Investigation Faculty of Education Students' Cyberloafing Behaviors in terms of Various Variables

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ABSTRACT
Today, internet-based information technologies are sine qua non of effective learning and teaching. By the use of multiple multi-media tools in education, learning environment is enriched, persistence of learning is ensured and the boringness of the course is prevented. However, the purposeless use of internet in classrooms leads students to get disconnected from the course and become distracted, the prevention of motivation, and discipline problems.In particular, the facts that smart mobile phones have become widespread and students come to classroom with their mobile phones can lead to the spread of cyberloafing behaviors during courses. The cyberloafing behaviors in education refer to the fact that students use the internet within course hours for the things irrelevant to course. This research aims to investigate the states of showing cyberloafing behaviors in these courses of the faculty of education students taking Computer I and II courses. The students taking computer I and II courses in different departments of Fırat University Faculty of Education and 1st and 4th grade students in the Computer Instructional Technologies (CIT) department constitute the study population of the research. According to research findings, although students stated that the idea of being engaged in cyberloafing during the course cannot be accepted, it was concluded that they followed their e-mail, participated in discussion groups, and that further cyberloafing behaviors were shown by male students in terms of gender variable, the students in the upper class in terms of class variable, the students who are experts in using the internet, those with more internet seniority and those with personal computers.

Keywords: Cyberloafing behavior, Faculty of education students, Social networks, computer laboratory.

INTRODUCTION

In today's world, internet technologies along with computers, tablets and smartphones have become a part of everyday life(Adalıerand Balkan, 2012; Çınar and Karcıoğlu, 2015; Panicker and Sachdev, 2014; Lim and Teo, 2005, Akca, 2013). Internet technologies are used in public institutions, commercial centers, streets, houses and in all parts of the life. The ratio of households with internet access throughout Turkey was 69.5% in April 2015 (TUIK, 2015).Internet usage turns into internet addiction especially in youngsters. Many factors such as gender, age, having access to internet at home, school, social and psychological reasons, loneliness and the fact that internet is a social communication tool can affect internet addiction (Esen and Siyez, 2011; Uneri and Tanıdır, 2011; Sarıkaya and Seferoğlu, 2013; Taş, Eker andAnli, 2014; Yılmaz and others, 2014).

Internet technologies increase the efficiency and effectiveness in the workplace when they are used purposefully but they may cause loss of data when they are used out of purpose (Stanton, 2002: Ugrin, Pearson and Odom, 2008; Garrett and Danziger, 2008). The use of internet for the works which are outside of the organizational objectives can be defined as cyberloafing behavior. Cyberloafing is expressed by the terms such as "cyberslacking", "cyberdeviance", "cyberloafing" and "cyberbludging" in the literature (Yıldız et al., 2015). Cyberloafing is defined as the use of internet and e-mail for non-business purposes at the workplace by Blanchard and Henle (2008), as the fact that employees use the internet at the workplace by their will for personal purposes during the working hours by Lim (2002), and as spending inefficient time on the internet by Ugrin, Pearson and Odom (2008). Blanchard and Henle (2008) state that insignificant cyberloafing behaviors at the workplace are quite a lot. Aftab (2003) states that the absence of Internet quota problem, high speed internet access at the workplaces and economic reasons may lead staff to show cyberloafing behaviors(Yağcı and Yüceler, 2016). Some authors divide cyberloafing behaviors into two as insignificant and serious cyberloafing behaviors. It is stated that insignificant cyberloafing behaviors are the use of e-mail, looking at general news and finance sites, making online shopping and entering auction sites; serious cyberloafing behaviors are entering gambling sites, reading blogs, downloading music, editing, personal web pages and entering chat rooms (Blanchard and Henle, 2008; Lim,2002).Employees who are engaged in insignificant virtual loafing activities consider their behavior as an ordinary situation and think that these activities do not damage to business

resources and even could be useful in some aspects such as preventing stress (Andreassen et al., 2014; König and Guardia, 2014).In addition the benefits of cyberloafing behavior such as relieving the employees, it has some drawbacks such as the disruption and delay of the works, unproductiveness at work. Therefore, the fact that employees show cyberloafing behaviors which are considered insignificant when they are free is acceptable.

