

The influence of cyberloafing on library and information studies students at the University of Ibadan, Nigeria

Okoroma Francisca Nwakaego* • Okafor Ifeyinwa Angela

Kenneth Dike Library, University of Ibadan, Nigeria.

*Corresponding author. E-mail: frankaonyeka@yahoo.com.

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Abstract. The internet plays a vital role in the teaching and learning processes. However, the uncontrolled excessive use of these technologies by students results to several problems such as cyber loafing. This work examines the influence of cyber loafing on teaching and learning processes of students of Library and Information Studies (LIS) at the University of Ibadan (UI), Nigeria. The study adopted the descriptive survey research as the method. The questionnaire instrument was used for data collection. 100 copies of questionnaire were distributed to the librarians in training at the Department of Library, Archival and Information Studies, University of Ibadan. 99 copies were filled and returned, given a response rate of 99%. Data generated were analyzed using descriptive statistics. The findings revealed that majority of the students engage in cyberloafing and they spend an average of 5½ hours each day in cyberloafing. Whatsapp and Facebook were the major platforms that the students use to engage in cyberloafing. The students were not satisfied with their academic performance, due to the fact that cyberloafing makes them to procrastinate in their studies.

Keywords: Cyberloafing, library, information studies, students, university, Nigeria.

INTRODUCTION

The internet and its associated technologies have in many respects altered the system of teaching and learning. They have created a new mechanism for students to interact and share information around the globe (Whitty and Carr, 2006). Despite the impact of the internet on communication, teaching and learning processes, and its potentials to improve the speed and efficiency in which students do their work, it can as well constitute harmful effects on education. The misuse of work time or study time, and spending that time on surfing on the Internet is referred to as Cyberloafing. Askew (2012) defined cyber loafing as a form of psychological withdrawal behavior which operates like a typical withdrawal behavior. Fisher (2004) explains psychological withdrawal as actions that provide a mental escape from the work environment. Cyberloafing has been described as a form of workplace deviance, which means a voluntary behavior that breaks significant

organizational norms. In so doing, it threatens the well-being of the organization or its members, or both. Cyberloafing are sometimes used interchangeably with cyber slacking, cyberbludging, internet dependency, internet abuse, problematic internet use, internet addiction and internet disorder, (Kim and Byrne, 2011).

These terms may differ according to the outcomes of their engagement. The common threat in the terms is that they all describe unproductive use of internet in the work place or school environment. Lim (2002) described cyberloafing as a voluntary act of using the internet access for non-study related purposes. Cyber loafing is also used to refer to time wasting behaviors done through a computer and the internet. Cyberloafing can therefore be referred to as spending excessive uncontrolled time on the internet which can result into under productivity. According to Orhan (2015), cyberloafing is a term used to describe the actions of employees who use their Internet

access at work for personal activities while pretending to be doing legitimate work.

Based on the existing literature as regards to cyberloafing, the behaviour covers a wide range of activities which can generally be categorized as follows: Personal e-commerce; Online stock trading; Online banking, Internet shopping; Organising and conducting personal business (moonlighting); Browsing or participating in online auction websites; Personal communication; Personal emailing; Instant messaging; Participating in personal newsgroup/forum; postings (including blogs); Internet browsing; Reading online news; Data search for personal interest; Job hunting; Downloading files for personal purposes; Internet entertainment; Online gaming; Online gambling; Watching online media (e.g. video streaming); and viewing adult-oriented (sexually explicit) websites (Bock and Ho, 2009; Coker, 2013; Lim, 2002; Lim and Chen, 2012; Messarra *et al.*, 2011; Weatherbee, (2010). These are obvious activities that students often engage in, hence the need to look into cyberloafing by students.

Students and cyberloafing

Internet has a crucial impact on students' life. Today the computer and internet technologies have become basis for so called "e" phenomenon such as e-communication, e-education, e-trade, e-health and e-business. From the educational perspective, at the institutions several activities are carried out in an effort to benefit from information and communication technologies (ICT). Consequently, ICT is integrated into education. To this end, at the higher education, institutions and schools affiliated to ministries of education, ICT laboratories have been built, and computer and internet supported courses have been taught in these classes. However, the excessive and uncontrolled use of these technologies by learners gives rise to several problems such as cyberloafing (Pearson, 2013; Whitty and Carr, 2006).

