

INVESTIGATION OF THE RELATIONSHIP BETWEEN CYBER-LOAFING PROFILES AND COGNITIVE ABSORPTION OF UNIVERSITY STUDENTS

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Abstract

Cyber-loafing is abusing Information and Communication Technologies (ICTs) in professional environments. High penetration rates of ICTs among children and young adults brought this phenomenon into educational settings. Cyber-loafing in educational settings is defined as students abuse of ICTs in classrooms. Contemporary research suggests students cyber-loaf in classrooms. Since cyber-loafing is a counter-productive phenomenon, preventive and regulative measures are needed. These attempts should be supported by solid a evidence base. Therefore, research should focus on defining students' cyber-loafing profiles and social and psychological antecedents of cyber-loafing. Literature suggests cognitive absorption, which is deep attachment situation seen in experiences with technology, as a convenient psychological antecedent. The aim of the current study is to investigate relationship between cyber-loafing and cognitive absorption. Data were collected from 169 undergraduates studying at two Turkish state universities. Analyses suggested significant correlation between cyber-loafing and cognitive absorption.

Keywords: Cyber-loafing, cognitive absorption, undergraduates.