One of the areas where internet is intensively used is the education sector. Along with the introduction of internet in the Computer Laboratories (IT) in schools, abuse of internet is observed especially in ill-defined computer courses. When we make a definition of cyberloafing for education, it can be defined as the students' tendency and/or behavior to use internet for the things irrelevant to the course during course hours (Kalaycı, 2010: 13–14). Brubaker (2006) states thatcyberloafing behaviors are also shown by students in IT laboratories and these behaviors could lead to various problems (Young,1998).The fact that students tend towards out of purpose activities during the courses leads them to get disconnected from the course, the reduction of their motivation and discipline problems. The fact that the computer courses are conducted in line with the purpose in faculties of education training teachers is important for prospective teachers not to have undesirable behaviors. This study aims to determine faculty of education students' state of showing cyberloafing behaviors in computer laboratories and whether their state of showing cyberloafing behaviors differ by students' various characteristics.

For this purpose, answers to the following questions will be sought:

1. How do faculty of education students perceive cyberloafing behaviors in computer laboratories?
2. Is there a significant difference between faculty of education students' gender, department, grades, grade point averages, internet usage skills, internet usage seniority, access to the internet and the variables of whether students adopt cyberloafing idea and the perceived cyberloafing behaviors?

METHOD

In the study, it was aimed to investigate the relationships between the variables. Therefore, relational research model was used in the study. Fırat University Faculty of Education students constitute the study population of the research. The random and disproportionate cluster sampling methods were used in the research. Information about the students who participated in the study are shown in Table 1

Participants

Table 1. General information about the participants

Department	**Class**	**f**
Computer and Instructional Technologies **(CIT)**	1–4	51
Religious Culture and Moral Knowledge Teaching (**RCMKT)**	2	37
Social SciencesTeaching**(SST)**	1	45
ClassroomTeaching**(CT)**	1	21
ScienceTeaching**(ST)**	2	18
TurkishTeaching**(TT)**	2	30
Mathematics Teaching **(MT)**	1	30
Total		232

A total of 232 students including the students taking Computer 1 and 2 courses in the Faculty of Education and CIT 1 and Grade 4 students constitute the sampling. The number of students in the specified departments is 413. Thus, sampling constitutes 56% of the study population.

Instruments

Perceived Cyberloafing Scale created by Blanchard and Henle (2008) was translated into Turkish by Kalaycı (2010). Cyberloafing Scale is a 5 point likert scale. The scale consists of 13 items and 3 factors.These are Individual works, Socialization and News following dimensions. The data of the Exploratory Factor Analysis of the scale are presented in Table 2.

Table 2. Reliability analysis of the perceived cyberloafing scale

Dimension	ExplainedVarianceratio	Cronbach α
Personal –relatedWork	41.58	.83
Socialization	12.82	.85
News reading	8.37	.66
Total	62.76	.88

The goodness of fit values were found as [$\chi 2$ (62, N=205) = 106.24, p<.000, RMSEA= 0.059, S-RMR= 0.052, GFI= 0.93, AGFI= 0.89, CFI= 0.98, NNFI= 0.97, IFI= 0.98] in the second level confirmatory factor analysis by

Kalaycı (2010). It is seen that these values are in accordance with the fit indices. In this study carried out, overall reliability coefficient Cronbach's alpha coefficient of the scale was determined to be ,815.The data collection tool used in the study consists of 2 sections:

*Personal Information Form:*It includes items such as students' gender, grades, grade point averages, internet usage frequency, for how many years they have used the internet, ability to use the internet, the place of accessing the internet.

*Perceived Cyberloafing Scale:*The activities that can be done on the internet during the course and students' frequency of doing these activities were asked in the measuring instrument.