Cyberloafing is derived from the term goldbricking, which originally referred to as applying gold coating to a brick of worthless metal (Askew, 2012). There are some other terms which describe unproductive use of the internet. They can be listed as non-work related computing or internet abuse (Lee *et al.*, 2002). Cyberloafing concerns all university students as they are likely to use mobile technologies (e.g. cell phones) for leisure than for school or work (Lepp *et al.*, 2014). In education, studies focusing on non-course related issues like sending and receiving e-mails, surfing in news and sports websites, downloading music, chatting, playing online games, reading blogs, visiting social networks and updating personal websites can be regarded as cyberloafing. Use of the internet for the purposes other than course content, has a variety of consequences to students' learning. Such include focusing students'

attention to areas other than the course work, and this could constitute an obstacle to their academic success (Blanchard and Henle, 2008; Garrett and Danziger, 2008; Ugrin *et al.*, 2008) and overall performance (Ergun and Altun, 2012; Kalaycı, 2010; Kurt, 2011).

Computer based communication raises the question of social cyberloafing behaviors which are likely to impede productivity compared to other types of cyberloafing behaviors (Lim and Chen, 2012). Cyberloafing has been regarded as the tool "impeding performance". Cyberloafing concerns all university students as they are more likely to use mobile technologies compared to other age groups (Lepp *et al.*, 2014). In the field of education, these technologies have been highly utilized and significantly integrated into various aspects of education. For instance, educational potential of Facebook has widely been discussed, and Facebook has been adopted in education; podcasting applications which are available on mobile devices have been adopted in educational context to enhance students' learning experiences and to improve students' academic achievements (Foster and Havemann, 2008)

ICT integration is not only about equipping the schools with technologies but also coping with its unexpected and undesired consequences such as cyberloafing. It has been observed that among students in higher institutions, there is a great deal of cyberloaf during lecture hours. This is made possible by the use of their mobile devices which have access to the internet. There are several studies conducted to explore cyberloafing situations of students at higher institutions (Kurt, 2011; Kalaycı, 2010; Ergun and Altun, 2012). According to the researches, cyberloafing has negative implications on students' academic efficiency and academic satisfaction as well as their intention to leave school (drop out) amongst others.

On the other hand, it should be noted that cyberloafing sometimes has positive effect on the students. This is due to the fact that students are involved in many academic activities like attending classes, taking lectures, doing research and assignments. Students do take advantage of ICT for effective study and to get fast feedback from their lecturers. Therefore, minor cyberloafing will raise academic performance in students, however, serious cyberloafing such as online gambling, or indulgence in online game will decrease academic performance of students. Exhibiting long term negative behaviors will pull down students both mentally and physically. Students who devote more time in internet cyberloafing will exhibit inefficiency in their academic work. Students who cyberloaf constantly on subjects not related to their areas of study will experience increase in academic failure: students who indulge in serious cyberloafing will deprive themselves of excellent academic performance compared to students who engage in minor cyberloafing. A student who is not satisfied with his performance or with high level of failure may have intention to leave the academic environment to

Table 1. Demographic information of respondents.

Demographic variables	Frequency	Percentage
Level		
100	32	32.3
200	23	23.2
300	21	21.2
400	23	23.2
Gender		
Male	56	56.6
Female	43	43.4
Age		
16-20	51	51.5
21-24	38	38.4
25-29	6	6.1
30-35	4	4.0

N=99

Table 2. Engagement in cyberloafing by LIS undergraduates.

Yes		No	
Freq.	%	Freq.	%
76	76.8	23	23.2

Table 3. Engagement in cyberloafing by classmates of LIS undergraduates.

Yes		No	
Freq.	%	Freq.	%
79	79.8	20	20.2

seek for other career opportunities.

The foregoing brings to the limelight the need to examine the extent and impact of cyberloafing among university students.

Objectives

The general objective of this study is to ascertain the influence of cyber loafing among students in University of Ibadan.

