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CYBERLOAFING IN DJIBOUTI: AN EMPIRICAL STUDY AMONG TEACHERS

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I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all information that is not original to this work.

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ABSTRACT

Cyberloafing refers to the usage of the Internet at a workplace for purposes that are not associated with work during working hours. In this context, it may refer to activities such as browsing websites that are not related to work, using email, playing online games, or interacting on social networking sites.

During the working hours, employees are expected to perform job-related tasks only. Nonetheless, due to the prevalent use of technology, cyberloafing is becoming widespread in the whole globe and shows itself as an increasing threat. In the context of cyberloafing, the employee is referred to as a cyberloafer, while the act is described as cyberloafing.

The focus of this thesis is on cyberloafing. The main objective of this thesis is to determine whether cyberloafing behaviors of teachers differ in terms of demographic variables. The data were collected from 264 teachers and professors from various high schools and universities in Djibouti via an online survey form, and the gathered data were analyzed using IBM SPSS. Findings suggest that cyberloafing differs in terms of the variables such as age, marital status, experience, the type of the institution, type of Internet used in an institution. Additionally, it was found that females spend more time in switching from cyberloafing to work than males. On the other hand, no difference was found in cyberloafing behaviors in terms of gender, professional status, tools to access to the Internet.

Keywords: cyberloafing, cyberslacking, demographic variables

ÖZET

Siber aylaklık, bir işyerinde mesai saatleri içinde internetin işle ilgili olmayan faaliyetler için kullanılmasıdır. Bu bağlamda, işle ilgili olmayan web sitelerine göz atmak, e-posta kullanmak, çevrimiçi oyun oynamak veya sosyal ağ sitelerinde etkileşimde bulunmak gibi aktiviteler siber aylaklık kapsamında değerlendirilmektedir.

Çalışma saatleri boyunca, çalışanların iş ile ilgili görevleri yerine getirmeleri beklenmektedir. Ancak teknolojinin artan kullanımına bağlı olarak siber aylaklık tüm dünyada giderek yaygınlaşmakta ve artan bir tehdit haline gelmektedir. Siber aylaklık yapan birey, siber kaytarmacı olarak adlandırılırken, yapılan eylem ise siber aylaklık olarak tanımlanır.

Bu tezin odak noktası siber aylaklıktır. Tezin temel amacı, öğretmenlerin siber aylaklık davranışlarının demografik değişkenlere göre farklılık gösterip göstermediğini belirlemektir. Veriler, Cibuti'deki çeşitli lise ve üniversitelerde görev yapan 264 öğretmen ve akademisyenden çevrimiçi bir anket formu aracılığıyla toplanmış ve toplanan veriler IBM SPSS programı kullanılarak analiz edilmiştir. Bulgular, siber aylaklığın; yaş, medeni durum, deneyim, görev yapılan kurumun türü ve katılımcının kullandığı internetin türü değişkenlerine göre farklılık gösterdiğini ortaya koymuştur. Ayrıca, kadın çalışanların siber aylaklıktan işe geçiş süresinin erkeklere göre daha yüksek olduğu bulgulanmıştır. Öte yandan, siber aylaklık davranışlarının; cinsiyet, statü ve internete erişim araçları açısından farklılık göstermediği tespit edilmiştir.

Anahtar Kelimeler: siber aylaklık, siber kaytarma, demografik değişkenler

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1. INTRODUCTION

Information and communication technologies (ICT) has opened new paths for organizations. Within the context of ICT, organizations particularly have benefited from the prevalent use of the Internet in the workplace. ICT, Internet in particular, is leading to a decrease in operational costs, optimization in enterprise operations, and a more creative organizational climate. On the opposite side, all these mentioned improvements, particularly autonomized internet access for employees, created specific problems regarding the efficiency and effectiveness of employees. Additionally, cyber-security issues, organizational legal responsibilities, and misuse of ICT resources of the business enterprise are associated problems related to employees' autonomized ICT usage.

Considering the excessive quantity of competition as a means to achieve organizational goals, it is a must for employees to manage their time wisely and use their time efficiently and effectively while using information and communication technologies. Otherwise, employees may engage in undesired behaviors -such as deviant behaviors- which do not contribute to the betterment of the workplace while performing their tasks and fulfilling their responsibilities (Fındklı, 2016). Activities like cyberloafing have the capacity to work as barriers for high effectiveness and efficiency.

Cyberloafing is defined as internet related behaviors of workers who use their company's Internet connection for personal purposes while appearing to be working. These employees are known as cyberloafers. It happens all the time in the workplace. Personal emails, YouTube videos, social networking, and even job searching are all part of cyberloafing activities.

"Cyberloafing", which can be referred to a modern sort of deviant behavior in the workplace, has gained the attention of scholars around the globe. It has been conceptualized as employees' use of the Internet for personal reasons, in other words, nonwork related reasons, while at work. Internet users are increasing, and this rise indirectly increases the frequency of cyberloafing. In Digital's 2020 Global Overview report it was stated that more than half of the

people in the whole world (which is 4.54 billion with a 59% ratio) are using the Internet. Additionally, it was also reported that almost half of the people (45%) are using social media. In the report, it is stated that 49% of the world population is active social media users (Wearesocial, 2021). Additionally, and surprisingly, researchers discovered that 60% of employees' time is spent on personal issues on the Internet while at work (Koay and Soah, 2018). These personal issues include activities such as dealing with upcoming and incoming emails, shopping online, playing games, dealing with personal issues, use of social networking sites, and surfing behaviors (Weatherbee, 2010).

Although it is widely considered a form of deviant workplace behavior, scholars have two distinctive counter-perspectives concerning the effects of cyberloafing on employees and workplaces. Specifically, cyberloafing activities are determined to be beneficial to businesses since these behaviors increase knowledge that can be used at work. While cyberloafing seems as a threat at first glance, it may have a good effect on individuals in the workplace since it may be considered a tool to reduce stress and burnout. Employees should not be perceived as machines; they both need recharging time not only to exert physical but emotional and cognitive skills. Possessing a great work environment motivates employees, and motivated employees are more inclined to put up their best effort on the job. Additionally, cyberloafing behaviors may work as a healer by providing recovery from work stress. Lastly, cyberloafing behaviors boost creativity which can lead to a boost both in productivity and performance (Ivarsson and Larsson, 2011). Nevertheless, a great number of research mention the damaging aspect of cyberloafing, which creates billion dollars' costs to the business enterprise through inefficiency and misuse of information technologies (Blanchard and Henle, 2008).

While mentioning the discussion on the pros and cons of cyberloafing, it is worth noting that the framework of cyberloafing has changed over time. Cyberloafing can now be conducted both on computers and/or some electronic devices that are present at the workplaces and on a variety of personal devices, like smart phones, tablets, and even smart watches (Saraç and Çiftçioğlu, 2014). It is more difficult for management to recognize cyberloafing compared with different types of traditional and offline loafing or slacking activities, such as taking coffee breaks. The reason is that employees are expected to be present on their chairs while cyberloafing.

Cyberloafing behaviors themselves have changed as well. In the beginning, cyberloafing was only limited to browsing/surfing and receiving/sending e-mails but today, thanks to the advancements in the Internet, there is a great number of alternative activities, which can be considered in the context of cyberloafing. These activities involve streaming or even uploading multimedia, dealing with social networks such as Facebook, use of Twitter, Instagram, WhatsApp and many other applications.

Despite the fact that cyberloafing is today an issue that has effects in educational settings, researchers pay more attention to pupils (school and university students) than teachers. They focused on students' motivation, purpose, environment, time (Ergun and Altun, 2012), courses, the demographics of the students, the technological devices that they can use while reaching to the Internet (Durak and Saritepeci, 2019; Yılmaz et al., 2015), psychosocial representations of students, (Wu et al., 2018), their classes, and income per family member. All these are the variables associated with the cyberloafing behaviors of the students (Gökçearslan et al., 2018) but not for the cyberloafing behaviors of teachers and professors.

It has been seen that the literature on non-task related Internet usage activities has focused on businesses more than educational settings. Accordingly, the existence of studies dealing with Internet usage in educational settings is limited. For this reason, it can be stated that there is a void in the literature about the usage of the Internet in the educational system, particularly teachers' use of the Internet. Thus, the aim of the thesis is to expand the knowledge and comprehension of the frequency of cyberloafing behaviors of teachers in terms of demographic characteristics and examine the association between the variables and cyberloafing. It should also be noted that this thesis is the first study about "cyberloafing" conducted in Djibouti.

To address these goals, the literature review is divided into three sections to provide insight into cyberloafing behaviour and the theoretical underpinnings of the concept. In the first section, the roots of cyberloafing behavior are identified. In the second section of the literature review, studies existing in the literature are examined to provide an overview of the field. Accordingly, the second section describes typologies of cyberloafing, explains the motivation behind cyberloafing, the effects of cyberloafing on employees, and the theoretical basis of the concept in a broad framework. In the last section, the hypotheses were proposed.

To achieve the research objectives, an online survey, of which the participants consisted of teachers and professors in Djibouti, was conducted using the quantitative research approach and statistical analysis has been implemented. The remaining parts of the thesis contains methodology part, analyses and findings, conclusion and discussion.

2. LITERATURE REVIEW

This part of the study addressed a literature review, focusing on scholars who investigated cyberloafing within a similar framework. Also, this section provided the definition of cyberloafing and how it was conceptualized. Furthermore, this section of the study includes negative and positive perspectives on cyberloafing, cyberloafing typologies, as well as antecedents of cyberloafing.

2.1. Cyberloafing

Relaxing during work hours has consistently been an issue for organizations. Prior to the use of the web and PCs, employees were “relaxing” in disconnected ways. For example, employees were benefiting from meeting spaces to have a rest, the were having smoking breaks and were dealing with non-business-related exercises.

At the start of the 2000s, new forms of relaxing alternatives emerged with the widespread usage of the Internet. To generalize the personal Internet usage behavior of employees at work, scholars used the term cyberloafing, which can be defined as employees’ Internet usage during working hours for personal goals while they are at their workplaces.

Cyberloafing is a compound concept. It consists of a prefix called “cyber’’ and an activity, which is “loafing”. It is known that “cyber" is associated with computers, ICT, or generally "the Internet", while "loafing" is linked to the act of spending time in an idle way. In the literature, different sets of concepts were used in defining cyberloafing activities such as cyberslacking, which is the most commonly used one, problematic Internet use, Internet abuse, non-work related computing, personal web usage at work, junk computing, Internet dependency, online loafing, Internet addiction or Internet addiction disorder (Kim and Bryne, 2011) (see table 1).

