, participating in different discussion-groups and alike. In the course of further research on the influence of gender in terms of cyberloafing behaviours, it was shown that male students had higher cyberloafing behaviours when relating gender variable among the students.

Also, most of the students in the higher class level in relation with class variable, those participants in expert categories, those with Internet usage superior when compared them by others and as well as those that afford to have their personal technology gadgets was also detected. Dursun (2018) conducted a research to investigate cyberloafing for both students and teachers. The survey target population consisted about 1856 which they were expected to participate and take path of the survey.

The participants were from 13 different universities which he use quantitative data collection techniques for data collections during preliminary investigation in those various schools. Cyberloafing scale of five factors was used during administering the survey to the various participants. For him to strengthen his data integrity, an open ended survey was issued to some two individuals who volunteer to assist him during redressing their rationale for difference cyberloafing behaviours. For the research work to take proper effect, monitoring measures was stressed on parametric analysis techniques for cyberloafing scores. This was conducted with laying more emphasis on the participant differences such as their Gender, schools, cgpa, class level, grade point average, mobile devices ownership etc.

The descriptive content analysis was used. Also, the quantitative data was analysed through parametric tests, which were conducted by the use of statistical software call SPSS. Therefore, in the study, findings result shows that male students have higher cyberloafing behaviours greater than female students in relation with buying things online viewing sport site and utilizing gambling websites. Significant differences was found among the students in terms of their difference in school as well as their grade level when the result was finally analysed.

In a research conducted by Baturay and Toker (2015) his result indicate the significant gestures in terms grade level. Students with lower grades has minimum exhibition of cyberloafing occurrence when comparing them with those in higher level. However, Cumulative grade Point Average CGPA as well as class level considered within the scope of research conducted by Dursun (2018).

GPA was negatively correlated base on analysis carried out on cyberloafing, Arabaci (2017). Plotted the same result from his research findings. A research conducted by Wu, Mei, and Ugrin (2017) focused on the student performance, student and their relationship with cyberloafing in and out of the classroom in China. The study aimed to investigate the in-class and out-of-class cyberloafing activities of students in China, and tested the relationship between those activities and academic performance. About 1,050 undergraduate students at a large university in China participated in the survey.

After the data collected and tested, the test results showed a negative relationship between in-class cyberloafing and academic performance. The result was in favour of their hypostasis no.1 (H1), which proposed a negative relationship between in-class cyberloafing and academic performance. Their findings showed in-class cyberloafing to be negatively associated with Chinese students' GPAs. The finding is corresponding with research conducted by Junco (2012) on in-class multitasking and academic performance which revealed that multitasking with certain ICTs was related to poorer semester GPAs.

Also, research conducted by Ravizza (2017) on non-academic Internet use found to be negatively related to academic performance. Collectively, these findings are consistent across various countries because the finding go in line with the interest of many researchers. This offered convincing evidence that students' academic performance is negatively affected by their in-class cyberloafing activities. This finding was also similar to that of Arabacı (2017) and Dursun (2018) as they all have similar results which show that there is a negative relationship between those students with high cyberloafing behaviours and vice versa.

The idea of cyberloafing, which was introduced for the business environment, has engrossed researchers and become a variable that influences the learning environment as mobile devices are increasingly brought into the classroom environment (Özcan, 2017). The starting point of his research was assumption that the use of smartphones by university students during school hours for purposes other than educational activities will have negative impacts on their courses. According to the results of his research, it was found that there was no meaningful relationship in the sample between the level of academic motivation and the tendency to cyberloafing.

It has been stated that cyberloafing may lead students being unfocussed from courses and a decrease in motivation (Arabacı, 2017). Ergun and Altun (2012) pointed out that problems with motivation and goals are among the reasons for students to cyberloafing. Ergun and Altun (2012) gave a number of reasons for why students' cyber loaf under the heading motivation, and stated that these were factors that affected students' interest in lessons. These factors were said to be: Thinking that both activities can be done at the same time, problems with motivation, boring lessons, psychological reasons, and distraction.

Cyberloafing activities are non-academic activities and academic motivation does not have a significant relationship with cyberloafing according to the results of research. Prensky (2001) notes that the generation of learners in 1982 and later has developed a different language for themselves, that the notion of multi-tasking has gained in importance and that this is perceived as normal behaviour. This may explain the lack of significant influence on academic motivation.

Özcan (2017) suggested that, in future studies, it would be useful to focus on factors related to the learning environment, including individual differences, lecturers and the management of learning. Significant differences were found for male students with regard to cyberloafing. Again, in a study conducted with university students, it was found that male students tend to cyber loaf more (Yilmaz, Öztürk, Sezer, & Karademir, 2015). In a study conducted on university students, similar results were found but it was stated that gender has much more effect than other factors such as the ability to use the internet, and the amount of internet experience and usage (Baturay & Toker, 2015).

In addition, it was determined that there was no significant difference in cyberloafing and gender (Gökçearslan, Uluyol, & Şahin, 2017). It would be useful to support these findings about the effects of gender differences on students' achievement with further studies. The duration of social network usage and tendency to cyber loaf are significantly different. Significant differences were found between using social networks for up to 2 hours and for more than 3 hours. In another study, a significant relationship was found between visits to social networking sites and cyberloafing in the laboratory setting (Kurt, 2011).

It has been stated that teenagers' use of their smartphones for social networking is a determining factor on cyberloafing tendencies (Jacobsen & Forste, 2011). In a workplace-based survey, cyberloafing tendencies varied in the context of social network usage (Andreassen, Torsheim, & Pallesen, 2014). Smartphones are a means of staying connected with others. Staying in touch with people is a decisive factor in university students' use of smartphones (Vorderer, Krömer, & Schneider, 2016).

It is recommended that studies be conducted on the impact of social networks on smartphone use. It would also be useful to directly determine the relationship between specific smartphone applications and students' use of smartphones during lessons. The responses of the instructors to the students' cyberloafing behaviors should be examined. The level of cyberloafing does not change according to the number of years a smartphone has been used.

Chapter 3

METHODOLOGY

This segment of this thesis will focus on the method used while conducting this research and the sampling technique used while collecting the data. It will also discuss the data collection tools, participants, data analysis, validity and reliability used in analysing the data and also how the research was applied in responding to the proposed questions of this research.

3.1 Research Methodology

The research method was designed based on quantitative method of research. This method is a specific area which comprises the collection of various numerical data collected from illustration of elements that drawn from a well distinct population with the use of survey which they can be evaluated by the means of arithmetical based of statistical techniques (Visser, Krosnick & Lavrakas, 2000).