Data analysis

Whether data showed a parametric structure was analyzed by Kolmogorov Smirnov NPar test. As a result of the test statistic, it was understood that z points of the items varied between 2,47-6.669 values and $p<.05$ level of all items was significant. Therefore, nonparametric statistical techniques were used such as MWU in the comparison of two variables and KWH test in the comparison of more than two variables. Both techniques belong to nonparametric statistical techniques and are frequently used in social sciences (Büyüköztürk, 2011).

RESULTS

In this section, the findings obtained from the analysis of data collected from students are given in as tables and reviewed.

Table 3. Distribution of Students' Personal Characteristics

			f	%
1	Gender	Male	130	56
		Female	102	44
2	Class	1st class	131	56.5
		2nd class	85	36.5
		4th class	16	7,00
3	Semestergrade	1.50–1.99	9	3.9
		2.00–2.49	25	10.8
		2.50–2.99	85	36.6
		3.00–3.49	54	23.3
		3.50–4.00	11	4.7
4	Internet usagefrequency	Daily	87	37.5
		A fewdays in a week	105	45.3
		A fewdays in a month	36	15.5
		Never	4	1.7
5	Internet usageduration	1–4 Year	121	52.2
		5–9 Year	87	37.5
		10–13 Year	18	7.8
		14 yearandmore	2	0.9
6	Internet Skill	Inexperienced	36	15.5
		Medium	124	53.4
		Advanced	60	25.9
		Proficiency	12	5.2
7	Internet Access Place	PersonalComputer	28	12.1
		Home	73	31.5
		School	15	6.5
		Internet Cafe	27	11.6
		Friend's Home	3	1.3
		Morethanone	17	7.3
		All	69	29.7
8	Adoption of cyberloafingbehavior	Yes	47	20.3
		No	141	60.8
		No idea	43	18.5
9	Department	CIT	50	21.6
		RCMKT	38	16.4
		SST	45	19.4
		CT	22	9.5
		TT	17	9.3

		MT	29	12.5
		ST	30	12.9

Participants consisted of a total of 232 students including 130 male and 102 female. The vast majority of the participants were first-year students. When grade point averages were analyzed, it was observed that the majority were between the grade range of 2.50-3.50. 37.5% of participants use the internet every day, 45.3% of them use it for several days a week and 15.5% of them use it for a few days in a month. 1.7% of them do not use the internet. When internet usage seniority was analyzed, it was seen that 52.2% of the participants were between 1-4 years, 37.5% of them were between 5–9 years, 7.8% of them were between 10-13 years and 0.9% of them were between 14 years and over. The vast majority of the participants stated the place of accessing the internet as home(31.50%). According to the results of the Household Information Technologies Usage Research conducted in April 2015 in Turkey, 69.50's% of households have internet access. 16-24 age group is the age group with the highest rates of computer and internet usage. These rates are higher among males in all age groups. The highest rate of computer and internet use by educational status belong to college, faculty and higher graduates. (TSI, 2015). The result obtained in the research is in the same direction with the research of TSI.

Findings regarding the perceived cyberloafing behaviors

Participants were asked whether they find cyberloafing behaviors during the course acceptable. 60.80% of the participants mentioned that this behavior is unacceptable, 18.50% of them did not express an opinion in this regard and 20.30% of them mentioned that this behavior is acceptable. Participants' opinions on cyberloafing behavior according to overall dimensions and scale are presented in Table 4.

Table 4. Perceived cyberloafing behaviors

Dimension	Socialization	News-reading	Personal-related Works	Total
f	231	231	231	231
Mean	2,6129	2,8247	1,5877	2,17
Std. Deviation	,91532	1,13568	,63401	,67624
Min	1.00	1,00	1,00	1,00
Max	5,00	5,00	4,17	4,25

When Table 4 was analyzed, it was concluded that a very small percentage of students adopted the cyberloafing behaviors during courses ($\bar{x}$=2.17). It was observed that the cyberloafing behaviors which were mostly shown by students were news following (X=2.82) and socializing behaviors (X=2.61) respectively, and the cyberloafing behavior which were shown at the least by students was individual works (X=1.58;SS=,634).I visit news sites (X=3.36), I download the file (X=3.06) and I check my e-mails (X=2.90) were the items on which participants mostly expressed opinions. Findings regarding whether there is a significant difference between participants' perceived cyberloafing behaviors in terms of independent variables are presented below.

