RELATIONSHIP BETWEEN CYBERLOAFING AND ACADEMIC PROCRASTINATION-A CONTEMPORARY ISSUE

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Abstract:

The purpose of this research was to study the prevalence of Cyberloafing among college students. 75 Undergraduates from Education Colleges of Jalandhar District took part in the study. The scale of Cyberloafing by Akbulut et al., was used for the collection of empirical data. The adverse effects of digitalization on humans are increasing day by day. Cyberloafing is one such counter work productive behaviour that has gained attention in academic area recently. The results of research reveal that a significant percentage of students in involved in different types of social Cyberloafing as well in shopping, watching videos online and listening to music during college hours. A significant correlation was found between Cyberloafing and Academic Procrastination pointing towards contemporary issue in education.

1.0 Introduction:

The term Cyberloafing was coined by Lim (2002). He referred usage of web resources at workplace for personal purposes as Cyberloafing. Other synonyms used for Cyberloafing by other researchers are like "Personal web usage" (Anandarajan and Simmers, 2005), "Problematic Internet Use" (Davis, Flett, and Besser, 2002) and "Cyberslacking" (Vitak et.al , 2011).

Lim (2002) found that employees used organizational internet for personal work as a neutralizing technique to organizational injustice. With advent of new technologies and reducing size of computing devices in form of mobiles has led to more prevalent Cyberloafing in all sectors. Now no more Cyberloafing is with organizational internet but has changed its form i.e., usage of internet for personal purposes through personal as well as organizational devices at workplace. According to the need of time in Higher Education sector also students enter their institutions with their mobiles. No doubt the desire for being updated on social media platform is amongst youth. Hence, Cyberloafing is widespread among college and university students. Academic Procrastination is referred as postponement of academic assignments, tests or written work,

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project by students proposing one or the other reason for the same and not finishing the work on time. Along with usage for their studies internet is also being used by them for personal purposes also. As reported in many studies Cyberloafing leads to production deviance and procrastination. Hence this research paper is to study the relationship between Cyberloafing and Academic Procrastination in College students.

2.0 Methodology:

2.1 Objectives of the Study:

The objectives of the study were:

- To study the different types of Cyberloafingamong College students.
- To study relationship between Cyberloafing and Academic Procrastination.

2.2 Hypothesis of the Study:

In order to fulfil above mentioned objectives and to deal with the research problem, following hypothesis was framed for this research study.

- There is no significant relationship between Cyberloafing and Academic Procrastination of College Students.

3.0 Research Design:

This research was a Questionnaire based study that used Descriptive Correlational Design. Data was collected using self-administered standard questionnaires

4.0 Sample:

For the study, the sample of 75 undergraduates was selected from 5 Education Colleges in Jalandhar District of Punjab. Purposive method of sampling was used to select 15 students from 5 colleges.

5.0 Procedure:

The Cyberloafing tool was used on undergraduates. In order to reduce socially desirable responses, the term 'Cyberloafing' was not used in the scale instructions. Rather it was mentioned as technology usage behaviours in class. Then scale of Academic Procrastination was administered on these students. The data was analysed with the help of statistical techniques

6.0 Tools:

The following tools were used in the present study:

- Tool 1- Cyberloafing scale by Yavuz Akbulut (2016)
- Tool-2 Academic Procrastination Scale by Dr Savita Gupta and Liyaqat Bashir (2018)

7.0 Analysis of Results:

Table 1 depicts the Percentage analysis of different dimensions of Cyberloafing as done by undergraduates.