Survey method can also be defined as gathering of numerical data from an enormous number of people living in either the same geographical region or not, with the similar interests and be able to collect any amount of data from them. In the field of study, study can occur in the form of a survey or even dialogue which may be used to determine the approach of the partakers that are ready to participate in the survey (Kelley, Clark, Brown, & Sitzia, 2003).

Moreover, in order to collect data, this study used quantitative data collection method to investigate undergraduate students' cyberloafing behaviour at Faculty of Education, Eastern Mediterranean University (EMU).

3.2 Sampling Technique

The study was designed initially, to reach all registered undergraduate students of Faculty of Education, EMU in fall semester of 2019-2020 academic year. 116 students of the Faculty were reached and agreed to participate voluntarily in the survey. Convenience sampling has so many angles which people view it through. Convenience sampling is sometimes called accidental, opportunity, haphazard or even called grab sampling.

It is the type of sampling technique which the probability of selection is unknown (Dörnyei, 2007). Researchers use convenience sampling technique because it makes it easy for the researcher to contact or to reach the people that they want to collect the data from. Data collected from a convenience sample technique may not be applicable to the target group at all because in this sampling technique, some participants among the target people may be selected but others may not, because they are not present when the data is being collected (Saumure & Given, 2008).

3.3 Participants

Entire undergraduate students were the target population involved in this study who registered during the 2019-2020 fall semester at the Faculty of Education, Eastern Mediterranean University. The participants involved were from various class level as follow. First year students, second year students, third year student and fourth year students respectively.

In Table 3.1, below is a participant gender table which indicate the numbers of male and female students that participated in the survey by frequency and percentage. In the survey, there was 116 students who voluntarily participated in the research. Total of 31.0% (36 students) was female while 69.0% (80 students) were male gender.

Table 3.1: Participants Gender

Gender	Frequency (n)	Percent (%)
Female	36	31.0%
Male	80	69.0%
Total	116	100.0%

In Table 3.2: below is the table that describe educational levels of the participants who participated during this survey through the descriptive method of frequency and percentage. 18.8% (22 students) were in their first year, 20.5% (24 students) were in their second Years, 32.5% (38 students) third Years while 23.9% (28 students) were in their fourth Years and above and 4.3% students did not indicate their level.

Table 3.2: Participants levels

Levels	Frequency	Percent
First year	22	18.8%
Second year	24	20.5%
Third year	38	32.5%
Fourth year and above	28	23.9%
Left Blank	4	4.3%
Total	116	100.0%

3.4 Validity and Reliability of the Data Collection Tool

Survey used as part of this research (see Appendix A) to collect data was initially established by Blanchard & Henle (2008) was changed into Turkish Language by (Kalayci, 2010), from study of (Arabacı, 2017, p. 73). “The reliability scale overall coefficient Cronbach's alpha was calculated to be, 815” (Arabacı, 2017, p. 74).

However, despite the fact that the reliability of the survey was analysed by the original authors mentioned above, the Cronbach's alpha was tested and found .864.

This result is in conformity with Nunnally and Bernstein's (1994) report of acceptable values of alpha from 0.70. The survey consists of demographic part and the cyberloafing scale. The demographic section contains some of the major information about the participants, such as student gender, student class level, student CGPA, student Internet usage frequency, student Internet skills, student internet access sources, student adoption of cyberloafing behaviours and their daily activities on internet. The second part of the survey was designed based on a 5 point Likert type scale ranging from 1(Never) to 5(Always) which consists of 22-items regarding cyberloafing behaviour of undergraduate students.

3.5 Data Analysis of the Study

The descriptive data analysis techniques was used to analysed data collected analysed through the use of statistics software called SPSS 22.0 (Statistical Package for Social Sciences). Frequency, percentage, T-test was used to compare if there is any remarkable difference between male and female responses and also one way ANOVA test was computed to check the significant differences according to students different class level, CGPA, Internet skills and duration of internet use.

3.6 Ethical Considerations

This research required the approval of the Ethics Committee at EMU and upon the approval of the Ethics Committee (see Appendix B), the research started. All participants were given Participant Consent Form (see Appendix C) that provided information about the research and participants' consent was gathered.

Moreover, all participants were informed about their confidentiality and their participation would be in the voluntary basis that they could refuse to participate and/or withdraw from the study at any point without giving any reason.

Chapter 4

RESEARCH FINDINGS

The data analysis results obtained are being presented in this chapter. The details below show the student cyberloafing behaviours according to their gender, class levels, CGPA, internet usage frequency, internet skills, internet access source, and adoption of cyberloafing behaviours.

4.1 Cyberloafing behaviours of Undergraduate Students of Faculty of Education, Eastern Mediterranean University.

4.1.1 Demographics of Respondents

The Table 4.1 below summarises the demographic information of the participants based on gender, class level, CGPA, Internet usage frequency, Internet skills, Internet access source and Adoption of cyberloafing behaviours.

Table 4.1: Distributions of students' personal characteristic

S/no.	Demographic Information	Attributes of demographic Information	Frequency	Percentage (%)
1	Gender	Male	80	69.0%
		Female	36	31.0%
2	Class level	First Year	22	19.6%
		Second Years	24	21.4%
		Third Years	38	33.9%
		Fourth Years or more	28	25.0%
		Left Blank	4	
3	CGPA	1.5 – 1.99	4	5.5%
		2.0 – 2.49	9	13.7%
		2.5 – 2.99	16	21.9%
		3.0 – 3.49	22	30.1%
		3.5 – 4.00	21	28.8%
		Left Blank	44	

S/no.	Demographic Information	Attributes of demographic Information	Frequency	Percentage (%)
4	Internet usage frequency	Every day Few days of week Few days of month Never Left Blank	104 8 1 0 3	92.0% 7.1% 0.9% 0.0%
5	Internet skill	Beginner Intermediate Advanced Expert Left Blank	6 28 64 17 1	5.2% 24.3% 55.7% 14.8%
6	Internet Access Source	Mobile devices At home School Internet Café Friend Place Left Blank	71 31 12 0 0 2	62.3% 27.2% 10.5% 0.0% 0.0%
7	Adoption of cyberloafing behaviours	Yes No I don't know Left Blank	27 59 26 4	24.1% 52.7% 23.2%

In the table 4.1 above, the data was gathered from the participants presented in a tabular form and studied. These participants consisted about 116 students. The analysis carried out base on their CGPA, was as follow. 5.5% (4students) have CGPA ranging from 1.5 – 1.99, 13.7% (9students) have CGPA ranging from 2.0 – 2.49, 21.9% (16students) have CGPA ranging from 2.5 – 2.99, 30.1% (22students) have CGPA ranging from 3.0 – 3.49, and 28.8% (21students) with CGPA ranging from 3.5 – 4.00 respectively. 44 students did not indicate their CGPA Among these students, 69.0% (80students) were male and 31.0% (36students) were female.