Table1. Conceptualization of Cyberloafing

Terms	Definitions	Authors
Cyberloafing	"Cyber loafing is the practice of using company-provided email and the internet for purposes other than work. "The deliberate usage of IT for non-business affairs in the workplace"	Blanchard and Henle, 2008, p.1068 Jandaghi, Alvani, Zarei Matin, Fakheri Kozekanan, 2015,p.337
Junk computing	"An employee's usage of organizational IS resources for personal purposes, not directly related to organizational goals"	Block and Ho, 2009, p. 125
Personal web usage	""An optional online activity on the internet while at work using the organization resources for not vital activities for the job or task,"	Anandarajan and Simmers, 2004, p.19
Cyber slacking	"The use of email and the internet during working hours for purposes not linked to a job is permitted."	Phillips and Reddie, 2007

At the beginning of the 2000s, cyberloafing (a.k.a cyberslacking) exercises were restricted to just sending and receiving emails, however, its extension developed in time like playing online games, streaming/watching videos, surfing on the internet, or dealing with personal issues. However, in time -particularly with the rise of mobile phones and its change to smart phones expanded cyberloafing acts in working environments.

The number of employees engaged in cyberloafing have increased. Approximately 57% of the population uses the Internet, as reported in the Global Digital 2019 Report. The ratio has increased by 9.1% since 2018. On average, Internet users spend 6.42 hours online per day, according to the same report (wearesocial, 2019). This high level of Internet usage enabled cyberloafing activities. the literature indicates the high prevalence of the behavior by stating

that 80% of employees shops online while at work, check social network sites (SNS), and read blogs, (Metin, Peeters, and Taris, 2018).

According to Teo and Loo (2002), cyberloafing is defined as "any voluntary act of employees using their companies Internet access during office hoçurs to surf non-work related web site for non-work purposes, and access non-work-related email". Indeed, at the beginning of the new millennium, cyberloafing activities were limited with the use of companies Internet access. But in time, as the use of mobile phones become widespread, cyberloafing became more prominent. Overall, cyberloafing alludes that people use PCs and the web in the workplace for non-work-related reasons as opposed to working.

As seeking for the roots of cyberloafing, it can be stated that cyberloafing started to occur with the use of the Internet. As Vivien Lim (2002) emphasized initially, cyberloafing is different from other types of slacking activities. "Employees can now not only engage in loafing on the job, they can literally enjoy the best of both worlds by maintaining the guise of being hard at work in the real world while in effect traveling through cyberspace by surfing websites for personal interests and purposes" (Lim, 2002). One important aspect of cyberloafing is that it makes it possible for employees to slack while they are at work and they seem to be working at their desks. It is totally different than the other traditional forms of loafing, such as coffee breaks or having smoking breaks. While slacking in traditional ways, employees may be caught by any observers easily. Thus, cyberloafing permits employees to introduce actually in the working environment while they are loafing and putting a hold on work activities through web exercises. Computers in the working environment are mostly used, which can undoubtedly create confusion if a worker is working or loafing.

2.1.1. Negative Perspective on Cyberloafing

In the organizational behavior literature, there are varity of behaviors that are considered to be negative for the employees, the organization, or both. Scholars have focused on negative behaviors like absenteeism or behaviors related to injustice. A great many of the studies focus on negative work place behaviors started in 1995 by Robinson and Bennett. In their study, they constructed a model in which deviant workplace behavior is conceptualized. The characteristics of this concept are listed as production deviance, property deviance, political

deviance, and personal aggression. They differ between dimensions, minor vs. serious deviance and organizational vs. interpersonal deviance (see figure 1).

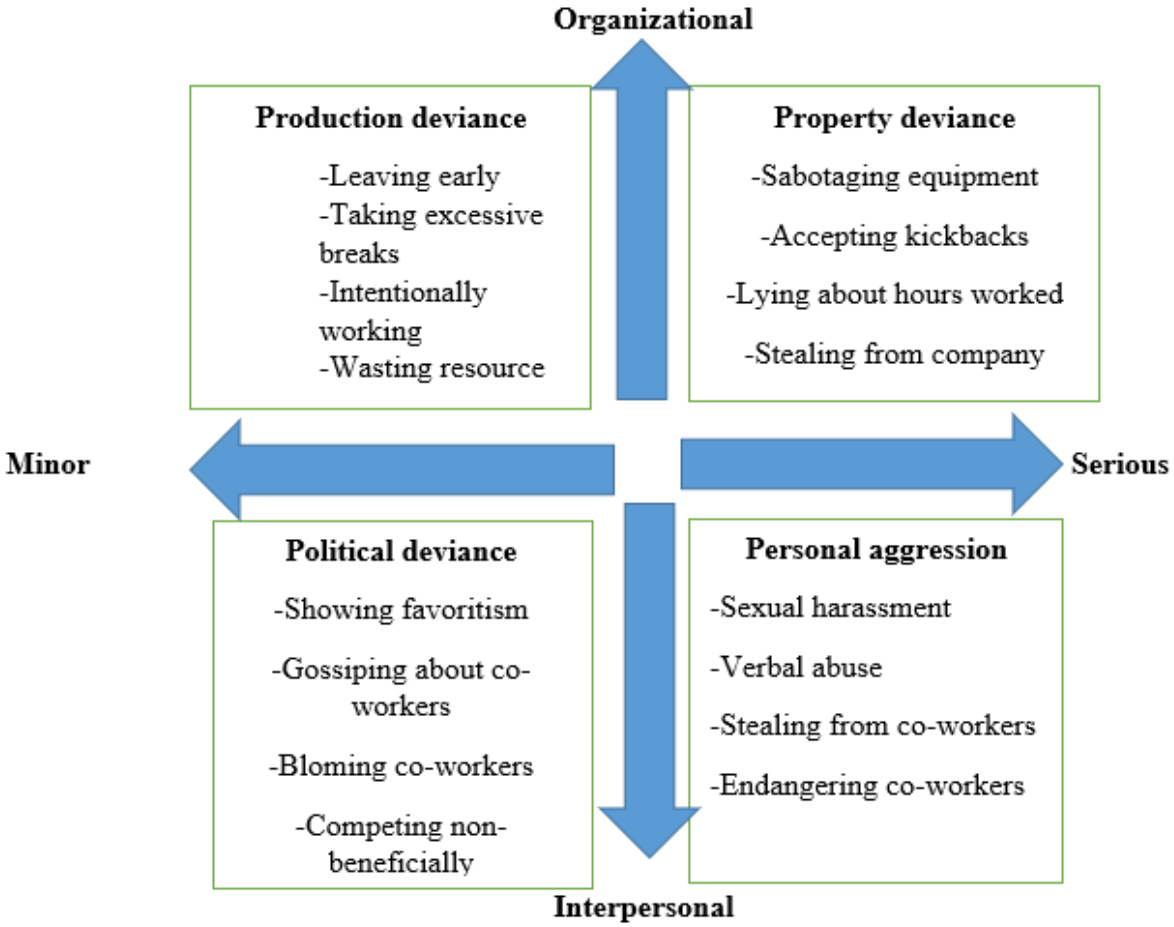

Figure 1. Deviant Workplace Behaviors (Robinson & Bennett, 1995)

Organizational deviance consists behaviors which are limited to the behaviors only between the employee/manager and the organization. Theft, sabotage, or even putting little effort into work are the commonly seen organizational deviant behaviors. Conversely, interpersonal deviance consists of behaviors which are limited to the behaviors among the employees and/or managers. Pranks, rude acts, and physical aggression are commonly seen examples of interpersonal deviant behaviors (Robinson and Bennett 1995). Blanchard and Henle took over and continued this framework to explain cyberloafing with the two dimensions, minor versus serious.

Minor cyberloafing involves checking personal email at work, checking financial and/or news sites, online shopping, and surfing the net. As the other type of cyberloafing behaviors,

serious cyberloafing refers to the behaviours such as visiting adult websites, downloading music, use of chat rooms to communicate with others, and visiting online gambling sites (Blanchard and Henle, 2008).

Cyberloafing refers to a counter-productive work practice consisting of spending too many amounts of time online performing non-work related, namely personal, issues. From this point forth, an employee's productivity is expected to be negatively affected if he or she spends excessive time on cyberloafing. The behaviours within the context of cyberloafing are also threats to network security at the workplace. Because employees might click on unreliable links or visit unreliable websites which can be hazardous for the organization by involving viruses or spyware. Due to this, businesses run the danger of having private information compromised by other parties. As a result, due to cyberloafing behaviors, employees may be less engaged at work since they don't interact with colleagues during their free time and instead try to socialize on the net and/or deal with other kinds of cyberloafing behaviours, such as browsing or surfing on the net (Kian-Yeik Koay and Patrick Chin-Hooi Soh, 2018).

2.1.2. Positive Perspective on Cyberloafing

The effects of cyberloafing include but are not limited to the negative effects. In the literature, limited number of research mentioned that cyberloafing may create recreational advantages. In other words, cyberloafing was found to be a tool to deal with unintended consequences such as stress or burnout. Furthermore, cyberloafing is expected to lead to more creative and innovative employees by boosting employees' well-being. In the end, employees' happiness level may raise significantly (Vitak et al, 2011).

Cyberloafing behaviors are suitable to be examined in the context of pro-social behaviors (Spreitzer and Sonenshein, 2004) which includes organizational citizenship behaviors, whistle blowing, corporate social responsibility (CSR) and creativity/innovation (Spreitzer and Sonenshein, 2004). As pro-social behaviors, they may indeed be qualified as positive deviant behaviors, provided they diverge from organizational norms, are voluntary, and have an honourable intent (Spreitzer and Sonenshein, 2004) (see the Figure 2).