Findings regarding perceived cyberloafing behaviors in terms of the gender variable;

MWU analysis results regarding participants' perceived cyberloafing behaviors in terms of the gender variable are presented in Table 5.

Table 5.MWU analysis results regarding the perceived cyberloafing behaviors in terms of the gender variable

Dimension	Gender	f	MeanRank	Sum of Ranks	U	Sig
Socialization	Female	102	121,82	12426,00	5985,00	2,38
	Male	129	111,40	14370,00		
	Total	231				
News-reading	Female	102	148,66	15163,50	3247,500	.000
	Male	129	90,17	11632,50		
	Total	231				
Personal-related Works	Female	101	122,39	12361,00	5819	.159
	Male	129	110,11	14204,00		
	Total	230				

The perceived cyberloafing behavior in terms of the gender variable constitutes a significant difference in favor of female participants only in the news following dimension (U=3247,500).

Findings regarding perceived cyberloafing behaviors in terms of the department

Whether there was a significant difference of opinion between the department variable and the perceived cyberloafing behavior wasanalyzed by KWH test. KWH test results of the analysis performed are presented in Table 6.

Table 6.KWH test results for the perceived cyberloafing behavior in terms of the department variable

Dimension	Department		f	MeanRank	χ2	df	sig	Difference U
Socialization	CIT	(1)	50	133,13				1-2
	RMT	(2)	38	79,75				
	SS	(3)	45	125,57				
	CT	(4)	22	117,20				
	TT	(5)	17	135,47				
	MT	(6)	29	132,22				
	ST	(7)	30	91,42				
	Total		231		22,706	6	001	
News-reading	CIT	(1)	50	115,90				
	RMT	(2)	38	87,71				2-3
	SS	(3)	45	124,28				
	CT	(4)	22	118,70				
	TT	(5)	17	125,62				
	MT	(6)	29	142,28				
	ST	(7)	30	106,75				
	Total		231		13,182	6	,040	
Personal-relatedwork	CIT	(1)	50	143,51				
	RMT	(2)	38	69,88				1-2
	SS	(3)	45	118,16				2-3
	CT	(4)	22	123,86				
	TT	(5)	17	135,62				
	MT	(6)	29	112,47				
	ST	(7)	29	107,76	29,993	6	,000	
	Total		230					

As a result of the KWH test performed, a significant difference of opinion emerged between the department variable and the perceived cyberloafing behavior in terms of all dimensions ($\chi2$ = 22,706), ($\chi2$= 13,182) and $\chi2$ = 29,993). It was concluded that there was a significant difference of opinion with Religious culture and moral knowledge teaching in favor of CIT teaching department in the *socialization* dimension (U=500,500), with Religious culture and moral knowledge teaching in favor of social studies teaching in the *news following dimension* (U=579,500) and with Religious culture and moral knowledge teaching in favor of CIT teaching department and social studies teaching in the *individual works dimension* (U=31,500).

Findings regarding perceived cyberloafing behaviors in terms of the students' grade point averages variable

Students' opinions on grade point averages and the perceived cyberloafing behaviors were analyzed by KWH test and its results are presented in Table 7.