The specific objectives are:

1. Various kinds of cyber loafing activities indulged by students
2. Ascertain the frequency of cyber loafing indulged by students
3. Identify the influence of cyber loafing on the students' academic performance

Research questions

1. What are the various kinds of cyber loafing activities indulged by students?
2. What is the frequency of cyber loafing indulged by students?
3. What is the influence of cyber loafing on the students' academic performance?

METHODOLOGY

The study adopted the descriptive survey research design. It involves quantitative method of data collection. Questionnaire instrument was used for data collection. 100 copies of questionnaire were distributed to the librarians in training at the Department of Library, Archival and Information Studies, University of Ibadan, in 2018. 99 copies were filled and returned; given a response rate of 99%. Data generated were analyzed using descriptive statistics.

RESULTS

The findings are highlighted under four headings: Demographic information; Research question 1: What are the various kinds of cyberloafing activities indulged by students? Research question 2: What is the frequency of cyberloafing indulged by students? and Research question 3: What is the influence of cyberloafing on the students' academic performance?

Demographic information of respondents

Table 1 presented results on the demographic characteristics of the respondents and results showed that most of the respondents 32 (32.3%) were in 100 level (first year students) while the least 21 (21.2%) were in 300 level whereas 23 of the respondents respectively were in 200 and 400 levels. The male LIS undergraduates 56 (56.6%) participated in the study more than their female counterparts 43 (43.4%). A little above average 51 (51.5%) were between 16 and 20 years of age, while the least 4 (4.0%) noted that they were between 30 and 34 years of age. The total response rate is 99%.

Research Question 1: What are the various kinds of cyberloafing activities indulged by students?

Tables 2, 3 and 4 revealed the percentage of LIS students in University of Ibadan that engage themselves in cyberloafing and the various activities that they are involved in.

Table 2 showed that most of the students, close to four-

Table 4. Cyberloafing activities engaged in by LIS students.

Cyber loafing activities	Yes		No	
	Freq.	%	Freq.	%
Whatsapp interactions	71	71.7	28	28.3
Facebook interactions	62	62.6	37	37.4
Facebook messenger	43	43.4	56	56.6
Surfing personal website	40	40.4	59	59.6
Online games	14	14.1	85	85.9
Surfing gambling website	11	11.1	88	88.9
Watching video/film	41	41.4	58	58.6
Listening to music	35	35.4	64	64.6
Snap photos	30	30.4	69	69.7
Receive email not related to the course work	37	37.4	62	62.6
Surfing public news websites	31	31.3	68	68.7
Checking email not related to the course	28	28.3	71	71.7
Sending email not related to your course	15	15.2	84	84.8
Reading blogs	20	20.2	79	79.8
Surfing websites related to job vacancy	16	16.2	83	83.8
Surfing group bulletins	12	12.1	87	87.9
Sending and receiving instant messages	20	20.2	79	79.8
Downloading music	39	39.4	60	60.6
Purchasing personal goods	20	20.2	79	79.8

Table 5. Hours spent by LIS undergraduates in cyberloafing.

1-2 hours		3-4 hours		5-6 hours		7-8 hours		9-12 hours	
Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
11	11.1	22	22.2	37	37.4	21	21.2	8	8.1

fifths of the LIS undergraduates 76 (77%) noted that they engaged in cyber loafing, as the rest 23 (23.2%) indicated otherwise.

As highlighted in Table 3, when the LIS undergraduates were asked if their classmates do engage in cyber loafing, majority of the respondents 79 (9.8%) answered in the affirmative, as only 20 (20.2%) disagreed.

Table 4 revealed the various cyberloafing activities engaged by LIS undergraduates. These include interactions on Whatsapp and Facebook, surfing personal websites, online games, surfing gambling websites, watching video/film listening to music, snap pictures, sending/receiving emails not related to course work, reading blogs, surfing public news websites and websites related to job vacancy, surfing group bulletins, sending and receiving instant messages, downloading music and purchasing personal goods. The findings showed that Whatsapp was the most used platform for cyber loafing as 71 (71.7%) of the respondents were involved, while Facebook was the second with 62 (62.6%) of the respondents. Again many of the respondents engaged in listening to music/downloading music (35 and 39.4% of the LIS students respectively) and checking emails not related to course work (28%). On

the contrary, the activities that did not contribute much to cyber loafing by the undergraduates included surfing group bulletins, surfing personal websites, online games, sending mails not related to their course and surfing websites related to job vacancy.