19.6% (22students) in their first year, 21.4% (24students) in their second years, 33.9% (38students) in their third years and 25.0% (28students) in their fourth years programs respectively. 4 students did not indicate their class levels. As shown in the table 4.2 above, the vast majority of the participants were in third-years programs.

When Internet usage frequency was also analysed, 92.0% (104 students) used Internet every day, 7.1% (8 students) used Internet few day of week, 0.9% (1 student) used Internet few days of month and 0.0% (0 student) never used Internet. 3 students did not indicate their internet usage frequency. The analysis of the internet usage was, 5.2% (6 students) were beginners, 24.3% (28 students) were intermediate, 55.7 (64 students) were advanced, and 14.8% (17 students) of the participants were expert. However, one student left it blank and did not provide the data.

During the analysis about the participants internet access source, 62.3% (71 students) used their mobiles devices, 27.2% (31 students) have internet access at home, 10.5% (12 students) used only school internet, and 0.0% (0 student) used internet café as well as friends places. Regarding this internet access sources analysis, it was realized from the analysis most the students have multiple sources of accessing the internet connection which was their mobile devices and at home they have Wi-Fi, which they use connect both their mobile phones and their computer laptop for accessing the internet.

Based on House-hold IT Usage study result which was piloted in (April 2015 in Turkey), 69.50's% house-hold found to have internet access. The age range of this internet user was found as 16-24 ages. The report show that they are the highest users of computer and internet.

The rates was also found higher among males in all age groups (TSI, 2015). Therefore, results obtained from the analysis of this study based on gender, is in line with TSI research result.

4.1.2 Cyberloafing Items

Table 4.2 below is a table indicating the result of the question that was asked either the participant check non-course related e-mail during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of these students who check non-course related e-mail during lesson in the classroom or performing some activities in computer laboratory, the students` respond to this question was analysed as item 1 of the survey.

Table 4.2: Check non-course related e-mails

Item 1	Frequency	Valid Percent	Mean	Standard deviation
Never	24	25.5		
Rarely	19	20.2		
Sometimes	35	37.2		
Often	9	9.6		
Always	7	7.4		
Total	**94**	**100.0**	**2.5319**	**1.18868**
Left Blank	22			
Total	**116**			

According to the results, 25.5% (24 students) never check non-course related e-mail during lesson (as shown in the table 4.2 above), 20.2% (19 students) rarely check, 37.2% (35 students) check sometimes, 9.6% (9 students) check often and 7.4% (7 students) always check non-course related e-mail. 22 students left this item blank and did not provide the data.

Table 4.3 below is a table indicating the result of the question that was asked either the participant send non-course related e-mail during school activities through the frequency and percentage method. To find out the percentages and the numbers of students' who send non-course related e-mail during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 2 of the survey.

34.8% (39 students) have never send non-course related e-mail during lesson in the classroom, 11.6% (13 students) rarely send, 29.5% (33 students) send sometime, 14.3% (16 students) send often and 9.8% (11 students) send non-course related e-mail always. 4 students left this item blank and did not provide the data.

Table 4.3: Send non-course related e-mail

Item 2	Frequency	Valid Percent	Mean	Standard deviation
Never	39	34.8		
Rarely	13	11.6		
Sometimes	33	29.5		
Often	16	14.3		
Always	11	9.8		
Total	**112**	**100.0**	**2.5268**	**1.35540**
Left Blank	4			
Total	116			

Table 4.4 below is a table indicating the result of the question that was asked either the participant received non-course related e-mail during school activities through the frequency and percentage method. To find out the percentages and the numbers of students who received non-course related e-mail during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 3 of the survey.

28.3% (32 students) never received non-course related e-mail during lesson in the classroom or during performing activities in the computer laboratory, 23.0% (26 students) rarely received, 27.4% (31 students) sometime received, 10.6% (12 students) received often and 10.6% (12 students) received non-course related e-mail always. 3 students left this item blank and did not provide the data.

Table 4.4: Received non-course related e-mail

Item 3	Frequency	Valid Percent	Mean	Standard deviation
Never	32	28.3		
Rarely	26	23.0		
Sometimes	31	27.4		
Often	12	10.6		
Always	12	10.6		
Total	**113**	**100.0**	**2.5221**	**1.29627**
Left Blank	3			
Total	**116**			

Table 4.5 below is a table describing the result of the question that was asked either the participant visit general news sites during school activities through the frequency and percentage method. To find out the percentages and the numbers of students who visit general news sites during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 4 of the survey.

18.2% (20 students) never visited general news sites during lesson in the classroom or during performing activities in the computer laboratory, 23.6% (26 students) rarely visit general news sites, 30.0% (33 students) sometime visit general news sites, 9.1% (10 students) visit general news sites often and 19.1% (21 students) visit general news sites always. 6 students left this item blank and did not provide the data.

Table 4.5: Visit general news sites

Item 4	Frequency	Valid Percent	Mean	Standard deviation
Never	20	18.2		
Rarely	26	23.6		
Sometimes	33	30.0		
Often	10	9.1		
Always	21	19.1		
Total	**110**	**100.0**	**2.8727**	**1.34852**
Left Blank	6			
Total	**116**			

Table 4.6 below is a table describing the result of the question that was asked either the participant visit stock related websites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visit stock related website during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 5 of the survey.

28.7% (33 students) never visited stock related websites during lesson in the classroom or during performing activities in the computer laboratory, 20.9% (24 students) rarely visited stock related websites, 25.2% (29 students) sometime visit stock related websites, 13.0% (15 students) visit stock related websites often and 12.2% (14 students) visit stock related websites always. However, 1 student left this item blank and did not provide the data.

Table 4.6: Visit stock related websites

Item 5	Frequency	Valid Percent	Mean	Standard deviation
Never	33	28.7		
Rarely	24	20.9		
Sometimes	29	25.2		
Often	15	13.0		
Always	14	12.2		
Total	**115**	**100.0**	**2.5913**	**1.35009**
Left Blank	1			
Total	**116**			

Table 4.7 below is a table describing the result of the question that was asked either the participant check online personal during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who check online personal during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 6 of the survey.