Table 7. KWH test results regarding the perceived cyberloafing behaviors in terms of students' grade point averages

Dimension	Grade		f	MeanRank	χ2	df	sig	Difference U
Socialization	1.50–1.99 (1)		8	131,88	10,706	4	,030	1-2-3
	2.00-2.49	(2)	25	79,78				1-4
	2.50-2.99	(3)	85	93,76				
	3.00-3.49	(4)	53	81,82				
	3.50-4.00	(5)	11	117,95				
	Total		182					
News-reading	1.50–1.99 (1)		8	110,50	3,350	4	,501	
	2.00-2.49	(2)	25	91,00				
	2.50-2.99	(3)	85	95,63				
	3.00-3.49	(4)	53	82,03				

	3.50-4.00	(5)	11	92,55				
	Total		182					
	1.50–1.99 (1)		8	131,06	6,989	4	,136	
Personal-relatedwork	2.00-2.49	(2)	25	81,22				
	2.50-2.99	(3)	85	91,01				
	3.00-3.49	(4)	53	87,75				
	3.50-4.00	(5)	11	107,95				
	Total		182					

As a result of KWH test performed, there was a significant difference of opinion between students' grade point averages and the perceived cyberloafing behaviors in the socialization dimension ($\chi2$ = 10,706) As a result of the MWU tests which were performed between the groups in order to find out from which grade range the difference resulted, it was observed that there was a significant difference of opinion in favor of students with low grade point averages between the opinions of the students in the 1.50-1.99 grade range and those in the 2.00-2.49 grade range (U= 44,500), between those in the 1.50-1.99 grade range and those in the 2.50-2.99 grade range (U= 190,500), and between those in the 1.50-1.99 grade range and those in the 3.00-3.49 grade range (U=107,000). This result indicates that students with low grade point averages show more cyberloafing behaviors in terms of socialization.

Findings regarding perceived cyberloafing behaviors in terms of the grade variable

Whether there was a significant difference of opinion between the grade variable and the perceived cyberloafing behavior was analyzed by KWH test. KWH test results of the analysis performed are presented in Table 8.

Table 8. KWH test results regarding whether there was a difference between the grade variable and the perceived cyberloafing behaviors

Dimension	Class		f	MeanRank	$\chi2$	df	sig	Difference U
Socialization	1 st	(1)	129	114,27	7,817	3	,050	
	2 nd	(2)	85	109,31				
	3 rd	(3)	2	131,25				
	4 th	(4)	14	162,18				
	Total		230					
News-reading	1 st	(1)	129	111,46	8.241	3	,041	1-4
	2 nd	(2)	85	113,77				2-4
	3 rd	(3)	2	206,50				
	4 th	(4)	14	150,25				
	Total		230					
Personal-relatedwork	1 st	(1)	129	121,37	17,470	3	,001	1-2
	2 nd	(2)	85	97,36				
	3 rd	(3)	2	121,25				
	4 th	(4)	14	170,71				
	Total		230					

As a result of the KWH test performed, it was found that there was significant difference of opinion with the news following ($\chi2$ = 8,241) and individual works ($\chi2$ = 17,470) dimensions in terms of the grade variable. Paired comparisons were made in order to determine the differences between the students studying in different grades. As a result of the MWU tests performed, significant differences of opinion emerged in favor of 4th grade students between 1st grade students and 4th grade students (U=528,500) and between 2nd grade students and 4th grade students (U=327,500).In the individual works dimension, a significant difference of opinion emerged in favor of 1st grade students between 1st grade students and 2nd grade students (U=4324,000) .

Findings regarding perceived cyberloafing behaviors in terms of internet usage skills

Whether there was a significant difference of opinion between the internet usage skills and the perceived cyberloafing behavior was analyzed by KWH test. KWH test results of the analysis performed are presented in Table 9.