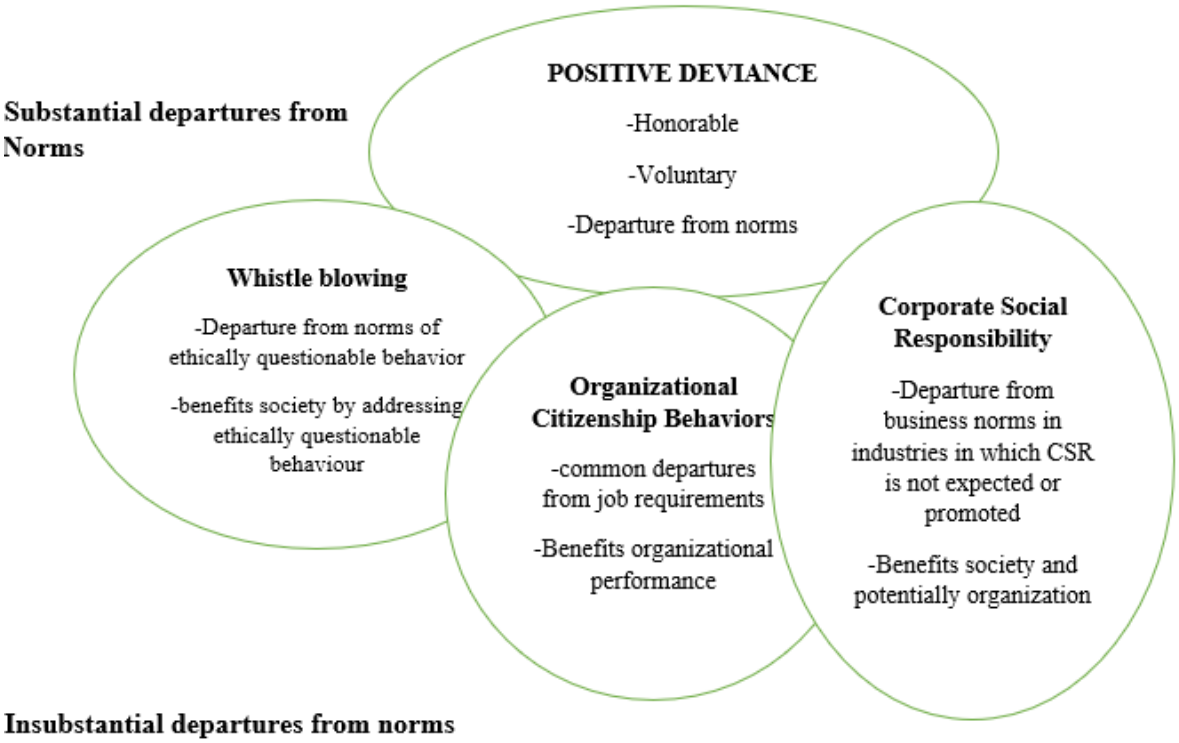

Figure 2. Pro-social types of behavior

Source: Spreitzer and Sonenshein (2004)

In addition, cyberloafing is a tool to decrease stress and burnout. People who are woking require downtime to refuel since they are not machines. An increase in employees' energy and happiness can motivate them to work hard in their jobs, which improves work output. Nevertheless, if the time spent on cyberloafing is too much, then the benefit does not outweigh the costs.

As for one additional benefit, it should also need to be pointed out that cyberloafing can work as an instrument to support employees to have creative and extraordinary perspectives. Employees may come up with out-of-the-box ideas due to the breaks they have while cyberloafing. Thus, employees are expected to transform what they experience while cyberloafing into solutions in solving the tasks at work. However, this paradigm is not embraced by all employers. Still, despite the findings in the literature regarding the positive impacts of cyberloafing, many employers refuse to have the potential positive aspects of cyberloafing.

2.2. Different Types of Cyberloafing

In real life, people have different personalities, characteristics, attitudes, and perceptions. Hence, it is easy to propose that cyberloafing behaviors differ among employees. These differences are not only limited to the variety of cyberloafing activities. The frequency of these behaviors may also vary from one to another. Some employees engage in browsing and surfing activities more. Others, on the other hand, may try to use their cyberloafing time by playing games or watching videos. In order to understand these differences, a typology is needed to differentiate cyberloafing activities.

Doorn (2011) created a typology for cyberloafing behaviors in five groups. These groups are listed as development behaviours, recovery behaviours, addiction behaviours and deviant behaviours.

- Development behavior: The activities within the context of this behavior are considered to be a potential source of learning. As a whole, cyberloafing provides employees with an opportunity to increase their skill sets, which could benefit both the employee and the organization in the future. (Belanger and Van Slyke, 2002).
- Recovery behavior: The activities that are in the context of this group can be said to associate with employees' well-being. The assumption is that by engaging in cyberloafing behaviors, employees can get rid of uncomfortableness and distress. Thus, employees can benefit from cyberloafing (Lim and Chen, 2009).
- Deviant behavior: Activities under the context of this group are considered to be unwelcome behaviors directed at the organization. There is no doubt that cyberloafing activities under this group are viewed as negative behaviors. (e.g. decrease productivity) for organizations (Weather bee, 2010).
- Addiction behavior: This conduct may be brought on by regular cyberloafing and may lead to harmful behavior. As far as impulse control and addictive disorders are concerned, the roots of addiction may have a relationship with the worker's past experiences (Yellowless and Marks, 2007). Even more, cyberloafing behaviors may be considered tools to deal with dissatisfaction (LaRose, Kim and Peng, 2010).

  It is a highly studied issue that Internet addiction is not only associated with personal life. Rather, addiction may cause problems in the working life of the employee

(Yellowless and Marks, 2007). It was also found that Internet use disorder originated from problems in social interaction (Caplan, 2002; Yellowless and Marks, 2007). In the end, addictive Internet activities are associated with not only negative issues in personal life, such as depression, but also undesired results in working life, such as a decline in performance (Stanton, 2002; Yellowless and Marks, 2007).

Along with the mentioned one above, there are different categorizations of cyberloafing. According to Lim and Chen (2009), cyberloafing activities should be examined in the context of two groups of activities. These are browsing and emailing activities. Browsing activities cover visiting news websites, visiting sports websites, etc. Emailing activities are referred to as checking non-work-related emails. It was found that browsing is positive for employees, whereas emailing has negative effects on employees. However, this classification received disagreement and critics from scholars such as Blanchard and Henle since cyberloafing is not only limited to these activities.

The other typology, which was mentioned before, belongs to Blanchard and Henle (2008). They divided cyberloafing activities into two levels: minor (e.g. shopping online, receiving email while working), and serious (e.g. gambling online and downloading music).
Another typology made by Li and Chung (2006) states that there are 4 groups of activities:

- Social function: The social function involves expressions of the employees to share information about themselves (e.g. use of the Internet in communication with others)
- Informational function: Informational function involves the activities such as searching for information on the net (e.g. the use of the Internet to acquire information)
- Leisure function: This function is related to the activities such as playing online games or downloading music
- Virtual emotional function: This function covers the activities which are not covered by the other functions such as online shopping or online dating activities.

In addition, according to Mahatanankoon, Anandarajan and Igbaria (2004), there are 5 behavior groups for personal usage, all of which are shown in Table 2.

Table 2. Personal Web Usage Activities

PERSONAL WEB USAGE ACTIVITIES
Purchasing and personal business:
Conducting travel or recreational activities,
Conducting personal external business,
Conducting personal investment and banking activities,
Conducting personal on-line shopping.
Seeking and viewing information's:
Reading online news, including sports,
Weather; viewing entertainment products and services;
Researching any products or services related to personal interest,
Searching for jobs outside the company.
Interpersonal communication:
Sending e-cards, e-flowers, e-gifts to friends and family;
Sending or forwarding e-mail to multiple mailing lists, individuals, or newsgroup;
Using online classified advertisements;
Using personal based e-mail such as Hotmail
Interactive entertainment and pass time:
Participating in casual online chatting,
Participating in non-work related newsgroups,
Participating in online gaming,
Surfing the internet casual without any purposes
Personal downloading:
Downloading videos, audio, pictures, texts for personal entertainment,
Downloading software for personal use.

The last typology is mentioned by Ramayah (2010), which distinguishes four main activities:

a. Personal communication
b. Personal information
c. Personal downloading
d. Personal e-commerce

In the activity part, there are six different typologies of activities of cyberloafing from different scholars but some studies show similarities such as the work of Ramayah (2010) and Mahatanankoon et. al (2004) and the typology provided by Li and Chung (2006). Nonetheless, they all describe the internet behaviors in general (see table 3).

Table 3. Types of Cyberloafing Activities

Authors	**Types of Cyberloafing Activities**
Lim & Chen (2009)	▪ Browsing activities ▪ Emailing activities
Blanchard & Henle (2009)	▪ Minor cyberloafing activities ▪ Serious cyberloafing activities
Li &Chung (2006)	▪ Social function ▪ Informational function ▪ Leisure function ▪ Virtual Emotional function
Mahatanankoon, Anandarajan & Igbaria (2004)	▪ Purchasing and personal business ▪ Seeking and viewing information ▪ Interpersonal communication ▪ Interactive entertaimnet and pass time ▪ Personal downloading
Ramayah (2010)	▪ Personal communication ▪ Personal informations ▪ Personal downloading ▪ Personal E-commerce

2.3 The Antecedents of Cyberloafing

In literature, the antecedents are evaluated into three different factors: organizational factors, personal factors, and situational (work) factors.

Organizational Factors

Organizational factors that are associated with cyberloafing behaviors differ on the basis of the employees' perceptions regarding some specific issues. In this study, organizational justice, organizational commitment, and job satisfaction are discussed since these are widely accepted issues in the literature (Siavash K, Fatemeh G and Seyed M, 2012)

- ★ Organizational justice: According to literature, employees who feel that injustice is being perpetrated against them are likely to feel dissatisfied and angry. Besides, they aim for revenge. In many studies, cyberloafing is associated with working fewer hours or performing lower quality work. So, cyberloafing is an appropriate behavior for revenge, as technology allows them to engage in revenge safely. In other words, it is quite hard to detect cyberloafers in comparison to other sorts of loafing or slacking behaviors, such as having a cup of coffee with colleagues or having smoking breaks.

  In the literature perceptions of organizational injustice are commonly examined in 3 forms. These 3 forms are listed as distributive justice, procedural justice and interactional justice. As its name suggests, distributive justice refers to the perception of employees with regard to the degree of fairness related to the consequences (the outputs) they have as a result of their efforts. As the second form of justice, procedural justice is defined as perception of justice with regard to how fair the procedures are within the organization. The last form of justice is interactional justice. It focuses on how employees perceive interactions with their managers.

  The existence of numerous studies states showes that how employees perceive justice has a significant and strong impact on cyberloafing (Venkatraman, 2008). In other words, employees are expected to engage in cyberloafing more if they perceive a low level of justice within their organization (Lim, 2002). Thus, they somehow balance the negative impact of the perception of injustice.

- ★ Job satisfaction: Employees have different kinds of perceptions of their experiences at work. When employees analyze the level of their satisfaction with their work, they may feel emotionally positive. This output is called job satisfaction. At this point, job satisfaction is gradually taken as an effective reflection of the work (Locke, 1976). Job satisfaction has been analyzed in a variety of forms in the literature, including total satisfaction, inner (intrinsic) satisfaction and outer (extrinsic) satisfaction. Additionally, scholars identified satisfaction types such as cognitive satisfaction and affective satisfaction. The results of the studies in the literature state that employees who are highly satisfied are expected to engage in more Internet abuse. On the other side, it was also mentioned that cyberloafing, Internet use of employees for personal issues, is actually considered a tool like a barrier to the negative effects of work stress (Woon and Pee, 2004, Ugrin et al., 2008). Employees' level of satisfaction was found to be effective for two types of cyberloafing, which are chatting online and using social networking sites. The results of a study showed that a drop in the satisfaction level leads to more online chats and more social media use (Vitak et al., 2011). On the other hand, employees who execute more cyberloafing are found to be the ones who have a high level of job satisfaction.
- ★ Organizational commitment: Organizational commitment is referred to the identification of an employee's self with the organization he/she is working at. The level of her activities is also counted in the context of organizational commitment. It is generally associated with three components. The first one is the belief in the 'ways of doing things' and aims of the organization. The second one is the employees' desire to conduct reasonable engagement toward the success of the organization. The third and last one is employees' willingness to sustain their loyalty (membership) to the organization they are working at. (Porter, Steers and Boulian, 1973).