33.3% (38 students) never checked online personals during lesson in the classroom or during performing activities in the computer laboratory, 11.4% (13 students) rarely check online personals, 27.2% (31 students) sometime check online personals, 10.5% (12 students) check online personals often and 17.5% (20 students) check online personals always. 2 students left this item blank and did not provide the data.

Table 4.7: Check online personals

Item 6	Frequency	Valid Percent	Mean	Standard deviation
Never	38	33.3		
Rarely	13	11.4		
Sometimes	31	27.2		
Often	12	10.5		
Always	20	17.5		
Total	**114**	**100.0**	**1.47243**	**1.47243**
Left Blank	2			
Total	**116**			

Table 4.8 below is a table describing the result of the question that was asked either the participant view sport websites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who view sport website during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 7 of the survey.

29.6% (34 students) never viewed sport websites during lesson in the classroom or during performing activities in the computer laboratory, 16.5% (19 students) rarely view sport websites, 23.5% (27 students) sometime view sport websites, 11.3% (13 students) view sport websites often and 19.1% (22 students) always viewed sport websites. 1 student left this item blank and did not provide the data.

Table 4.8: View sport websites

Item 7	Frequency	Valid Percent	Mean	Standard deviation
Never	34	29.6		
Rarely	19	16.5		
Sometimes	27	23.5		
Often	13	11.3		
Always	22	19.1		
Total	**115**	**100.0**	**2.7391**	**1.47545**
Left Blank	1			
Total	**116**			

Table 4.9 below is a table describing the result of the question that was asked either the participant visit banking websites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visit banking website during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was as item 8 of the survey.

29.2% (33 students) never visit banking websites during lesson in the classroom or during performing activities in the computer laboratory, 14.2% (16 students) rarely visit banking websites, 29.2% (33 students) sometime visit banking websites, 17.7% (20 students) visit banking websites often and 8.8% (10 students) visit banking websites always. 3 students left this item blank and did not provide the data.

Table 4.9: Visit banking websites

Item 8	Frequency	Valid Percent	Mean	Standard deviation
Never	33	29.2		
Rarely	16	14.2		
Sometimes	33	29.2		
Often	20	17.7		
Always	10	8.8		
Total	1	.9		
Left Blank	**113**	**100.0**	**2.7168**	**1.63373**
Total	3			

Table 4.10 below is a table describing the result of the question that was asked either the participant shop online during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who shop online during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 9 of the survey.

32.7% (37 students) never shop online during lesson in the classroom or during performing activities in the computer laboratory, 15.9% (18 students) rarely shop online, 30.1% (34 students) sometime shop online, 6.2% (7 students) shop online often and 15.0% (17 students) visit banking websites always. 4 students left this item blank and did not provide the data.

Table 4.10: Shop online

Item 9	Frequency	Valid Percent	Mean	Standard deviation
Never	37	32.7		
Rarely	18	15.9		
Sometimes	34	30.1		
Often	7	6.2		
Always	17	15.0		
Total	**113**	**100.0**	**2.5487**	**1.39509**
Left Blank	4			
Total	**116**			

Table 4.11 below is a table describing the result of the question that was asked either the participant visit online auction during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visit online auctions during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 10 of the survey.

36.0% (40 students) never shop online during lesson in the classroom or during performing activities in the computer laboratory, 23.4% (26 students) rarely visit online auctions, 23.4% (26 students) sometime visit online auctions, 8.1% (9 students) visit online auctions often and 9.0% (10 students) visit online auctions always. 5 students left this item blank and did not provide the data.

Table 4.11: Visit online auctions

Item 10	Frequency	Valid Percent	Mean	Standard deviation
Never	40	36.0		
Rarely	26	23.4		
Sometimes	26	23.4		
Often	9	8.1		
Always	10	9.0		
Total	**111**	**100.0**	**2.3063**	**1.28483**
Left Blank	5			
Total	**116**			

Table 4.12 below is a table describing the result of the question that was asked either the participant check or receive instant messages during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who shop online during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 11 of the survey.

22.6% (26 students) never check or receive instant messages during lesson in the classroom or during performing activities in the computer laboratory, 17.4% (20 students) rarely check or receive instant messages, 21.7% (25 students) sometime check or receive instant messages, 16.5% (19 students) check or receive instant messages often and 21.7% (25 students) visit online auctions always. 1 student left this item blank and did not provide the data.

Table 4.12: Check or receive instant messages

Item 11	Frequency	Valid Percent	Mean	Standard deviation
Never	26	22.6		
Rarely	20	17.4		
Sometimes	25	21.7		
Often	19	16.5		
Always	25	21.7		
Total	**115**	**100.0**	**2.9739**	**1.45976**
Left Blank	1			
Total	116			

Table 4.13 below is a table describing the result of the question that was asked either the student participating in online game during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who participate in online game during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 12 of the survey.

23.2% (26 students) never participate in online game during lesson in the classroom or during performing activities in the computer laboratory, 17.0% (19 students) rarely participate in online game, 22.3% (25 students) sometime participate in online game, 17.0% (19 students) participate in online game often and 19.6% (22 students) visit online auctions always. 4 students left this item blank and did not provide the data.

Table 4.13: Online games

Item 12	Frequency	Valid Percent	Mean	Standard deviation
Never	26	23.2		
Rarely	19	17.0		
Sometimes	25	22.3		
Often	19	17.0		
Always	22	19.6		
Total	1	.9		
Left Blank	**112**	**100.0**	**3.3571**	**4.76447**
Total	4			

Table 4.14 below is a table describing the result of the question that was asked either the participant participate in chatroom during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who participate in chatroom during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 13 of the survey.

38.1% (43 students) never participate in chatroom during lesson in the classroom or during performing activities in the computer laboratory, 17.7% (20 students) rarely participate in chatroom, 19.5.% (22 students) sometime participate in chatroom, 8.8% (10 students) participate in chatroom often and 15.9% (18 students) participate in chatroom always. 3 students left this item blank and did not provide the data.

Table 4.14: Participate in chatrooms

Item 13	Frequency	Valid Percent	Mean	Standard deviation
Never	43	38.1		
Rarely	20	17.7		
Sometimes	22	19.5		
Often	10	8.8		
Always	18	15.9		
Total	**113**	**100.0**	**2.4690**	**1.47037**
Left Blank	3			
Total	**116**			

Table 4.15 below is a table describing the result of the question that was asked either the participant participate in news group or bulletin board during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who participate in news group or bulletin board during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 14 of the survey.