Table 9. KWH test results regarding whether there was a difference between the internet usage skills and the perceived cyberloafing behaviors

Dimension	Skill		f	MeanRank	χ2	df	sig	Difference U
Socialization	inexperienced	(1)	86	125,72	5,916	3	,116	
	Medium	(2)	104	110,69				
	Advanced	(3)	36	100,47				
	Proficiency	(4)	4	156,00				
	Total		230					
News-reading	inexperienced	(1)	86	118,22	5,106	3	,164	
	Medium	(2)	104	121,05				
	Advanced	(3)	36	92,92				
	Proficiency	(4)	4	116,13				
	Total		230					
Personal-relatedwork	inexperienced	(1)	86	123,74	8,304	3	,040	
	Medium	(2)	104	112,73				2-4
	Advanced	(3)	36	96,71				
	Proficiency	(4)	4	179,50				
	Total		230					

As a result of the KWH test performed, it was found that there was a significant difference of opinion between the internet usage skills and the perceived cyberloafing behaviors in the Individual work dimension (χ2 = 8,304). As a result of the MWU tests which were performed between the groups in order to find out from which student groups with internet usage skills the difference resulted, significant differences of opinion were found in terms of showing cyberloafing behaviors in favor of those with "medium-level" internet usage skills and the groups with internet usage skills as an expert (U=81,000).

Findings regarding perceived cyberloafing behaviors in terms of internet usage seniority

Whether there was a significant difference of opinion between the internet usage seniority and the perceived cyberloafing behavior was analyzed by KWH test. KWH test results of the analysis performed are presented in Table 10.

Table 10. KWH test results regarding whether there was a difference between the internet usage seniority and the perceived cyberloafing behaviors

Dimension	Duration		f	MeanRank	χ2	df	sig	Difference U
Socialization	1-4 years	(1)	119	110,18	7,433	3	,059	
	5-8 years	(2)	87	109,86				
	9-12 years	(3)	18	144,44				
	13+ years	(4)	2	190,75				
	Total		226					
News-reading	1-4 years	(1)	119	109,98	4,156	3	,245	
	5-8 years	(2)	87	111,87				
	9-12 years	(3)	18	141,75				
	13+ years	(4)	2	139,75				
	Total		226					
Personal-relatedwork	1-4 years	(1)	119	109,43	8,460	3	,037	1/3-4
	5-8 years	(2)	87	110,75				
	9-12 years	(3)	18	143,75				
	13+ years	(4)	2	203,25				
	Total		226					

As a result of the KWH test performed, it was found that there was a significant difference of opinion between the internet usage seniority and the perceived cyberloafing behaviors in the Individual work dimension (χ2 = 8,640). As a result of the MWU tests which were performed between the groups in order to find out from which student groups with internet usage seniority the difference resulted, significant differences of opinion were found in terms of showing cyberloafing behaviors in favor of those with more seniority between those with 1-4 years of internet usage seniority and those with 10-13 years of internet usage seniority (U=750,500) and between those with more than 14 years of internet usage seniority (U=19,000).

Findings for the place of accessing internet and the perceived cyberloafing behaviors

Whether there was a significant difference of opinion between the place of accessing internet and the perceived cyberloafing behavior was analyzed by KWH test. KWH test results of the analysis performed are presented in Table 11.

Table 11.KWH test results regarding whether there was a difference between the place of accessing internet and the perceived cyberloafing behaviors

Dimension	Placeuse of İnt.		f	MeanRank	χ2	df	sig	Difference U
	PC	(1)	28	147,54	10,790	6	,095	
	Home	(2)	72	107,42				
	School	(3)	15	109,97				
	Int.Cafe	(4)	27	95,30				
	Friend'shome	(5)	3	100,17				
	Morethanone	(6)	16	115,06				
	All	(7)	69	120,80				
	Total		230					
News-reading	PC	(1)	28	126,04	4,417	6	,620	
	Home	(2)	72	122,87				
	School	(3)	15	100,57				
	Int.Cafe	(4)	27	114,89				
	Friend'shome	(5)	3	69,33				
	Morethanone	(6)	16	112,41				
	All	(7)	69	109,75				
	Total		230					
Personal-relatedwork	PC	(1)	28	155,86	15,221	6	,019	1-2
	Home	(2)	72	109,84				
	School	(3)	15	127,37				
	Int.Cafe	(4)	27	109,52				
	Friend'shome	(5)	3	61,00				
	Morethanone	(6)	16	118,00				
	All	(7)	69	106,58				
	Total		230					

As a result of the KWH test performed, it was found that there was a significant difference of opinion between the place of accessing internet and the perceived cyberloafing behaviors in the *Individual work dimension* (χ2 = 15,221). As a result of the MWU tests which were performed between the groups in order to find out from which student groups the difference resulted, significant differences of opinion were found in favor of the student groups with internet access in their personal computers between Group 1 student groups with internet access in their Personal computers and the students with internet access at home. (U=585,000).