In literature, there have been few studies that show how cyberloafing is associated with organizational commitment. Three elements of organizational commitment are listed as follows:

a. Affective commitment is defined as the employees' traits, the characteristics of the job, experiences towards work, and structural issues.

b. Continuance commitment is defined as the employees' level and/or the number of investments to the organization.
c. Normative commit ment refers to cultural socialization relating to or occurring in the family of the employee and organizational socialization which is about developing and adapting to a role in an organization that meets the organizational and individual needs of an individual.

In a study by Niaei, Peidaei and Nasiripour (2014), which focuses on how the components of organizational commitments and cyberloafing are associated, it was found that the relationship is negative.

Personal Factors

According to the literature, individual characteristics may predict which people are more willing to deal with cyberloafing behaviors. Personal determinants involve knowledge, education, personality, values, age, gender and many others.

- **Demographic Variables**

Demographic variables such as age, experience, gender, and level of education are among the main determinants of cyberloafing.

According to Orhan and Fatih (2015), supervisors are more likely to cyberloaf in comparison to officers. In another study, the results were the same (Kaplan and Çetinkaya, 2014), which states that managers show more cyberloafing conduct than subordinates. The same outcomes have been found in other scholars. According to the results, employees in the upper levels of the organization are more likely to cyberloaf more in comparison to their subordinates. These results may be associated with the assumption that since stress levels may raise as the employee climbs the career ladder, it may be a need to relieve stress. In other words, supervisors may need to have these breaks from cyberloafing to cope with the high level of stress they experience. One additional point to explain the high level of cyberloafing in upper positions is that the autonomy level is high in upper-level positions, creating room for the manager to cyberloaf more (Garrett and Danziger, 2008). In the same vein, Andreassen et al. (2014) determined that employees/managers who have more income and a better level of

education, and whose level of autonomy is higher tend to engage in cyberloafing more in comparison to others in lower positions in the organization pyramid.

When a comparison is conducted for cyberloafing based on employees' relationship status, it was found that employees' having a partner are using social network sites more in comparison to single employees. Form this point forth, Lee and Bruckman (2007) have mentioned that some employees may be using social network sites for finding a partner. Therefore, single employees are more likely to have this intention than people who are in a relationship. Similar findings were found by Orhan and Fatih (2015) that single workers are more likely to cyberloaf than married workers.

Örücü and Yildiz (2014) found that there is no difference in cyberloafing according to gender. In a comparable study conducted by Orhan and Fatih (2015), it was found that the level cyberloafing does not differ in terms of gender. However, in some studies, male employees were found to tend to use social network sites at work more than females (Garrett and Danziger, 2008; Henle et al, 2009; Lim and Chen, 2009; Vitak et al, 2011).

According to the findings of Andressean et al., (2014) age was negatively related to cyberloafing. This negative relationship is seen in three other studies on cyberloafing (Garrett and Danziger, 2008; Henle et al,. 2009; Vitak, et al,. 2011), while in one study the opposite findings have been mentioned (Restubog, et al., 2011).

As for a comparison in terms of age, Correa et al. (2010) found that young employees cyberloaf more than older ones. Parallel to this study, Jia and Jia (2015) found that workers' gender and age are highly correlated with cyberloafing. In particular, younger and male workers tend to be more intended toward cyberloafing.

- **Personality Traits**

The Big Five

Costa and McRae (1989) identified personality trait as "a motive of thinking, emotional, and manners". They are stated not to change easily and are sensibly steady over the long haul across situational stimuli. Subsequently, traits lastingly affect practices and mentalities more than states which are full of feelings or intellectual experiences of an individual and are more transient (Webster and Martacchio, 1992).

For the study of individual traits, the five-factor model, is considered to offer the most commonly accepted framework. It is also known as "Big Five", which involves extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Viswervaranic and One's (2004) state that the common usage of this model is due to the fact that the model is in line with a great number of theories. Additionally, the model is stated to be valid in terms of different age, gender and culture groups. Lastly, the model seems to be valid when it is linked to biological components.

Digman (1990) clearly emphasized that personality is described through the five factors. The model is also suitable to use in the field of organizational behavior since De Lara (2006) stated that the model can explain various attitudes or behaviors of employees in business. Thus, the model can explain specific issues like performance, motivation, or attitudes with regard to the job.

Along with all the benefits that the Big Five offers for explaining concepts in the field of organizational behavior, the model works specifically in explaining the employees' use of technology. In this line, Zhang (2003) stated that the model is a good determinant for personal Intenet usage. Thus, the model may work as a tool to predict cyberloafing. In order to answer how the five traits can have the capacity to explain cyberloafing, definitions and descriptions of each of the traits offer some insight in Table 4.

Table 4. The Big Five Individual Traits

Trait	Definitions	Adjective descriptors
Extraversion (vs Introversion)	Conveys an energetic approach to the social and material World, including such traits as sociability, assertiveness and enthusiasm	Active, energetic, expressive, gregarious, sociable, spontaneous, talkative
Agreeableness	Contrast a prosocial and communal orientation toward others with relationships of a more antagonistic nature	Altruistic, amiable, cooperative, emphatic, helpful, sympathetic
Conscientiousness	Described an individual's socially prescribed impulse control that facilitates task and goal-oriented behavior such as following norms and rules delaying gratification, organizing and planning	Careful, dependable, hard-working, purposeful, responsible, self-disciplined, scrupulous, strong-willed, thorough, trustworthy
Emotional stability	Contrast even-temperedness with negative emotionality, encompassing feelings such as sadness, anxiousness, insecurity, anger and nervousness	Independent, plated, secure
Openness to experience	Describes the breadth, depth originality, and complexity of an individual's mental and experiential life	Adventurous, creative, curious, flexible, imaginative, intellectual, open-minded, variety-seeking

A bird-eye view can notice that two of the traits, namely openness to experience and extraversion, seem to be a in a strong relation with cyberloafing. On the other hand, the remaining three traits, namely conscientiousness, emotional stability and agreeableness, seem to work as barriers to conducting cyberloafing behaviors. In the literature, it was determined

that individuals who are high on conscientiousness are found to be associated with crimes more (Wiebe, 2004) or they are a part of unintended results at work, such as theft, ignorance of rules (Salgado, 2002, Shiner et al., 2002**)**. Since conscientious people are expected to be more reliable and disciplined, they are also expected to deal with their tasks and fulfill their responsibilities instead of conducting non-productive behaviors like cyberloafing.

As for the emotional stability trait, employees who are high on emotional stability are expected to be great at performances in comparison to the ones who have a low level of emotional stability. These results can be associated with the fact that low level of emotion leads to more impulsive actions, which is a barrier to performance (Judge, et al., 1999**)**. So, it can be said that employees who are high on emotional stability are ready to work without distraction. They would prefer focusing on the task at hand rather than engaging in behaviors with unintended results, such as cyberloafing.

Similar to emotional stability, employees who are high on agreeableness tend to cyberloaf less as well. This is because employees who are high on agreeableness are reliable people (Gold berg, 1990**)**. Thus, they are expected to deal with their responsibilities.

As opposed to emotional stability and agreeableness, more extraversion is expected to pave the way for more internet use through social network sites (Kraut, et al., 2002). Similar to extraversion, more openness to experience is expected to give the same result such that openness to experience is associated with dealing with new or original issues. Thus, the seek for new or original information means internet browsing or watching videos online to gather information. There were not many studies about personal traits and cyberloafing, but researchers (Andreassen et al,. (2014); Salgado, 2002) found a negative relationship between agreeableness and cyberloafing.

Situational Factors

Cyberloafing may also affect the individual's work factors. Job characteristics and job stressors are discussed under the heading of situational factors.

- **Job Characteristics**

In literature, there are many job characteristics. In this study, the focus is on task autonomy and skills variety because to the best of the author's knowledge, only these two variables are associated with cyberloafing in the literature.

Task autonomy: Task autonomy refers to the independence level of the employee at work. Controlling and making his/her own plans are all determinants of a high level of task autonomy (Ang and Slaughter, 2001). In other words, task autonomy is very briefly about deciding what to do and when to do it. Researchers in this area mentioned the importance of self-responsibility in employees.

Skills variety: Skills variety is about the differences in duties, tasks and activities (Ang and Slaughter, 2001) and how many skills are required by the employee (McKnight, et al., 2009). This study suggests that when the task is limited, it's easier for employees to cyberloaf. In contrast, when the job requires a lot of activities, the employees may not have time to use Internet.

- **Job Stressors**

The term "job stressors" are stress forces which are external and have the potential to create a negative impact on the employee. The effect shows itself in the employees' health, particularly wellbeing. Blanchard and Henle (2008) categorized job stressors as 1) role ambiguity, 2) role conflict, and 3) role overload.

- Role ambiguity: It occurs when the duties and responsibilities of the employees are not clearly defined. Additionally, when employees are not informed about their duties, it is still possible for role ambiguity to exist. If role ambiguity gets higher, cyberloafing is expected to be seen as high since the lack of clear guidance about their tasks and responsibilities is a motivation that fosters cyberloafing. **S**tudies examining the relationship between cyberloafing and role ambiguity in the literature are scarce. Although reducing role ambiguity causes a significant decrease in cyberloafing behaviors, cyberloafing activities are in the increase since technology has become an indispensable element in both business and private life (Weatherbee, 2010).

- Role conflict: If employees have to deal with incompatible tasks or demands at the same time, they experience a perception of conflict in their roles. They can not be sure about what their role is in the organization. Role conflict may be seen for a variety of reasons. The conflict between responsibilities at work or the rules within the institution the employee is working at and his/her personal values are quite common (Blanchard and Henle, 2008). Role conflict, by its nature, is stated to increase cyberloafing due to the fact that the demanding multi-tasks create confusion and the employee cyberlaof in order to escape from the conflict.
- Role overload occurs when the employees confront too much demand at work. The lack of low resources to handle is again a source of role overload. Role overload is stated to be in a negative relationship with cyberloafing. As the employees have no or little time to take a break from work, cyberloafing is expected to be lessened (Henle and Blanchard, 2008).

2.4. Consequences of Cyberloafing

The consequences related to cyberloafing can be grouped into two categories, such as work consequences and personal consequences. It can be either destructive for organizations such as productivity loss or constructive such as job satisfaction.

As for the destructive side, the use of email, downloads of illegal software, visiting adult sites, and activities that can create privacy leaks are all examples of destructive cyberloafing activities. These cyberloafing activities can be a threat to the organization if effectiveness and efficiency drop, indirectly or directly leading to an increase in the cost to the workplace (Wagner et al., 2012; Henle et al., 2009).

According to Lara, Tacoronto and Ding (2006), cyberloafing decreases employee productivity, which leads to a loss of billion dollars every year. Another study by Jandaghi et al. (2015) estimates that today due to cyberloafing, 183 billion dollars are lost each year by organizations because of productivity loss, low broadband, and legal concerns. As for personal consequences Askew (2012) stated that as a result of cyberloafing, employees'

moods and emotions are negatively affected, which ultimately results in reduced productivity and inefficient work performance.