Table 1: Percentage analysis of different dimensions of Cyberloafing

S.No	Item description	Rarely	Occasionally	Frequently
		In Percentage		
	Sharing			
1	I check my friends' posts	44.00	28.00	28.00
2	I check my friends' social networking profiles	46.67	46.67	6.67
3	I share content on social networks (photo, videos)	34.67	50.67	14.67
4	I like posts that are interesting	29.33	32.00	38.67
5	I comment on shared photos	38.67	45.33	16.00
6	I post status updates on social networks	52.00	30.67	17.33
7	I tag friends on photos	52.00	32.00	16.00
8	I chat with friends using social media apps and sites	28.00	28.00	44.00
9	I watch shared videos	34.67	34.67	30.67
	Shopping			
10	I shop online	46.67	34.67	18.67
11	I visit deal-of-the-day websites	72.00	20.00	8.00
12	I visit online shopping sites	46.67	28.00	25.33
13	I visit auction sites	69.33	26.67	4.00
14	I use online banking services	50.67	25.33	24.00
15	I visit online shops for used products	76.00	10.67	13.33
16	I check job advertisements	48.00	26.67	25.33
	Real time updating			
17	I retweet a tweet I like	78.67	18.67	2.67
18	I favorite a tweet I like	76.00	20.00	4.00
19	I post tweets	76.00	21.33	2.67
20	I read tweets	74.67	18.67	6.67
21	I comment on trending topics	78.67	17.33	4.00
	Accessing Online Content			
22	I download music	37.33	40.00	22.67
23	I watch videos online	26.67	24.00	49.33
24	I listen to music online	22.67	30.67	46.67
25	I download videos	36.00	36.00	28.00
26	I download applications I need	22.67	30.67	46.67
	Gaming			
27	I play online games	64.00	24.00	12.00
28	I visit sports related sites	70.67	20.00	9.33
29	I bet on online games	86.67	10.67	2.67
30	I visit betting sites	88.00	8.00	4.00

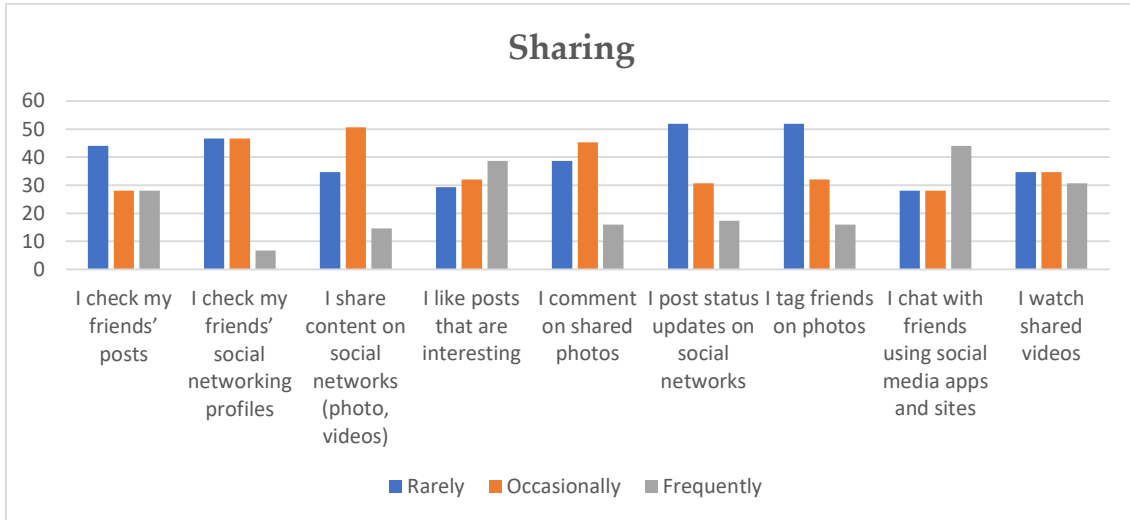Source: Primary data generated by author

Fig. 1: Graphical representation of sharing activities in Cyberloafing
Source: Primary data generated by author