Findings for showing perceived cyberloafing behaviors according to state of agreeing/disagreeing with cyberloafing perspective

Whether there was a significant difference of opinion between the state of agreeing/disagreeing with cyberloafing perspective and the perceived cyberloafing behavior was analyzed by KWH test. KWH test results of the analysis performed are presented in Table 12.

Table 12. KWH test results regarding whether there was a difference between the state of agreeing/disagreeing with cyberloafing perspective and the perceived cyberloafing behaviors

Dimension	Agree/don'tagree		f	MeanRank	χ2	df	sig	Difference U
Socialization	I agree	(1)	46	126,64	1,814	2	,404	
	I don'tagree	(2)	140	111,61				
	I don'thave an idea	(3)	43	113,58				
	Total		229					
News-reading	I agree	(1)	46	122,45	,741	2	,691	
	I don'tagree	(2)	140	113,18				
	I don'thave an idea	(3)	43	112,98				
	Total		229					
Personal-relatedwork	I agree	(1)	46	123,49	,973	2	,615	
	I don'tagree	(2)	140	112,86				

I don'thave an idea(3)	43	112,88
Total	229	

As it is seen in Table 12, as a result of the KWH test performed, it was found that there was not a significant difference of opinion between the state of agreeing/disagreeing with cyberloafing perspective and the perceived cyberloafing behaviors.

CONCLUSIONS AND RECOMMENDATIONS

Cyberloafing can be defined as the out of purpose activities performed in the cyberspace. Cyberloafing may lead to data loss from all units and decreased motivation and attention (Brubaker, 2006). Cyberloafing is an unacceptable behavior in the educational environment as well as in all units. In particular, the presence of internet connection in computer laboratories and the difficulty of following students (King 2007) can cause students to show cyberloafing behaviors. In this study, participants adopted the cyberloafing behaviors in the educational environments (X=2.17) and stated that it was an unacceptable behavior. This situation is compatible with the findings of Kalaycı (2010) and Karaoğlan and others (2015). Karaoğlan and others stated that the cyberloafing situations of university students are at medium-level.However, the result, which was obtained in this study, regarding the fact that news following (X=2.82) was the cyberloafing behavior which was mostly shown by students and that individual works (X=1.58) was the cyberloafing behavior which was shown by students at the least is not compatible with the findings of Kalaycı (2010), Ergün and Altun (2012). Kalaycı (2010) concluded in his research that individual works (X=7.26) was the cyberloafing behavior which was shown at the most, news following (X=4.27) was the cyberloafing behavior which was shown at the least. Urgin, Pearson and Odom (2008) found in their research that students showed cyberloafing behaviors for individual and social affairs. Fırat University is located in the East Anatolia Region. The fact that eastern societies have a community-based thinking philosophy instead of individual-centered thinking can be the cause of obtaining such a result. Ergün and Altun (2012) argue that students' cyberloafing behaviors result from the reasons such as getting bored of the course and curiosity. As it was stated by Garrett and Danziger (2008), the spread of social networks can be effective in showing cyberloafing behaviors. However, this situation may negatively affect the efficiency and effectiveness of the courses. Therefore, as Pablo (2012) stated, teachers can control the students and monitor their studies by using advanced technologies.