A great number of researchers argued that cyberloafing is wasteful and could result in legal action being brought against the organization. In contrast, there is another school of thought that does not consider cyberloafing to be inappropriate or even harmful. In their article, Blanchard and Henle (2008) asserted that the Internet is a valuable source of work-related distractions. Additionally, cyberloafing is stated to have the potential to increase creativity and set the stage for better learning. A positive relationship between the expected productivity benefits of the Internet and cyberloafing was found. Another study suggests that cyberloafing creates an atmosphere to take advantage of opportunities at the industrial level. The cyberloafer may notice the changes in the consumers' preferences (Belanger and Slyke, 2002).

Lim and Chen (2012) examined the results of cyberloafing in terms of personal consequences. The results stated that taking breaks by surfing or browsing the net for non-work-related issues can boost productivity**.** Accordingly, cyberloafing is considered to be a recovery activity for employees to recharge their batteries. From this point forth, it can be stated that cyberloafing may lead to an increase in workers' well-being.

2.5. The Review of Theories In Cyberloafing Literature

In literature, researchers classified the conceptual framework of cyberloafing based on several theories. In this study, five theories are explained, which are theory of planned behavior, theory of interpersonal behavior, theory of organizational justice, theory of general deterrence model and neutralization theory.

- Theory of Planned behavior: This theory explains that an individual's intentions or behaviors are connected to their attitude, perceived social norms, and organizational control. According to this theory, perceptions of the cyberloafing behaviors of others, attitudes regards to the use of personal computers at work, and perceptions of behavioral control with respect to cyberloafing influence the intentions concerning cyberloafing. The intention to cyberloaf leads directly to actual cyberloafing for people who form intentions (Askew et al., 2014).

- Theory of interpersonal behaviour: This theory proposes that a specific behavior may be facilitated or hindered by adding habits and enabling facilitating conditions. Scholars found that cyberloafing activities increase when there are no informal rules regarding such behaviors (Gregory et al., 2013).
- Theory of organizational justice: This theory deals with the perceptions of fairness in employment relationships. In the study by J-ho, Gan and Ramayah (2017) it was found that when employees are threatened unfairly in the organization, they tend to cyberloaf to distract themselves from being uncomfortable.
- General deterrence model: This theory proposes that deviant behaviors can be minimized as long as the organizations use sanctions to eliminate personal Internet use at work. In this line, Hassan, Reza and Farkhad (2015) found that employees' cyberloafing behaviors are less when they are aware of the sanctions against personal Internet use at work.
- Neutralization theory: Gresham Sykes and David Matza (1957) first explained the theory in order to show the process through which people can overcome normative social constraints to commit acts of deviance. Legal, moral, and ethical dictates governing propriety are not denounced wholly. However, temporarily suspending the law allows an individual to feel empowered to violate the law. In brief, independent of the culture, people use verbal or cognitive strategies to convince themselves that a particular course of action is acceptable or appropriate.

2.6. Hypotheses of The Study

Within the framework of the mentioned theories and on the basis of the literature review, this thesis proposes 9 hypotheses. All the hypotheses were proposed to examine whether demographic and personal characteristics differ in terms of cyberloafing.

Morahan-Martin (1998) determined that the majority of men are Internet users and this is mainly due to the masculinization of computer culture (development by male scientists, mathematicians, and hackers who are generally male). However, this situation eventually revealed that gender is a factor that triggers pathological Internet use. Gender differences are associated with the cyberloafing behaviors' frequency and types (Vitak, LaRose, 2011;

Garett, and Danziger, 2008). Many other studies indicate that male employees are prone to cyberloaf in comparison to female ones (Lim and Chen, 2012), and also men were found to have access to the Internet for leisure while they are working (Weiser, 2000). Despite all these findings in the literature, some recent findings showed different results. For instance, Hibrian, Baihaqi and Ihsan (2021) found in their study, which was conducted in Indonesia, that cyberloafing activities does not significantly differ in terms of gender. Likewise, Özdamlı and Erçağ (2021) found the same result for interactive cyberloafing and cyberloafing results. In another study that was conducted in Ghana, Ayebi-Arthur, Arhin and Aidoo (2021) found that although males engage in more cyberloafing activities than woman, the difference in cyberloafing levels is not statistically significant. Hence, it is seen that the results of the recent studies differ from previous ones and there is no clear evidence about cyberloafing in terms of gender. It seems that the gap between males and females in Internet usage is filling in time. However, since there is a digital divide in Internet usage against females in developing countries, it is expected to see the same results in Djibouti. Therefore, the following hypothesis is proposed:

H1: **Men are more likely to engage in cyberloafing than women.**

Ugrin et al. (2007) and Garrett and Dangizer (2008) determined that occupational status is a significant variable of cyberloafing. As a result of the research, it was found that while cyberloafing is not related to low-status personnel; it is mostly related to high status employees in departments such as management, R&D, and human resources. Köse et al. (2012) stated that as a sort of high-status employees, academic staff (research assistants) engage in cyberloafing for various purposes. Likewise, in Djibouti, professors are considered to be more high-status personnel in comparison to teachers.

H2: Academics, as the high-status teachers, are more likely to engage in cyberloafing than teachers, as the low-status teachers.

The degree of cyberloafing is stated to vary according to the workers' ages. Orhan and Fatih (2015) found that cyberloafing varies by age and young employees tend to cyberloaf more. The same result was found by Vitak, Crouse and LaRose (2011). In a research analyzing a similar topic, it was found that small age and adapting to Internet technology are positively

correlated (Atkin et al., 1998). In the same vein, in the search for the relations between age and Internet use, it was found that increasing age and Internet use activities are inversely related to cyberloafing (Kraut et al., 1998).

H3: Young teachers are more likely to engage in cyberloafing than old teachers.

Employees' marital status (whether they are single or married) also creates a change in their Internet and computer usage habits. This is due to the fact that the responsibilities of married employees are more diversified with respect to the single ones. This leads to different expectations. The fact that single employees are expected to have more free time in life also diversifies their needs (Özkalp et al., 2012). The fact that the Internet and computer technology are effective tools to meet these needs can create significant differences between single and married people in terms of marital status.

H4: Single teachers are more likely to engage in cyberloafing than married teachers.

Cyberloafing is also expected to be in relation to the years of service. Experienced employees are expected to engage in a smaller number of unintended behaviors in the organization (Hollinger et al.,1992; Martin et al., 2010). Hence, high number of years of service may lead to less amount of cyberloafing. On the other hand, Yaldız (2021) found out that the years of service do not make statistically significant differences in general cyberloafing and minor cyberloafing behaviors. However, the difference in teachers' years of service is found to be the cause of a significant difference in specific cyberloafing behaviours.

H5: Inexperienced teachers are more likely to engage in cyberloafing than experienced teachers.

Independent of organisation type, privately or publicly-owned organisations have the need to adapt to developments in ICT. So, every organisation opens some room for the employees to cyberloaf. However, interestingly, the results for cyberloafing in private or public institutions vary. On the one hand, it has been determined that cyberloafing does not vary based on the institution type that teachers are working at (Tudose and Pavalache-Ilie, 2021). In cyberloafing behaviors of teachers working in private institutions and teachers working in

public institutions, no statistically significant difference was found (Yaldız, 2021). On the other hand, antecendents of cyberloafing differ significantly between public and private sector institutions (Hussain, Saleem and Malik, 2016).

H6: Public teachers are more likely to engage cyberloafing than private teachers.

Montag et al., (2015), in one of their research, claimed that smartphone can let people access the Internet from everywhere so they can check whatever they are looking for. Thus, smartphones have been connected to satisfaction with life and leisure. In addition, in another research conducted on students, it was found that students use wireless networks, computers, and mobile devices in all classrooms while they are at school (Brubaker, 2006). So, cyberloafing is not limited only to personal computers or tablets. In this line, Sığırcıkoğlu and Güğerçin (2019) found that 57.1% of the employees has access to the Internet only by mobilephones and tablets. However, the ratio of the employees who has access to the Internet by only their PC's is only 8.7%. Additionally, mobilephones are known to be the main device that is used to access to the Internet (Yu, Lee, Chen and Lo, 2021).

H7: Teachers are more likely to use phones to engage cyberloafing than computers and/or tablets.

Yılmaz et al. (2015) found that the type of the device to use the internet is not a determinant of cyberloafing (Yılmaz et al., 2015). According to Ravizza et al., (2017) in China, although college students use the Internet via smartphones, they are still distracted. Cyberloafing activities were found to cause a decrease in involvement in classroom activities. Hence, it can be stated that cyberloafing has detrimental impacts on students by causing distraction.

H8: Teachers are more likely to engage cyberloafing in institution network than mobile data.

As for the time to switch from cyberloafing to work, Lim and Chen (2012) found that it takes less time for men to switch from cyberloafing to work in comparison to women. A similar result was found by Thayer & Ray (2006). The authors stated that since women are more online for activities to build relationships, it is possible to expect women employees' time spent on turning back to work will be higher.

H9: Female teachers spend more time on switching from cyberloafing to work than male teachers.

3. METHODOLOGY

In this research, quantitative methodology was applied based on the study's purpose. A simple random sample was used to draw generalizations about the population because of its advantages in terms of cost and time. The assumptions of the statistical tests in terms of sample size were taken into account (Aksay, 2021). The sample consists of teachers from different high schools and academics (professors) from universities in Djibouti.

3.1. Research design

The study is based on a quantitative approach and descriptive design. It ensures to answer what, when, where, and how questions regarding the research problem rather than the why. According to Creswell (2013), quantitative research is the process of collecting and analyzing numerical data that can be used to find patterns and averages, make predictions, test casual relationships and generalize results to wider population. Since the aim of this study is to examine whether cyberloafing activities differ in terms of personal differences, quantitative research methodology was followed. A close-ended (5 point likert-type) questionnaire was used to measure cyber slacking.

Although, the philosophical worldview remains hidden in the research, it is important to emphasize it. The philosophical worldview proposed in the study is post-positivist (Creswell, 2013). Post-positivist is a methodological philosophy in quantitative research where we will apply the methods of natural sciences to discover the study of social science (Crotty, 1998). This approach helps researchers clearly understand the objects by empirical tests and methods as sampling, measurement, questionnaire, focus group discussion. Firstly, the hypotheses were established, secondly a cross sectional survey were used to collect data in order to test the hypotheses.

3.2. Sample

The research utilized a simple random sampling and a questionnaire with structured questions as a means of data collection using Google Forms. Throughout the data gathering process, a total of 264 responds were received and used in the analysis. The researcher used a random sample to identify that all participants in the study. Since the study was based on quantitative methods and descriptive design, the researcher benefited from a cyberslacking scale, which was previously used by Örücü and Yıldız (2014).