Research question 2: What is the frequency of cyberloafing indulgence by LIS students?

Table 5 shows the number of hours spent by LIS undergraduates in cyber loafing.

Table 5 captured the responses of the LIS undergraduates on the hours spent in cyber loafing. 37(37.4%) of respondents revealed that they spend between 5 and 6 hours cyberloafing, while the least 8 (8.1%) spend between 9 and 12 hours. In all 80 (81%) of LIS students in UI spend 3 and 8 hours in cyberloafing each day: an average of 5½ hours.

Research question 3: What is the influence of cyber loafing on LIS undergraduates?

To answer this research question, Tables 6, 7, 8 and 9 dealt with the number of hours spent by the students on

Table 6. Hours spent by LIS undergraduates on the Internet/social media daily.

1-2 hours		3-4 hours		5-6 hours		7-8 hours		9-12 hours		Never	
Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
36	36.4	30	30.3	9	9.1	8	8.1	12	12.1	4	4.0

Table 7. Frequency of use of the Internet/social media by LIS undergraduates.

Often		Much often		Less often		Don't use the Internet	
Freq.	%	Freq.	%	Freq.	%	Freq.	%
62	62.6	30	30.3	7	7.1	-	-

Table 8. Hours spent by LIS undergraduate students on the Internet/social media for their studies.

1-3 hours		4-6 hours		7-10 hours	
Freq.	%	Freq.	%	Freq.	%
38	38.4	49	49.5	12	12.1

Table 9. Hours spent by LIS undergraduates on the internet/social media for general activities.

1-3 hours		4-6 hours		7-10 hours	
Freq.	%	Freq.	%	Freq.	%
10	10.1	55	55.6	34	34.3

the internet/social media (the major platform used by the students in cyberloafing) daily for general activities and their studies, as well as the frequency of use, while Table 10 dealt with the influence of cyberloafing on the students.

The hours spent on the Internet daily was captured in Table 4. A significant number of the LIS undergraduates 36 (36.4%) of the participants noted that they spent between 1 and 2 hours every day on the Internet while 30 (30.3%) of the participants spent 3 to 4 hours per day. Again, only 4 (4.0%) of the respondents spend between 12 hours and above on the internet every day. Majority of students (60%) spend large amount of time (3 to 12 h): an average of 7½ h on the internet every day.

Table 7 highlighted information on the frequency of use of the Internet by the respondents and it was revealed that 62 (62.6%) of the participants used the Internet often, while 30 (30.3%) of them use it much often. Again a few of the respondents 7 (7.1%) pointed out that they used it less often. It could be deduced that every LIS student in IU make use of the internet/social media, as none of them indicated "don't use the internet".

Table 8 revealed that very close to half of the LIS students 49 (49.5%) spent between 4 and 6 hours on the Internet for their academic activities. On the other hand, a few of the respondents 12 (12.1) indicated that they spent

between 7 and 10 hours on the Internet for their studies. From the table, majority of the students 87 (88%) spend 1 to 6 h daily on the internet for course work which is an average of 3½ h per day.

Table 9 presented results on the hours spent on the Internet for general activities. Many of the LIS students 55 (55.6%) ascertained that they spent 4 to 6 h on the Internet for general activities and 34 (34.3%) of them spent 7 to 10 h, while 10 (10.1%) of them spent between 1 and 3 hours. It could be deduced that majority of the LIS students 89 (90%) spend more time 4 to 10 hours per day on the internet on general activities other than course work which is an average of 7 h per day.

Table 10 showed that a little above average 56 (56.6%) of the respondents, and 52 (52.5%) respectively agreed that the use of the social media platforms had improved their studies and academic performance to a very great extent, while 18 and 20% of the respondents concord that it has helped them to a great extent. On the other hand, 36 (36.4%) of the respondents agreed that social media do distract their attention from academic work. Most of the students surveyed 71 (71.7%) noted that they were not absolutely satisfied with their performance, while a significant number 45 (45%) of them were of the opinion that the lower performance can be traced to the social media use or cyberloafing.