Fig. 2: Graphical representation of shopping activities in Cyberloafing
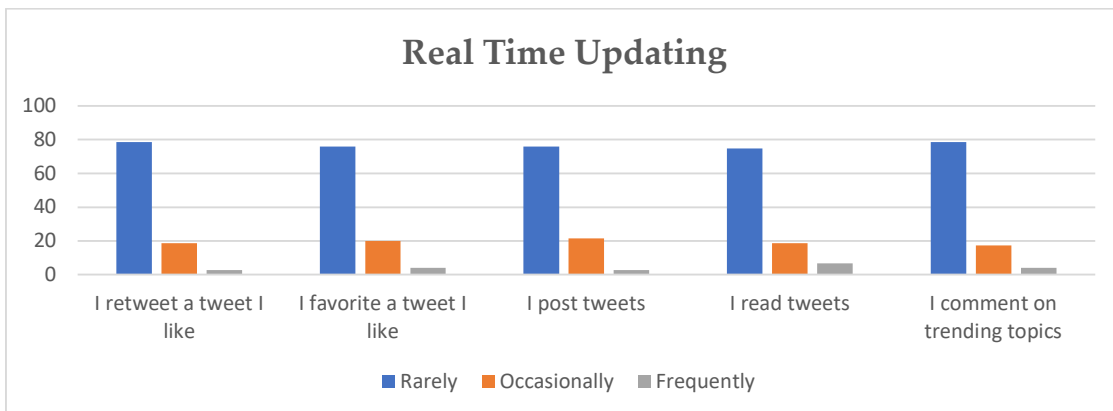Source: Primary data generated by author

Fig. 3: Graphical representation of Real Time Updating activities in Cyberloafing
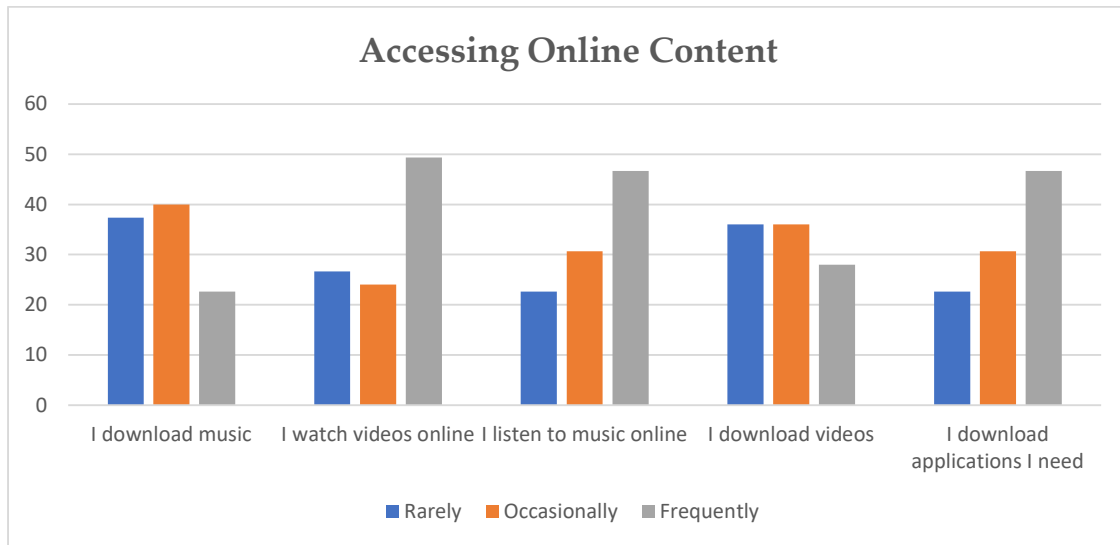Source: Primary data generated by author