3.3. Source of Data

The study was used primary data as a source of data and the researcher gathered primary data from various high schools and universities in Djibouti by a cyberloafing scale as a means of data collection. The purpose of this research is to examine whether cyberloafing behaviours of teachers\professors differ in terms of demographic variables and to examine the relationships between them. The data was collected from some workers at various high schools and universities in Djibouti.

3.4. Research Purpose

Modern technologies such as the internet provide various benefits as well as some disadvantages. In this study, it is aimed to examine whether the cyberloafing behaviours of teachers\professors differ in terms of demographic variables and to examine the relationships between them. To do so, along with a scale that measures cyberloafing, a personal information form consisting of 9 items was used in order to determine the status of gender, age, professional status, marital status, participants' years of service, type of institution they work, daily internet use, the access tool, and the time they switch from cyberloafing to work.

3.5. Research Instruments

As compared to previous decades, employees were used to have coffee breaks and/or reading newspapers but with the advancements on information and communication technologies, the

way employees slack has changed. Today, employees are able to engage in cyberloafing activities not only with work computers or other electronic devices, which are provided by the company, but also with their personal electronic devices such as smart phones, tablets and smart watches. A scale that measures cyberloafing was used and the items of the survey form were divided into different sections to facilitate the participants during the survey filling process. All scale items used in this study were extracted from existing studies.

The cyberloafing items were measured by the scale used by (Örücü and Yıldız 2014), as mentioned in their work, the items were gathered from different articles such as (Lim's 2002) and (Blanchard and Henle's 2008). It is a 5-point Linkert scale form 1=never to 5=always consisting 13 items.

3.6. Data Collection and Analysis

The sample of this study consists of 264 teachers/professors in Djibouti. To collect data, random sample was applied. Before collecting data, the survey forms were prepared in Google Forms and the researcher tried to reach the target sample through E-mail, WhatsApp, Telegram, and Facebook. Online survey forms are convenient tools for communicating with the participants because of distance and the pandemic. Further, in the process of data collection, web-based survey forms are efficient and cost minimizing method. In this study, all of the participants filled the survey form online.

This is the first- study about "cyberloafing" conducted in Djibouti. The participants of this thesis are the teachers and professors of high school and university of Djibouti. Since cyberloafing has become a problem that also concerns educational setting, researchers focused on students' motivation, the purposes, environment, time (Ergun and Altun, 2012), the identity of the pupil and possession of information technologies (Durak and Saritepeci, 2019; Yılmaz et al., 2015), psychosocial representations of students, (Wu et al., 2018), class level, family income and the residence appeared among environment factors which are connected with the cyberloafing level of students (Gökçearslan et al., 2018) but not cyberloafing behaviors of teachers or professors. It is important to examine whether cyberloafing activities of teachers'/professors' differ in terms of personal factors.

This study was executed using the statistical analysis program SPSS. This is necessary to reach the intended conclusion in light of the findings of this study. The responses were collected using an online survey in which respondents were asked to score their opinions on a range of issues.

In the data analysis process, firstly missing values, meaningless data and the assumption of normality were analysed. Secondly, descriptive statistics, demographic and personal characteristics of participants, reliability and validity analyses were examined. Then, the hypotheses were tested to find whether cyberloafing behaviors differ according to specific variables.

4. ANALYSIS AND FINDINGS

4.1. Missing Data

Missing data is considered as one of the critical common problems affecting the value of data in statistical evaluation procedures. For this cause, all statistics processed into SPSS from online survey work had been checked for the lacking data. As a result, it was seen that a total of 10 answers were lacking. Since the statements that have been left unanswered have been below 10% of the entire statements in the survey, all of the data have been made suitable for analysis by writing the averages of the group in which they were in.

4.2. Meaningless Data

Among the 264 online survey forms, no meaningless data was found. It was observed that there were not identical answer to many or all of the statements in the survey, or any response in a zigzag form. Hence, all responses were included in the scope of the evaluation. Therefore, 264 survey forms had been evaluated inside the scope of this study.

4.3. Mean, Standard Deviation, Skewness and Kurtosis Values

To determine whether the data shows a normal distribution; mean, standard deviation, skewness and kurtosis values were examined. As it is seen in Table 5, mean and standard deviation values of cyberloafing scale were close to each other. Additionally, values of skewness and kurtosis in the range ±3 can be considered as a reflection of the normal distribution (Kalaycı, 2009).

Table 5. Mean, Standart Deviation, Skewness and Kurtosis Values

Items	N	Mean	Std.deviation	Skewness	Std. Error	Kurtosis	Std. Error
CYB1	264	33.561	109.010	-0.194	0.150	-0.606	0.299
CYB2	264	30.265	103.699	-0.177	0.150	-0.534	0.299
CYB3	264	33.144	118.755	-0.245	0.150	-0.740	0.299
CYB4	264	31.326	120.575	-0.152	0.150	-871	0.299
CYB5	264	28.295	131.867	0.047	0.150	-1.171	0.299
CYB6	264	33.372	122.220	-0.429	0.150	-0.681	0.299
CYB7	264	28.068	115.220	0.173	0.150	-0.655	0.299
CYB8	264	28.939	103.738	0.070	0.150	-0.295	0.299
CYB9	264	36.023	117.522	-0.602	0.150	-0.473	0.299
CYB10	264	33.674	106.689	-0.360	0.150	-0.394	0.299
CYB11	264	28.902	112.323	0.056	0.150	-0.610	0.299
CYB12	264	28.106	107.252	0.235	0.150	-0.377	0.299
CYB13	264	29.242	127.938	0.143	0.150	-1.070	0.299
Valid N (listwise)	264						

4.4. Descriptive Statistics

In addition to participants' demographic characteristics (gender, age, marital status), their professional status, participants' years of service, type of institution they work, daily internet use, the access tool, and the time they switch from cyberloafing to work were also investigated.

When Table 6 is considered; the total number of participants who answered the questionnaire is 264. 61.7% of the participants were male and 38.3% are female. As a result of the data obtained, it was determined that most of the participants were male. This finding may be related to the possibility of male participants' willingness to answer the questionnaire is higher. In line

with the national level statistics (genderdata.worldbank) in Djibouti, the labor force participation rate among females is 50.7% and it was 68.6% for males for the year 2019, which explains that the number of working males is higher than women.

When the professional status of the participants was evaluated, it was found that 61.4% were teachers and 37.8% were professors. These findings explain that the number of teachers who had the chance to answer the questionnaire was quite higher than the number of professors.

Findings regarding the age distribution show that 60.3% of the participants are less than 41 years old and 38.6% of the participants are 41 or more. According to world bank national level statistics, Djibouti population is young, about 40% of the population is under age of 15 years old, only 15% is over 40 years old and 45% is between 15 to 40 years old.

When the marital status of the participants was examined, it was found that 58.0% were married and 40.9% were single.

Table 6. Descriptive Statistics of Participants

Gender	**Frequency**	**Percent**
Male	**163**	**61.7**
Female	**101**	**38.3**
Total	**264**	**100**
Professional Status		
Teacher	**162**	**61.4**
Academic	**100**	**37.8**
Total	**262**	**99.2**
Missing	**2 2.8**	
Age		
Less than 40 years	**102**	**38.6**
41 and more	**159**	**60.3**
Total	**261**	**98.9**
Missing	**3 1.1**	
Marital Status		

Single	**108**	**40.9**
Married	**153**	**58.0**
Total	**261**	**98.9**
Missing	**3**	**1.1**

When the years of service is considered, 59.4% of participants have worked for up to 10 years in the organizations, and 39.8% of participants have worked 11 years or more. This finding shows that the majority of the participants have an experience of less than 11 years.

Table 7. Findings for the years of service of the participants

Years of service	**Frequency**	**Percent**
1-10	**157**	**59.4**
11 or more	**105**	**39.8**
Total	**262**	**99.2**
Missing	**2**	**0.8**

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In table 8, it is shown that the majority of the participants are from public institutions 55.3 % and 42 % are from private institution.

Table 8. Findings of institution type

Institution Type	**Frequency**	**Percent**
Public Institution	**146**	**55.3**
Private Institution	**111**	**42**
Total	**257**	**97.3**
Missing	**6**	**2.7**

Table 9 demonstrates that 48.9% of participants are phone users, 50.3% are computer/tablet users.

Table 9. Findings of tools to access Internet

Tool to access Internet	**Frequency**	**Percent**
Phone	**129**	**48.9**

Computer/Tablet	**133**	**50.3**
Total	**262**	**99.2**
Missing	**2**	**0.8**

When the internet usage in the institution was evaluated, 63.7 % of the participants are mobile Internet users and 35.9 % of the participants are users of WIFI-network of the institution.

Table 10. Findings of Internet usage in the Institution

Internet usage in the Institution	**Frequency**	**Percent**
Mobile Internet	**168**	**63.7**
Wifi-Network of the Institution	**95**	**35.9**
Total	**263**	**99.6**
Missing	**1**	**0.4**

In table 11, 54.9 % of the participants take 11 minutes or more to switch from cyberloafing to work while 44.3 % take 1-10 minutes. This shows that majority of the participants take more than 10 minutes to switch from cyberloafing to work.

Table 11. Findings of Time switched from cyberloafing to work

Time switched from cyberloafing to work	**Frequency**	**Percent**
1-10 mins	**117**	**44.3**
11 mins or more	**145**	**54.9**
Total	**262**	**99.2**
Missing	**2**	**0.8**

4.5. Reliability

Reliability is defined as "the belief that the technique applied in the research provides the researcher with accurate data about the universe" (Saruhan and Özdemirci, 2013). Since it is often not possible to make an error-free measurement, it is necessary to minimize the error in order to increase the reliability of the measurement. One of the most used models in reliability analysis is the Alpha (Cronbach Alpha Coefficient) model and was preferred in the current

study (Lorcu, 2015). A point to be considered while determining the Cronbach Alpha coefficient is that the correlation coefficients between the question and the whole should not be negative and the value should not be less than 0.25 (Lorcu, 2015). Whether the items are perceived as the same by the teachers were investigated and it was found to be significant for the scale. The results were revealed with the reliability analysis. According to the results from the table, the reliability is 0.925. Accordingly, it has been determined that dimension is within the coefficients that are considered reliable (Güriş and Astar, 2014).

Table 12. Reliability Analysis

Cronbach's Alfa	N of Items
.925	13

4.6. Factor Analysis

Factor Analysis is an analysis conducted to evaluate the extent to which a predetermined or constructed structure is compatible with real data (Cokluk et al., 2012). The Bartlett test and Kaiser – Mayer – Olkin (KMO) criteria were used to test its suitability for Factor Analysis. The Bartlett test is a test of sphericity and shows whether the data are related to each other. Bartlett's Test Value = 1938.893 p= 0.000 was calculated. The Kaiser – Mayer – Olkin (KMO) Value = 0.923. In social sciences research, the KMO value being greater than 0.60 generally indicates that the sample size is sufficient. In the light of the calculated statistics, it was seen that the data were suitable for factor analysis.