40.8% (42 students) never visited news group or bulletin boards during lesson in the classroom or during performing activities in the computer laboratory, 23.3% (23 students) rarely participate in chatroom, 21.4% (22 students) sometime visit news group or bulletin boards, 8.7% (9 students) visit news group or bulletin boards often and 6.8% (7 students) visit news group or bulletin boards always. 14 students left this item blank and did not provide the data.

Table 4.15: News group or bulletin boards

Item 14	Frequency	Valid Percent	Mean	Standard deviation
Never	42	40.8		
Rarely	23	22.3		
Sometimes	22	21.4		
Often	9	8.7		
Always	7	6.8		
Total	**103**	**100.0**	**2.1845**	**1.25047**
Left Blank	14			
Total	**116**			

Table 4.16 below is a table describing the result of the question that was asked either the participant book vacation during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who book vacation during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 15 of the survey.

36.6% (41 students) never book vacation / travel during lesson in the classroom or during performing activities in the computer laboratory, 19.6% (22 students) rarely book vacation / travel, 28.6.% (32 students) sometime book vacation / travel, 8.9% (10 students) visit news book vacation / travel often and 6.3% (7 students) book vacation / travel always. 4 students left this item blank and did not provide the data.

Table 4.16: Book vacations

Item 15	Frequency	Valid Percent	Mean	Standard deviation
Never	41	36.6		
Rarely	22	19.6		
Sometimes	32	28.6		
Often	10	8.9		
Always	7	6.3		
Total	**112**	**100.0**	**2.2857**	**1.22606**
Left Blank	4			
Total	**116**			

Table 4.17 below is a table describing the result of the question that was asked either the participant visit virtual communities during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visit virtual communities during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 16 of the survey.

46.2% (49 students) never book vacation / travel during lesson in the classroom or during performing activities in the computer laboratory, 19.6% (22 students) rarely book vacation / travel, 28.6.% (32 students) sometime book vacation / travel, 8.9% (10 students) visit news book vacation / travel often and 6.3% (7 students) book vacation / travel always. 10 students left this item blank and did not provide the data.

Table 4.17: Visit virtual communities

Item 16	Frequency	Valid Percent	Mean	Standard deviation
Never	49	46.2		
Rarely	22	20.8		
Sometimes	22	20.8		
Often	5	4.7		
Always	7	6.6		
22.00	1	.9		
Total	**106**	**100.0**	**2.2264**	**2.28570**
Left Blank	10			
Total	**116**	46.2		

Table 4.18 below is a table describing the result of the question that was asked either the participant maintain personal webpage during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who maintain personal webpage during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 17 of the survey.

35.8% (39 students) never maintain personal webpage, 19.3% (21 students) rarely maintain personal webpage, 23.9% (32 students) sometime maintain personal webpage 11.9% (13 students) maintain personal webpage often and 9.2% (10 students) maintain personal webpage always. 7 students left this item blank and did not provide the data.

Table 4.18: Maintain personal webpage

Item 17	Frequency	Valid Percent	Mean	Standard deviation
Never	39	35.8		
Rarely	21	19.3		
Sometimes	26	23.9		
Often	13	11.9		
Always	10	9.2		
Total	**109**	**100.0**	2.3945	1.32650
Left Blank	7			
Total	**116**	35.8		

Table 4.19 below is a table describing the result of the question that was asked either the participant download files during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who download files during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 18 of the survey.

17.3% (19 students) never download files, 10.9% (12 students) rarely download files, 27.3% (30 students) sometime download files 17.3% (19 students) download files often and 27.3% (30 students) download files always. 6 students left this item blank and did not provide the data.

Table 4.19: Download files

Item 18	Frequency	Valid Percent	Mean	Standard deviation
Never	19	17.3		
Rarely	12	10.9		
Sometimes	30	27.3		
Often	19	17.3		
Always	30	27.3		
Total	**110**	**100.0**	**3.2636**	**1.41860**
Left Blank	6			
Total	**116**			

Table 4.20 below is a table describing the result of the question that was asked either the participant visiting job hunting sites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visited job hunting site during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 19 of the survey.

21.2% (24 students) never visit job hunting sites, 23.0% (26 students) rarely visit job hunting sites, 30.1% (34 students) sometime visit job hunting sites 9.7% (11 students) visit job hunting sites often and 15.9% (18 students) visit job hunting sites always. 4 students left this item blank and did not provide the data.

Table 4.20: Visit job hunting sites

Item 19	Frequency	Valid Percent	Mean	Standard deviation
Never	24	21.2		
Rarely	26	23.0		
Sometimes	34	30.1		
Often	11	9.7		
Always	18	15.9		
Total	**113**	**100.0**	**2.7611**	**1.33145**
Left Blank	4			
Total	**116**			

Table 4.21 below is a table describing the result of the question that was asked either the participant use gambling websites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who use gambling websites during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 20 of the survey.

49.6% (57 students) never visit gambling sites, 10.4% (12 students) rarely visit gambling sites, 23.5% (27 students) sometime visit gambling sites, and 11.3% (13 students) visit gambling sites often and 5.2% (6 students) visit gambling sites always. 2 students left this item blank and did not provide the data.

Table 4.21: Gambling websites

Item 20	Frequency	Valid Percent	Mean	Standard deviation
Never	57	49.6		
Rarely	12	10.4		
Sometimes	27	23.5		
Often	13	11.3		
Always	6	5.2		
Total	**115**	**100.0**	**2.1217**	**1.28519**
Left Blank	2			
Total	**116**			

Table 4.22 below is a table describing the result of the question that was asked either the participant read blogs during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who read blogs during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 21 of the survey.

30.4% (35 students) never read blogs, 17.4% (20 students) rarely read blogs, 26.1% (30 students) sometimes read blogs, 9.6% (11 students) read blogs often and 16.5% (19 students) read blogs always. 2 students left this item blank and did not provide the data.

Table 4.22: Read blogs

Item 21	Frequency	Valid Percent	Mean	Standard deviation
Never	35	30.4		
Rarely	20	17.4		
Sometimes	30	26.1		
Often	11	9.6		
Always	19	16.5		
Total	**115**	100.0	**2.6435**	**1.42774**
Left Blank	1			
Total	**116**			

Table 4.23 below is a table describing the result of the question that was asked either the participant visit adult websites during school activities through the frequency and percentage method. Therefore, to find out the percentages and the numbers of students who visit adult websites during lesson in the classroom or performing some activities in computer laboratory, the respond of the participant to question was analysed as item 22 of the survey.