The perceived cyberloafing behavior in terms of the gender variable constitutes a significant difference in favor of female participants only in the news following dimension (U=3247,500, p<.05).This situation is noncompatible with the research results of Kalaycı (2010) and Dursun et all (2015) and and Karaoğlan et all (2015), Baturay and Toker (2015).In the studies of Keser, Kavuk and Numanoğlu (2016), it was found that pre-school male teachers showed more cyberloafing behaviors than female teachers. Individual works and news following were the cyberloafing behaviors which were shown at the most. And Blanchard and Henle (2008) stated that male demonstrates serious cyberloafing behaviors more than female.

A significant difference appeared between the department variable and the cyberloafing behaviors; and in general, it was concluded that there was a significant difference of opinion between the CIT and Social Sciences Teaching departments and Religious Culture and Moral Knowledge Teaching department. The fact that those in the theology teaching department show more disciplined behaviors, those in the CIT and Social Sciences Teaching departments further use the internet and show cyberloafing behaviors are expected situations. Similar findings were obtained in the research of Karaoğlan et all (2015). They observed difference in news sub-dimension is between CIT and History. However, a significant difference cannot be observed in search and social sub-dimensions in their study.

There was a significant difference of opinion between students' grade point averages and the perceived cyberloafing behaviors in the socialization dimension ($\chi 2$ = 10,706). The difference is in favor of the students with low grade point averages. It can be concluded from here thatstudents with low grade point averages show more cyberloafing behaviors in terms of socialization.Dursun et al. (2015) achieved the same conclusion in their research.

There is a tendency to show cyberloafing behaviors in favor of 4th grade in terms of the grade variable. 4th grade students are CIT students. These students are much more specialized in using the internet compared to the students in the other departments and grades.However, in the research carried out by Dursun et al. (2015), the grade variable was not found significant in terms of showing cyberloafing behaviors. Similar findings were obtained in the research of Baturay and Toker (2015).

Significant difference of opinions about showing cyberloafing behaviors were found in favor of experts between the group who consider themselves expert in using the internet and the group with medium-level internet usage skills ($\chi 2 = 8{,}304$). This situation is compatible with the research findings of Kalaycı (2010). The same situation appeared in the studies of Baturay and Toker (2015) and Keser, Kavuk, Numanoğlu (2016). Baturay and Toker (2015) found in their study that the students who were advanced and expert level internet users were more involved in cyberloafing than intermediate and novice level participants. Similar results were obtained in terms of the internet usage seniority variable. There are significant differences in opinion between the students with advanced level of (14 years and over) internet usage seniority and those with new internet seniority (1-4 years) in the individual work dimension with those old seniority.Relationship between duration of time on the internet and cyberloafing is important since researchers point out that it is harmful when cyberloafing is done in excess and "frequent long durations of cyberloafing should negatively affect academic performance to (Askew, 2012; Blanchard& Henle, 2008). In terms of the place of accessing internet, there are significant differences in opinion between those who use personal computer and the students who use the computer in different spaces in favor of those who use personal computer in the individual works dimension.The same result was also achieved in the research of Dursun et al. (2015).However, Karaoğlu et all (2015) had not found a significantly difference in sub-dimension of locations to connect to the internet in their studies.Similar findings were obtained in the research of Karaoğlan et all (2015). There is not a significant difference in opinion between the state of agreeing/disagreeing with cyberloafing perspective and the perceived cyberloafing behaviors. This situation can be explained by the fact that there is not any difference in students' opinions on cyberloafing behaviors because of the compulsivity of the social norms and class rules or their respect to norms.

RECOMMENDATIONS

Based on the research findings, recommendations have been made for the practitioners and researchers:

For Practitioners;

1. The rules should be clearly stated in the Computer Laboratory and practices should be monitored.
2. Courses should be made attractive for students and students should be held responsible for the studies.
3. The importance of the course hour should be emphasized, and students' time management skills should be developed

For Researchers;

This research is related to the investigation of Faculty of Education students' cyberloafing behaviors. The cyberloafing behaviors of the students in different faculties and colleges can be investigated, and those results can be compared with the results of this research.

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