Table 13. KMO and Bartlett's Test

Analysis	Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**.923**
Bartlett's Test of Sphericity Approx. Chi-Square	**1938.893**
df	**78**
sig	**.000**

The exploratory factor analysis results of the cyberloafing scale are presented in Table 14. According to the widely accepted view, the value of the total variance explained should be between 50-75% (DeCoster, 1998). It was determined that the cyberloafing scale consists of one single factor. The 13 items in the survey form explain 53% of the variance of the construct. As a result, the obtained value is statistically acceptable.

Table 14. Factor Analysis for Cyberloafing Scale

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.892	53.012	53.012	6.892	53.012	53.012
2	.948	7.293	60.304			
3	.912	7.013	67.318			
4	.723	5.559	72.877			
5	.654	5.030	77.907			
6	.517	3.975	81.882			
7	.473	3.637	85.519			
8	.417	3.209	88.728			
9	.409	3.146	91.874			
10	.321	2.467	94.341			
11	.287	2.210	96.551			
12	.235	1.807	98.358			
13	.213	1.642	100.000			

4.7. Independent Sample T-test and Chi-Square Test

In this part of the study, the hypotheses about the participants' cyberloafing behaviors in terms of their demographic characteristics (gender, age, marital status), their professional status, participants' years of service, type of institution they work, daily internet use, the

access tool, and the time they switch from cyberloafing to work have been tested. Independent sample t-test and Chi-Square test are used to test these hypotheses. Due to the normal distribution of data, to test whether the difference between the averages of two independent samples, independent sample t-test was performed. In addition, a chi-square test was conducted too compares males and females in terms of the time they spend on switching from cyberloafing to work. All the hypotheses were and the results of the hypotheses tests were given in the remaining part of this section.

H1: Men are more likely to engage in cyberloafing than women

The results of the independent sample t test performed according to the gender variable are shown in Table 15. As a result of the analysis, it was found that despite the mean of men was higher than the females, there was a not a significant difference in the scores for males (M=3,116, SD=,882) and females (M=3,088, SD=,809); t(262)=0,262, p = 0,794. Hence, H1, which indicates that males are more likely to engage cyberloafing than females, was not supported.

Table 15. Differences in Cyberloafing Behavior by Gender

Variables	**M**	**SD**	**Df**	**T**	**p**
Gender					
Male	3,1165	,88253	262,0	0,262	0,794
Female	3,0887	,80969			

H2: Academics are more likely to engage in cyberloafing than teachers.

The results of the independent sample t test performed according to the participants' professional status are shown in Table 16. As a result of the analysis, it was found that there was not a significant difference in the scores for professors (M=3,148, SD=,848) and teachers (M=3,075 SD=,834); t(258)=0,678 p = 0,498. Hence, H2, which indicates that teachers of high status (professors) are more likely to engage in cyberloafing than teachers of lower status, was not supported.

Table 16. Differences in Cyberloafing Behavior by Professional Status

Variables	M	SD	Df	T	p
Professional Status					
Professors	3,1482	,84863	258,0	0,678	0,498
Teachers	3,0751	,83450			

H3: Young teachers are more likely to engage in cyberloafing than old teachers.

The results of the independent sample t test performed according to age are shown in Table 17. As a result of the analysis, it was found that there was a significant difference in the scores for participants who are less than 41 year-old (M=3,598 SD=,652) and participants who are 41 or more year- old (M=2,791 SD=,792); t(243)=8,950 p = 0,000. According to the means of the variables it is seen that participants who are less than 41 year-old are more likely to engage in cyberloafing than older teachers. Therefore, H3 is supported.

Table 17. Differences in Cyberloafing Behavior by Age

Variables	M	SD	df	T	p
Age					
Less than 41	3,5980	,65279	243,0	8,950	0,000
41 or more	2,7910	,79277			

H4: Single teachers are more likely to engage in cyberloafing than married teachers.

The results of the independent sample t test performed according to the marital status are shown in Table 18. As a result of the analysis, it was found that there was a significant difference in the scores for single participants (M=3,327 SD=,897) and married participants (M=2,945 SD=,748); t(259)=,736, p = 0,000. According to the means of the variables, it is seen that single teachers are more likely to engage in cyberloafing than married teachers. Hence, H4 is supported.

Table 18. Differences in Cyberloafing Behavior by Marital Status

Variables	M	SD	df	T	p
Marital Status					
Single	3,3276	,89788	259,0	3,736	0,000
Married	2,9457	,74844			

H5: Inexperienced teachers are more likely to engage in cyberloafing than experienced teachers

The results of the independent sample t test performed according to the years of service variable are shown in Table 19. As a result of the analysis, it was found that there was a significant difference in the scores for participants who work 1-10 years (M=3,269, SD=,747) and participants who work 11 or more years (M=2,862, SD=,902) conditions; t(194)=3,822, p = 0,000. According to the means of the variables it is seen that inexperienced teachers are more likely to engage in cyberloafing than experienced teachers. Therefore, H5 is supported.

Table 19. Differences in Cyberloafing Behavior by Years of Service

Variables	M	SD	df	T	p
Years of Service					
1-10 years	3,2690	,74791	194	3,822	0,000
11 or more years	2,8623	,90279			

H6: Public schools/universities teachers are more likely to engage in cyberloafing than private schools/universities.

The results of the independent sample t test performed according to the institution type are shown in Table 20. As a result of the analysis, it was found that there was a significant difference in the scores for participants who work in a public institution (M=,540 SD=,629) and participants who work in a private institution (M=2,572 SD=,723) conditions; t(255)=-11,445, p = 0,000. According to the means of the variables it is seen that public

schools/universities teachers are more likely to engage in cyberloafing than private schools/universities. Hence, H6 is supported.

Table 20. Differences in Cyberloafing Behavior by Institution Type

Variables	**M**	**SD**	**df**	**T**	**p**
Institution Type					
Public	3,5406	,62979	255	-11,445	0,000
Private	2,5724	,72328			

H7: Teachers are more likely to use phones to engage cyberloafing than computers and/or tablets.

The results of the independent sample t test performed according to the internet tools are shown in Table 21. As a result of the analysis, it was found that despite the mean of phone users was higher than participants who use computers/tablet while cyberloafing, there was a not a significant difference in the scores for phone users (M=3,131 SD=,863) and computer/tablet users (M=3,078 SD=,812) conditions; t(260)=0,513 p = 0.608. Therefore, H7 which indicates that teachers are more likely to use phones to engage cyberloafing than computers and/or tablets was not supported.

Table 21. Differences in Cyberloafing Behavior by Internet Tools

Variables	**M**	**SD**	**df**	**T**	**p**
Tools					
Phone	3,1312	,86384	260	0,513	0,608
Computer/Tablet	3,0781	,81203			

H8: Teachers are more likely to engage in cyberloafing in institution network than mobile data.

The results of the independent sample t test performed according to the internet usage in the institution are shown in Table 22. As a result of the analysis, it was found that there was a significant difference in the scores for participants who use WIFI-Network of the institution (M=3,450 SD=,662) and participants who use mobile internet (M=2,490 SD=,754) conditions; t(261)=10,726 p = 0,000. According to the means of the variables it is seen that participants who use WIFI-Network of the institution are more likely to engage in cyberloafing than participants who use mobile internet. Therefore, H8 is supported.

Table 22. Differences in Cyberloafing Behavior by Internet Usage in Institution

Variables	**M**	**SD**	**Df**	**T**	**P**
Internet Usage in Institution					
Wifi-Network of the institution	3,4506	,66269	261	10,726	0,000
Mobile internet	2,4907	,75445			

H9: Female teachers spend more time on switching from cyberloafing to work than male teachers.

The results of the chi-square test performed to assess the relationship between gender and the time spend on switching from cyberloafing to work are shown in Table 23. With no cells that has an expected count less than 5, the 2 x 2 chi-square test analysis revealed that there was a significant association between gender and the time spend on switching from cyberloafing to work (X^2=14.057, df=1, p<.001). While the expected count for female participants for a-11-minutes or more switch time from cyberloafing to work was 55.3, it was found that 70 was the count for the participants among a total of 100 women (70%). On the other hand, the expected count for male participants for a-11-minutes or more switch time from cyberloafing to work was 89.7. However, it was found that the count was 75 for male participants out of a total of 162 (46.3%). It was found that the ratio of female participants who spend more time on switching from cyberloafing to work was more than the ratio of males. It shows that it takes more time for female participants to switch from cyberloafing to work than male teachers. Therefore, H9 is supported.

Table 23. Chi-square test for gender and time switched from cyberloafing to work

			Time switched from cyberloafing to work		
			1,00	2,00	Total
Gender	female	Count	30	70	100
		Expected Count	44,7	55,3	100,0
	male	Count	87	75	162
		Expected Count	72,3	89,7	162,0
Total		Count	117	145	262
		Expected Count	117,0	145,0	262,0

The summary of the hypotheses analysis is shown in Table 24.

Table 24. Summary of Hypotheses Analysis

H1	Men are more likely to engage in cyberloafing than women.	**Not supported**
H2	Academics are more likely to engage in cyberloafing than teachers.	**Not supported**
H3	Young teachers are more likely to engage in cyberloafing than old teachers.	**Supported**
H4	Single teachers are more likely to engage in cyberloafing than married teachers.	**Supported**
H5	Inexperienced teachers are more likely to engage in cyberloafing than experienced teachers.	**Supported**
H6	Public schools/universities teachers are more likely to engage in cyberloafing than private schools/universities.	**Supported**
H7	Teachers are more likely to use phones to engage cyberloafing than computers and/or tablets.	**Not supported**
H8	Teachers are more likely to engage in cyberloafing in institution network than mobile data.	**Supported**
H9	Female teachers spend more time on switching from cyberloafing to work than male teachers.	**Supported**

5. CONCLUSION AND DISCUSSION

Cyberloafing is defined as employees' use of the Internet for personal reasons, in other words, nonwork related reasons, while at work. These personal issues include activities such as dealing with upcoming and incoming emails, shopping online, playing games, dealing with personal issues, use of social networking sites, and surfing behaviors (Weatherbee, 2010). Cyberloafing, which can be referred to a modern sort of deviant behavior in the workplace, has gained the attention of scholars around the globe. Internet users in the workplaces are increasing, and this rise indirectly increases the frequency of cyberloafing. Researchers discovered that 60% of employees' time is spent on personal issues on the Internet while at work (Koay and Soah, 2018).