19.1% (22 students) rarely visit adult websites, 16.5% (19 students) sometime visit adult websites, 15.7% (18 students) visit adult websites often and 7.0% (8 students) visit adult websites always. 1 student left this item blank and did not provide the data.

Table 4.23: Visit adult websites

Item 22	Frequency	Valid Percent	Mean	Standard deviation
Never	48	41.7		
Rarely	22	19.1		
Sometimes	19	16.5		
Often	18	15.7		
Always	8	7.0		
Total	**115**	**100.0**	2.2696	1.33326
Left Blank	1			
Total	**116**			

4.2 Descriptive Data Analysis

4.2.1 Perceived Cyberloafing Behaviours of Undergraduate Students Effect on CGPA

According to the ANOVA test performed shown in the table 4.24 below, the test result indicate that the cyberloafing behaviours of the participants was not significant. Because the **P value** obtained as (**0.783)** is higher than the cut off value of **(0.05).** This proved that there is no significant difference between the perceived cyberloafing behaviours of the participants and the CGPA. This result is different from Arabaci (2017) who obtained significant difference of opinion between perceived cyberloafing behaviours of students and their grade point averages. My results may be due to the fact that most respondents did not indicate their CGPA.

Table 4.24: CGPA

CGPA	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.824	40	.721	.772	**.783**
Within Groups	29.887	32	.934		
Total	58.711	72			

4.2.2 Internet skills on Perceived Cyberloafing Behaviours of Undergraduate Students

Table 4.25 below showing test result to confirm the significant difference among internet skill and Students cyberloafing behaviours.

Table 4.25: Result of anova test performed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.949	3	1.983	2.944	**.036**
Within Groups	74.778	111	.674		
Total	80.727	114			

From the result of ANOVA test performed, significant difference was found (**0.036)** among the Internet usage skills and students cyberloafing behaviours. Result of TUKEY test which was performed within the group to confirm which Internet usage skills among this group exhibited significant differences in cyberloafing behaviours. From the table 4.25 above, the result shows that, significant difference exist among students with advanced internet skill and the experts.

This result is in line with Arabaci (2017) findings, who found the significant difference between students that have average level of Internet usage skill and with those groups with internet usage skill as expert when MWU test were performed among the groups.

Table 4.26: Multiple comparisons, dependent variable: cyberloafing: tukey hsd

(I) internetskills	(J) internet skills	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
beginner	intermediate	.14164	.36924	.981	-.8215	1.1048
	advanced	.18469	.35044	.952	-.7294	1.0988
	expert	-.46878	.38975	.626	-1.4854	.5478
intermediate	beginner	-.14164	.36924	.981	-1.1048	.8215
	advanced	.04305	.18597	.996	-.4420	.5281
	expert	-.61042	.25236	.079	-1.2687	.0478
advanced	beginner	-.18469	.35044	.952	-1.0988	.7294
	intermediate	-.04305	.18597	.996	-.5281	.4420
	expert	-.65347*	.22395	**.022**	-1.2376	-.0693
expert	beginner	.46878	.38975	.626	-.5478	1.4854
	intermediate	.61042	.25236	.079	-.0478	1.2687
	advanced	.65347*	.22395	**.022**	.0693	1.2376

*. The mean difference is significant at the 0.05 level.

4.2.3 Internet Usage Durations on Perceived Cyberloafing Behaviours of Undergraduate Students

Table 4.27 below showing test result to confirm the significant difference among Internet usage duration and students cyberloafing behaviours.

Table 4.27: Result of anova test performed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.677	3	.892	1.269	**.289**
Within Groups	78.050	111	.703		
Total	80.727	114			

No significant difference among Internet usage duration and students cyberloafing behaviours found when the ANOVA test performed. The results were contradictory to the findings of Arabaci (2017) he performed the MWU test among the two groups that is, those with more internet usage seniority and those with lower internet usage period, which his result was significant in favour of those with more internet usage seniority.

4.2.4 Gender Effect on Perceived Cyberloafing Behaviours of Undergraduate Students

Table 4.28 below showing t-test result to confirm the significant difference among gender and students cyberloafing behaviours of undergraduate students

Table 4.28: Group statistics

sex	N	Mean	Standard Deviation	Std. Error Mean
female	36	2.2873	.56482	.09414
male	80	2.7268	.90696	.10140

Table 4.29: Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
cyberloafing	Equal variances assumed	4.467	**.037**	-2.679	114	.008	-.43942	.16403	-.76435	-.11448
	Equal variances not assumed			-3.176	102.314	.002	-.43942	.13836	-.71385	-.16499

There was a significant difference between cyberloafing behaviours of males and females (0.037) with that of males being higher. It is similar to Arabaci (2017) who found there is a significant difference but his study indicated that cyberloafing behaviour was higher amongst females. Also, Dursun (2017) from his research

findings of cyberloafing behaviours with regards to gender, his revealed that overall cyberloafing behaviours of men was higher than that of females with small effect size.

But during the interaction extermination, analysis revealed that males and females were similar inters of all manner of cyberloafing except for gambling and gamming male overcome female with small effect size.

Chapter 5

CONCLUSION

The study was designed to investigate cyberloafing behaviours among the undergraduate students of Faculty of Education, Eastern Mediterranean University (EMU). Also to explore the cyberloafing behavioural effects of students in accordance with their difference in gender, levels of education, and the effects of their academic CGPA as well as their Age groups. The study was designed based on quantitative and survey research method. Cyberloafing scale was used for data collection tool and was applied in the Faculty of Education.

The participants of this research consisted about 116 undergraduate students registered and procured admission of Faculty of Education at EMU in the 2019-2020 Fall semester who willingly partook in the survey. The descriptive analysis method was use to analysed all data collected by the use of. ANOVA, t-test, frequency and percentage respectively was used for analysing the data both demographic and all the cyberloafing items mentioned in this study in order to achieve the aim proposed. Descriptive analysis and frequency was both used to show the result in accordance to analysis of each item of the study based on the question ask on each item. Data with only two variables (e.g. the association between gender and cyberloafing behaviours) was analysed with t-test while ANOVA was used to analyse data more than two variables example, the association between the students CGPA as well as their cyberloafing behaviours, etc.