Table 10. The influence of cyberloafing on LIS undergraduates.

Questions	Very great extent		Great extent		Less extent		Very less extent	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
How have the interactions on internet/social media platforms like Whatsapp and Facebook improved:								
a. your studies an undergraduate?	56	56.6	18	18.2	19	19.2	6	6.1
b. the academic performance of LIS undergraduates?	52	52.5	20	20.2	17	17.2	10	10.1

Questions	Yes		No	
	Freq.	%	Freq.	%
Do LIS undergraduates get distracted by the various activities on the internet?	36	36.4	63	63.6
Do LIS undergraduates use social media for their academic activities?	49	49.5	50	50.5
Are the LIS undergraduates satisfied with the overall academic performance?	28	28.3	71	71.7
Do the LIS undergraduates think that the internet/social media have contributed hugely to their academic performance distortion?	45	45.5	54	54.5

DISCUSSION

From the findings, majority of the LIS students 89 (90%) spent 4 to 10 hours each day on the internet on general activities other than course work. About half of the LIS undergraduates spent an average of 5 hours on the Internet for their academic activities each day while close to four-fifths of the LIS undergraduates 77% engaged in cyberloafing every day. Again more than half of LIS students at the University of Ibadan spend much of their time in cyberloafing. This shows that the rate of cyberloafing amongst LIS students at the University of Ibadan is very high. This collaborates with literature: "Cyberloafing concerns all university students as they are likely to use mobile technologies (e.g. cell phones) for leisure than for school or work" (Lepp *et al.*, 2014).

The social media platforms like Whatsapp and Facebook were the major platforms that LIS students use to engage in cyberloafing. Cyberloafing activities engaged by LIS undergraduates include: Whatsapp and Facebook activities, surfing personal websites, online games, surfing gambling websites, watching video/film, listening to music, snapping pictures, sending/receiving emails not related to course work, reading blogs, surfing public news websites, surfing websites related to job vacancy, surfing group bulletins, sending and receiving instant messages, downloading music and purchasing personal goods. Cyberloafing has both positive and negative influences on the students. Over 70% of the respondents affirmed that social media use has helped

them greatly in their academics as well. Most of the respondents (88%) spend 1 to 6 h daily on the internet for their course work which is an average of 3½ hours per day.

On the other hand, a very significant number of the respondents 36.4% concord that the social media facilities have distracted them and made them spend the time they would have used in reading, to indulge in cyberloafing. Most of the respondents (72%) noted that they were not satisfied with their performance, due to cyberloafing. This is collaborated by the fact that majority of the students (90%) spend more time 4 to 10 hours per day on the internet on general activities other than their course work, which is an average of 7 hours per day, in contrast to only 3½ hours they use on the net for academic work activities. This agrees with Mahatanankoon and Igbaria (2004) that cyberloafing activities increase work inefficiency. Students who devote more time cyberloafing will exhibit inefficiency in their academic work and therefore are likely to experience academic failure, in contrast to those that spend less time. It should be noted that cyberloafing does not just have direct negative influence on the students, but the indirect unconscious influence it delivers on the long run is very destructive to lives and properties. For instance, a student who is preoccupied with gambling activities on the internet may eventually end up in dubious actions such as bribery, corruption or even robbery. In the same vein, a person who watches pornographic films may engage in promiscuous behavior and other forms of

unruly behavior.

CONCLUSION

The use of electronic devices and internet technologies in teaching and learning is an acceptable behavior in the educational system, as it enhances teaching and learning activities. Students make use of wireless hotspots to access course materials and collaborate with others remotely, as well as engage in online group discussions. Despite the rosy advantages of internet-based learning, internet has also become a barrier to learning, as students tend to misuse these technologies to engage in cyberloafing, and this has constituted a hindrance to their academic excellence and imparted diverse kinds of deviant behavior that are detrimental to their lives and the society. Creating awareness of the negative effect of cyberloafing will help the educational system to take full advantage of the internet in teaching and learning in this technology driven age and minimize the risks associated with them.

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