Fig. 4: Graphical representation of Accessing Online Content in Cyberloafing
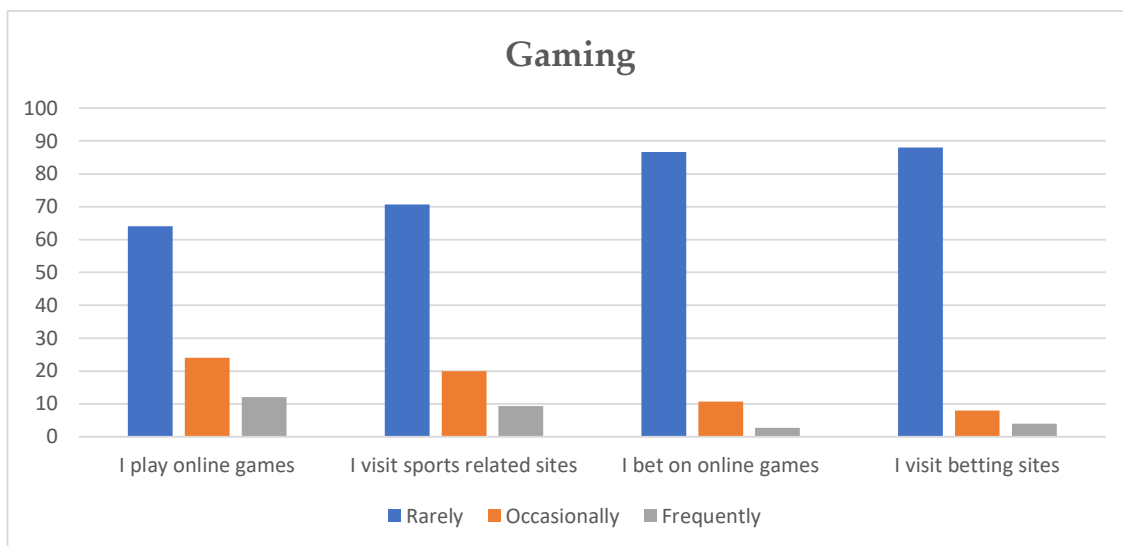Source: Primary data generated by author

Fig. 5: Graphical representation of Gaming activities in Cyberloafing
Source: Primary data generated by author

Table 2: Correlation between Cyberloafing and Academic Procrastination

	Academic Procrastination
Cyberloafing	r= .285*

* Significant at .05 level of significance.

Source: Primary data generated by author

8.0 Analysis of the result:

From Table 1 and graphical representations it is evident that while the students are in their educational institution 50% of the students share personal content on social network (photos, videos). 45% comment on shared photos and 46% check friends social network profiles occasionally. 38% of students frequently like the posts that are interesting. However, posting status updates and tagging friends is rare among students.

34% of students shop online occasionally. Otherwise visiting shopping sites, auction sites, banking services, checking job advertisements is less irrelevant among students while using web in their institutions. Similarly, percentage of students who real time update with their phones on internet is also less.

However, 40% students download music occasionally, 49% watch videos online and 46 % listen to music online and download applications they need while they use personal mobile devices in educational institutions. Gaming and visiting betting sites are rare among the students during academic hours.

From the table 1 it is clear that it was found that sharing of photos and videos on social networking sites is most prevalent among college students. Chatting with friends on social media apps is frequent among sample while tweeting is less and betting is least.

9.0 Correlation between Cyberloafing and Academic Procrastination:

After analysing the relationship of Cyberloafing with academic procrastination among college students, the results from table 2 revealed that there exists a statistically significant relationship between social networking usage and academic procrastination. Hence this leads to reject the hypothesis viz." There is no significant relationship between Cyberloafing and Academic Procrastination of College Students."

The results are in tune with findings of Marzooghi (2020) on Ph.D students that Cyberloafing has positive significant effect on Student's Procrastination.

Wu, Mei and Urgin (2018) found a negative relationship between Cyberloafing and academic performance. They opine that Cyberloafing leads to more of student engagement in ICT activities, burnout leading to procrastination in class work and hence lowering academic performance.

9.0 Conclusion:

In the light of results drawn from above study the following conclusions are drawn and are useful for making recommendations to participants i.e., college and higher education students, parents and teachers, policy makers, educational administrators to find ways to reduce the academic procrastination by reducing Cyberloafing.Administrators should follow a policy on usage of mobile phones in educational institutions. Literacy on appropriate media usage should be part of curriculum. Students should be made aware of Cyber Laws and ethics. These awareness programmes will help students in recognizing and receiving relevant academic information from internet during study hours and as well teach them use social networking judiciously even if they are not in institution,blockage of unwanted messages , and avoid usage of non-reliable web resources.

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