When the Cyberloafing behaviours of undergraduate students in Eastern Mediterranean University Faculty of Education was analyzed in terms of the activities these students did mostly, the descriptive analysis results from the 22 items of the cyberloafing activities show that playing online games was the highest with mean total of (X = 3.3571 and STD = 4.76447). This was followed by downloading files with the mean total of (X = 3.2636 and STD = 1.41860) and checking or receiving instant messages respectively. These findings covered the Research Question 1 of this study asked earlier.

When the cyberloafing behaviours of undergraduate students in Eastern Mediterranean University Faculty of Education was analyzed in terms of student gender in relation to the second research question of this study, the result proved that there is a significant difference of cyberloafing behaviors between males and females with that of males being higher. Also, when the result was analyzed according to their class levels, the result showed the higher percentage of male students over the female and among these students', third years' students involved in more cyberloafing behaviours than other students with 33.9%, followed by fourth and above years' students with 25.0% respectively. This covered research question 2 of this study asked earlier.

The data collected from the participants clearly indicated that there was no significant difference in terms of CGPA in cyberloafing behaviors. Consequently, this means that there was no negative effect between the cyberloafing behaviors and the CGPA of these students. This result was different from that of Arabaci (2017) who obtained significant difference of opinion among student cyberloafing behaviours and their GPA.

The reason for this insignificant results of this study, might be due to the fact that most respondents did not indicate their CGPA in the case of this study. This covered research question 3 of this study asked earlier.

The finding based on the Internet skills on perceived cyberloafing behaviours of undergraduate students of Faculty of Education EMU was found to have significant difference among student internet used skills and their cyberloafing behaviours. Furthermore, the results indicated that the significant difference between groups have more emphasis between advanced internet skill and the experts of the undergraduate students that voluntarily participated in this study. This result is in line with Arabaci (2017) findings. MWU test did among group the participants Internet used seniority. The significant difference found between those with more seniority internet usage than those with low internet usage skill.

This research finding suggests that, since information and communication technology gadgets are not avoidable in the educational settings of this twenty first century, cyberloafing behaviours of students in general should not be handle with elimination methodology. This implied that, the academic scholars in various levels (Teachers) should embrace the modern lesson plan method by using some of the effective instructional design models, such as ASSURE Model, so that the learning environment can be interactive (Kim & Downey, 2016).

In conclusion and based of the research findings, the following recommendation has been made:

- To control and minimize the cyberloafing behaviours among students in various educational institutions, the course should be made attractive to the students and as well as interactive.
- Student centred method of learning should be given more priority
- There should be strong protocol set aside to monitor students while using computer laboratories and classes when lessons involve the use of technology gadgets.
- Teachers should avoid coming to the class late so that students do not already do non-course related activities.

For further research, the study was restricted to only Faculty of Education Eastern Mediterranean University, to investigate cyber loafing behaviours of undergraduate students. However, the study can be expand to reach all other Faculties within the university to obtain more information and fact from students that can be used to enhance the education at the university.

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APPENDICES

Appendix A: Demographic Survey

Personal Information Form

This research seeks to find what you are dealing with and how often you do them while you are in class or in a computer laboratory. Below are the expressions that you can do on the Internet which are not related to your course while you are in a computer laboratory. All data that will be collected will be kept anonymous. Please complete the form with the option that explains you best. We are grateful for your sincere responses.

1. Sex

   ☐Female ☐Male

2. Year

   ☐1 ☐2 ☐3 ☐4 or more

3. Your CGPA ……..

4. How often do you use the Internet?

   ☐Every day ☐A few days of the week ☐A few days of the month ☐Never

5. How long have you been using the Internet?

   ☐1-4 Years ☐5-9 Years ☐10-13 Years ☐14 or more years

6. How would you define your Internet use skills?

   ☐Beginner ☐Intermediate ☐ Advanced ☐Expert

7. In terms of Internet access, which of the following is true for you? (You can select more than one option)

   ☐On my mobile device ☐At home ☐At school ☐At internet café ☐At my friend's house

8. To your opinion, is it acceptable to use non course related things during a lesson?

   ☐Yes ☐No ☐I don't know

9. Please select the activities that **you do daily** on the Internet.

☐Blog reading ☐Reading/Writing e-post ☐Using sports sites ☐Using auction sites ☐Banking ☐Online shopping ☐Reading online news ☐Synchronous chat (e.g. Skype, Msn, etc.)	☐Playing games ☐Checking online bulletin boards ☐Booking travel ☐Checking online personals ☐Using horoscope sites ☐Watching videos ☐Looking for a job ☐Downloading files	☐Using chat rooms ☐Visiting virtual communities (e.g. ogretmenlersitesi.com) ☐Updating personal web pages ☐Using social websites (e.g. Facebook) ☐Other (please write) ….... …… ……...

Appendix B: Perceived Cyberloafing Items Scale

Perceived Cyberloafing Survey

The majority of our courses are done at computer laboratories. We are dealing with online activities that we are not supposed to do in our lessons. Some of these activities are given below. Please select the frequency that is most suitable to you in the given activities below. For example, if you always do the given activity, select 5; if you never do it, select 1.

Activities	**In a hands on lesson, how often do you do the activities below?**				
I …….. non-lesson related	**1 Never**	**2 Rarely**	**3 Sometimes**	**4 Often**	**5 Always**
I check non-course related email	1	2	3	4	5
I sent non-course related email	1	2	3	4	5
I received non-course related email	1	2	3	4	5
I visit general news sites	1	2	3	4	5
I visit stock or investment related web sites	1	2	3	4	5
I check online personals (I check which of my friends are online)	1	2	3	4	5
I view sports related web sites	1	2	3	4	5
I visit banking or financial related web sites	1	2	3	4	5
I shop online for personal goods (e.g. trendyol.com, amazon.com)	1	2	3	4	5
I visit online auctions sites (e.g., gittigidiyor.com, ebay.com)	1	2	3	4	5
I send/receive instant messages	1	2	3	4	5
I participate in online games	1	2	3	4	5
I participate in chat rooms	1	2	3	4	5
I visit newsgroups or bulletin boards	1	2	3	4	5

I book vacations/travel	1	2	3	4	5
I visit virtual communities (e.g. ogretmenlersitesi.com)	1	2	3	4	5
I maintain a personal web page	1	2	3	4	5
I download files (e.g. music, software, video, etc.)	1	2	3	4	5
I visit job hunting or employment related sites	1	2	3	4	5
I visit gambling web sites	1	2	3	4	5
I read blogs	1	2	3	4	5
I view adult oriented (sexually explicit) web sites	1	2	3	4	5

Appendix C: Consent Form

Participant Consent Form
An Investigation of Undergraduate Students Cyberloafing Behaviors at Faculty of Education, EMU.