Although it is widely considered a form of deviant workplace behavior, scholars have two distinctive counter-perspectives concerning the effects of cyberloafing on employees and workplaces. Specifically, cyberloafing activities are determined to be beneficial to businesses since these behaviors increase knowledge that can be used at work. While cyberloafing seems as a threat at first glance, it may have a good effect on individuals in the workplace since it may be considered a tool to reduce stress and burnout. Employees benefit from cyberloafing because it functions as a type of release valve, assist employees in recovering from stressful events, and also because cyberloafing successfully buffered this relationship. That is, mistreated employees who spent more time in cyberloafing reported greater levels of job satisfaction and were less likely to desire to leave their jobs than similar participants who didn't engage in as much cyberloafing. Additionally, cyberloafing behaviors may work as a healer by providing recovery from work stress. Lastly, cyberloafing behaviors boost creativity which can lead to a boost both in productivity and performance (Ivarsson and Larsson, 2011). Nevertheless, a great number of research mention the damaging aspect of cyberloafing, which creates billion dollars costs to the business enterprise through inefficiency and misuse of information technologies (Blanchard and Henle, 2008).

Despite the existence of many studies in the literature to examine the antecedents and consequences of cyberloafing, studies dealing with Internet usage in educational settings is limited. For this reason, it can be stated that there is a void in the literature about the usage of

the Internet in the educational system, particularly teachers' use of the Internet. Thus, the aim of this thesis is to examine cyberloafing behaviors of teachers in terms of demographic characteristics and personal factors. More clearly, the thesis tries to understand whether cyberloafing behaviors differ in terms of demographic characteristics and personal factors.

The study tests whether demographic and personal factors associated with cyberloafing are the sources of difference in cyberloafing activities. The outcome of the study states that gender, professional status, tool to access the Internet were found to have no significant association with cyberloafing behavior. On the other hand, age, marital status, years of service, the institution type, internet use in the institution were found to have a significant association with cyberloafing behavior. Additionally, it is found that female teachers spend more time on switching from cyberloafing to work than male teachers. Hence, according to the test results of the hypotheses proposed within the scope of the research it is seen that six of the nine hypotheses are supported and three hypotheses are not supported.

The first hypotheses which was not supported is "H1: Men are more likely to engage in cyberloafing than women". In this study, there was not a significance difference in the scores for males and females. These findings are parallel with some of the recent findings in the literature (Ayebi-Arthur, Arhin and Aidoo 2021; Hibrian, Baihaqi and Ihsan 2021, Özdamlı ve Erçağ 2021). Also, it should be noted that a detailed comparison of current and previous literature states that gender-related difference in cyberloafing was a common finding in the past. Today, since cyberloafing is a concept directly related to the widespread use of the internet regardless of gender, both males and females engage in similar levels of cyberloafing activities.

The second hypotheses, which is "H2: Academics are more likely to engage in cyberloafing than teachers", was not supported. According to the independent sample t-test result in this study, there was not a significant difference in the scores for professors and teachers. The findings indicate that when it comes to cyberloafing behavior, there is no superior or inferior positions, each individual is using the internet, whatever position they have in a company or whatever work they are doing. So, the results showed that status is not a source of difference in cyberloafing behaviors, teachers engage in cyberloafing activities independent of statue.

The third supported hypothesis that is not supported "H7: Teachers are more likely to use phones to engage cyberloafing than computers and/or tablets". Most of the previous studies showed that smartphone is the most utilized tool when it comes to cyberloafing. Hence in this study, due to the independent sample t-test results, no significant differences were found in the scores of the variables. This finding points out that participants of this study in Djibouti did not use mobile phones more than computers and tablets. This situation may be due to their work and the fact that they have easy access to the computer and tablet.

The supported hyportheses are about the association between cyberloafing behavior and age, marital status, years of service, the institution type, internet use in the institution. In addition; as a supported hypothesis, it is found that female teachers spend more time on switching from cyberloafing to work than male teachers.

As for the difference in cyberloafing behavior in terms of age, it is seen that participants who are less than 41 year-olds are more likely to engage in cyberloafing than older teachers. In the literature, the same result was found before in a great number studies. Some of these studies are conducted by Orhan and Fatih (2015), Jia, Jia and Karau, (2013), Vitak, Crouse and LaRose (2011), showing that the results are parallel with the literature. This may have been the result of young participants being more open to research, development and learning, as well as being more comfortable and more likely to use the internet.

When evaluating the results of the independent sample t-test about testing the difference between participants' cyberloafing behaviors and marital status; it is found that single teachers cyberloaf more than married ones. Being single is more likely to access the internet because being married is a source to be more likely to be busier. The findings show that a single individual has more time to cyberloaf since a single employee is more likely to engage in job related tasks at work to balance any situation between work and home.

According to the result of the independent sample t-test between cyberloafing behaviors and years of service, it is found that participants who work 1-10 years are more likely to engage in cyberloafing than experienced teachers. This finding is parallel to the literature (Hollinger, Slora, & Terris, 1992; Martin et al., 2010; RuningSawitri, 2012). This finding can be explained by the fact that inexperienced employees are in search of more information. In

addition, more inexperienced employees experience more stress in the work environment, which can lead them to cyberloafing. On the other hand, the fact that more experienced employees have higher job loyalty may prove that they show less cyberloafing behavior.

Another hypothesis which that is supported is about the difference between participants' cyberloafing behavior and the institution types. Parallel to Hussain, Saleem, and Malik's (2016) study, it was found that there was a significant difference in the scores for participants who work in a public institution and participants who work in a private institution. According to the results of independent sample t-test, public schools'/universities teachers are more likely to engage in cyberloafing than private schools/universities. The reason of this result can be associated with the fact that employees in the private sector are expected to work harder and perform higher. Hence, in public sector teachers may feel more convenient to cyberloaf.

When evaluating the results of the independent sample t-test about testing the difference between participants' cyberloafing behaviors and the type of internet access employees use in the institution; it is found that participants who use Wifi-Network of the institution are more likely to engage in cyberloafing than participants who use mobile internet. The fact that there is no quota problem while the employee has an access to the Wi-Fi network of the institution, the use of the internet is easy, faster and it is a low-cost communication channel.

The last supported hypothesis is "H9: Female teachers spend more time on switching from cyberloafing to work than male teachers." It was found that the ratio of female participants who spend more time in switching from cyberloafing to work was higher than the ratio of males. It shows that it takes more time for female participants to switch from cyberloafing to work than male teachers. This result is parallel to the literature (Lim & Chen, 2012; Thayer & Ray, 2006). It was stated that women are more online for activities to for social reasons, like chatting with friend or family members or building relationships, it is possible to expect women employees' time spent time on turning back to work will be higher.

According to the findings of this analyses, cyberloafing differs in terms of the variables such as age, marital status, experience, the type of the institution, type of Internet used in an institution. Additionally, it was found that females spend more time in switching from

cyberloafing to work than males. On the other hand, no difference was found in cyberloafing behaviors in terms of gender, professional status, tools to access to the Internet.

Despite the fact that previous studies have focused on cyberloafing's negative effects, the current body of research demonstrates that using the firms' internet for activities that are not related to work really has a positive benefit on workers and the positions that they have. The emotional well-being of employees can be negatively impacted by sending and receiving personal emails, although exploring the web has a positive impact. If organizations expect their workers to utilize the firms' internet access to use for personal issues, they should give them some latitude in setting workplace Internet policy so that the employers can expect a beneficial impact. In this process, the findings of this thesis is hoped to be beneficial in terms of customizing the policies for individuals based on their demographic characteristics and specific personal factors.

Limitations and Future Research

As in every research, there are some limitations in this study. The fact that the sample consists of participants in Djibouti is one of the main limitations of the study. Additionally, the conclusions are at best speculative because of the paucity of long-term data. A long-term approach is required to draw strong causal findings. Gathering data based on self-reports is another limitation. Future research may decrease the dependence on self-reports in this study by augmenting the self-report with data from other sources. In the future, for example, data about the productivity of workers may be collected from a peer or supervisor.

The causes of cyberloafing can be investigated in future studies. Participants' cyberloafing causes may vary. Employees who were treated unfairly may consider cyberloafing to have a different influence on their job than those who cyberloaf because they are bored or worried. Cyberloafing as a means of vengeance against perceived organizational unfairness is likely to result in counterproductive cyberloafing, according to previous research (Mastrangelo et al. 2006). On the other hand, the positive consequences of cyberloafing is another interesting topic. Cyberloafing, is a popular pastime for workers who are bored or stressed out by their job (Anandarajan and Simmers 2005). Employees may 'zone out' and return to their tasks after taking a break via cyberloafing. This kind of cyberloafing is considered to be good since it enables workers to take a vacation from a stressful work environment. As a consequence, it is

possible to determine if cyberloafing is beneficial or detrimental to one's career by evaluating the motivations of those who indulge in it. The motives for cyberloafing is a field that needs more research since revealing these motives may offer insight into why cyberloafing is beneficial in certain circumstances but not others.

Cyberloafing is a major worry for organizations in modern workplaces where the Internet plays an increasingly vital role in how we work, play, and communicate. Organizational scholars and human resource practitioners should be aware of the possible dark side of cyberloafing and use it to their advantage by trying to control it rather than trying to totally prevent it.

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APPENDICES

Appendix A-Questionnaire

I am a master's degree student in Management and Organization Department at Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi. In the context of my thesis, I am studying on the relationship between demographic characteristics and cyberloafing behavior. I would really appreciate if you could fill out the survey. All your answers will be kept strictly anonymous and no one will be identifiable in the research. All the responses will be used for academic research.

Demographic Information

1. What is your gender?
   a) Male [ ]
   b) Female [ ]
2. What is your professional status?
   a) Teacher (high school) [ ]
   b) Professor (university) [ ]
3. What is your age?
   a) Less than 41 [ ]
   b) 41 and above [ ]
4. What is your marital status?
   a) Married [ ]
   b) Single [ ]
5. For how many years are you a teacher/professor?
   a) 1-10 [ ]
   b) 11 or above [ ]

6- What is your employed institution type?
   a) Public institution [ ]
   b) Private institution [ ]

7. What is the tool you access the internet the most?

a) Phone [ ]
b) Computer/Tablet [ ]

8. What is the internet access you use in the institution?

a) Mobile internet [ ]
b) Wi-Fi Network of the Institution [ ]

9. How many time you take to switch from cyberloafing to work?

a) 1-10minutes [ ]
b) 11 minutes or more [ ]

Cyberloafing Scale

Please indicate the best option that describes your Internet usage behavior for each statement

1. Watching videos for entertainment purposes over the Internet (such as YouTube)
2. Reading blogs (a platform for free communication between the author and the reader)
3. Joining social networks (Facebook, Twitter, etc.)
4. Downloading music, videos, movies or documents from the Internet
5. Playing games for fun or to fill your spare time
6. Dealing with your personal Web page
7. Visiting job search sites on the Internet Junk Cyberloafing Activities
8. Making banking transactions via the Internet
9. Visiting news sites over the Internet (newspaper, online news TVs and other news sites)
10. Receive, send or check email for non-business communications
11. Online shopping for personal products
12. Visiting general non-business Web sites (surfing)
13. Visiting investment-related Web sites (such as finance, stock market sites)