Dear participant,

Please take a few minutes to read the following information on this research carefully before you agree to participate. **If at any time you have a question regarding the study, please feel free to ask the researcher who will provide more information**.

This study is being conducted by Zubairu Yandayi Umaru under the supervision of Asst. Prof. Dr. İldeniz Özverir. It aims to investigate cyberloafing behaviors of undergraduate students of Faculty of Education EMU. The study should take no more than 10 minutes to complete.

Of course, you are not obliged to participate in this research and are free to refuse to participate. You may also withdraw from the study at any point without giving any reason. In this case, all of your responses will be destroyed and omitted from the research. If you agree to participate in and complete the study, all responses and questionnaires will be treated confidentially. Your name and identifying information will be kept securely and separately from the rest of your questionnaire. Data will be stored for a maximum of six years after the study. Once the data is analyzed, a report of the findings may be submitted for publication.

To signify your voluntary participation, please complete the consent form below.

CONSENT FORM

Research Title: An Investigation of Undergraduate Students Cyberloafing Behaviors at Faculty of Education, EMU.

Name of Researcher: Zubairu Yandayi Umaru alzubair323@gmail.com

Please tick the boxes to confirm that you agree to each statement.

1. I confirm that I have read and understood the information sheet for this study and have had the opportunity to ask any questions. ☐

2. I understand that my participation is voluntary and that I may withdraw from the study at any time without explanation. ☐

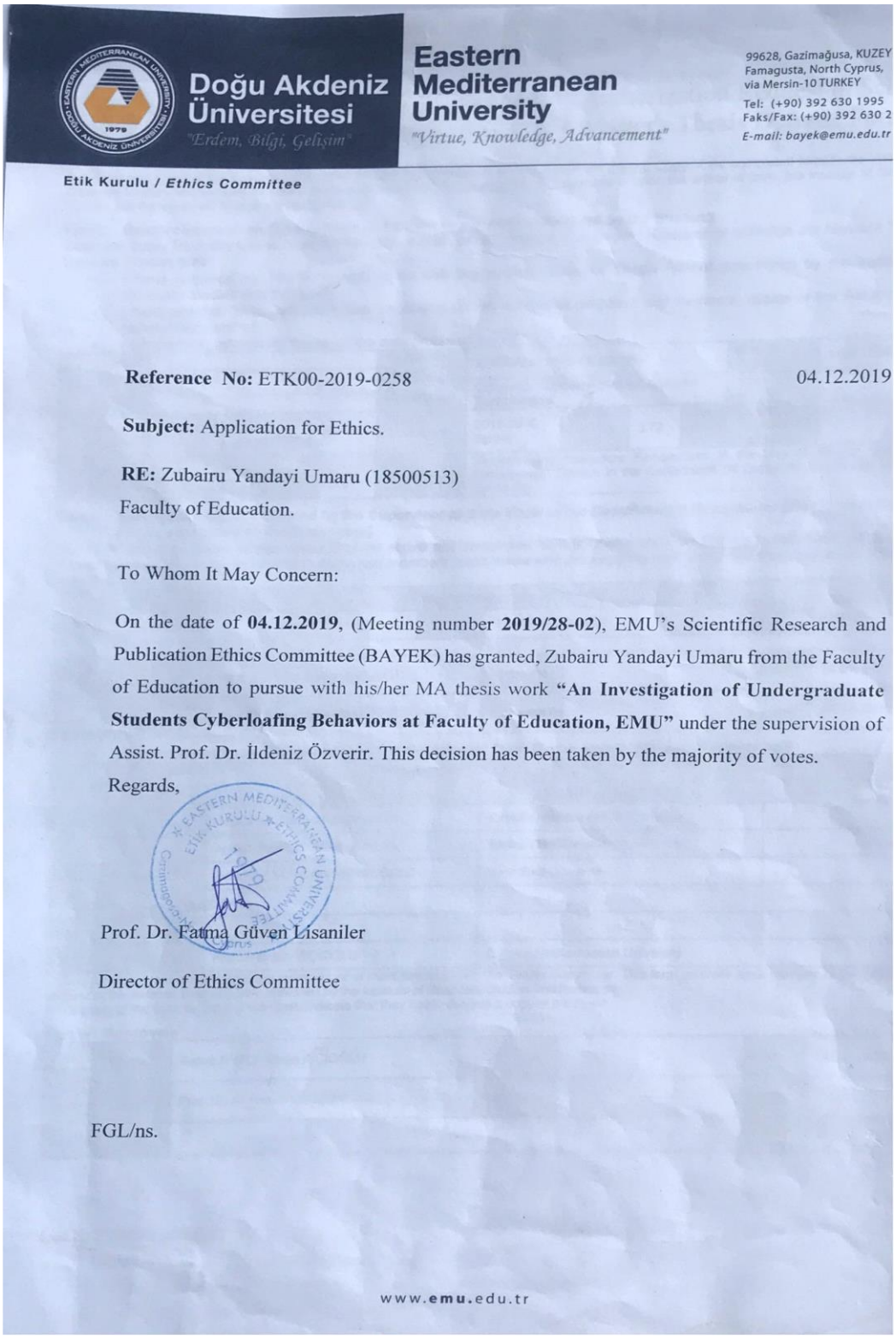
3. I agree to take part in this study. ☐

_____ _____

Date Signature

If you have any concerns about the ethical conduct of this study, please inform Prof DR Hasan Simsek, Ethics Committee member at Faculty of Education Eastern Mediterranean University, in writing, providing a detailed account of your concern (hasan.simsek@emu.edu.tr).

Appendix D: Ethics Committee Approval Letter



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Etik Kurulu / *Ethics Committee*

Reference No: ETK00-2019-0258 04.12.2019

Subject: Application for Ethics.

RE: Zubairu Yandayi Umaru (18500513)
Faculty of Education.

To Whom It May Concern:

On the date of **04.12.2019**, (Meeting number **2019/28-02**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Zubairu Yandayi Umaru from the Faculty of Education to pursue with his/her MA thesis work **"An Investigation of Undergraduate Students Cyberloafing Behaviors at Faculty of Education, EMU"** under the supervision of Assist. Prof. Dr. İldeniz Özverir. This decision has been taken by the majority of votes.

Regards,

Prof. Dr. Fatma Güven Lisaniler

Director of Ethics Committee

FGL/ns.

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Appendix E: Turnitin Original Report

Turnitin Originality Report

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