Journal of Image Processing and Intelligent Remote Sensing
ISSN 2815-0953
Vol: 02, No. 01, Dec 2021-Jan 2022
http://journal.hmjournals.com/index.php/JIPIRS
DOI: https://doi.org/10.55529/jipirs21.1.5

Cyberloafing as a Challenge for Integration of ICT in Education

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Received: 02 October 2021 **Accepted:** 19 December 2021 **Published:** 08 January 2022

Abstract: The World Wide Web has changed the scenario of all workplaces. The boundary between legitimate usage and personal usage of internet at workplace is issue of thepresent era. Education sector is also not untouched by us of information communication technologies. National Education Policy 2020 also focuses on extensive use of technology in teaching learning, research, assessment at all levels of education in coming years. This paper focuses on cyberloafing which includes irrelevant and personal use of internet during learning by students. It also points out various challenges posed in education by this addictive and deviant behaviour of cyberloafing.

Keywords: ICT-Information Communication Technology, Cyberloafing, Cyberslacking.

1. INTRODUCTION

Communication technologies have influenced our social, personal and cultural behaviours and patterns. The scenario of our Education sector is also integrated with ICT. This has made education more flexible, open, and autonomous. Students have figured out that they can search online and find any information. This has changed the dynamics of traditional classroom methods. Flipping the classroom creates an ideal merger of online and face-to-faceinstruction. Online education is trend of future due to its flexibility, accessibility, cost effectiveness, customized learning experience and wide range of programs. Nowadays, students have access to a quality education whenever and wherever they want, as long as they have access to a computer or smartphone. Flipped, Blended and Online are the current trends of education as well as future generation.

But technology is also leading people to misbehave or indulge into counter work productive behaviour. Internet is now not only available for usage at organizations but also in our pockets in form of hand held computer i.e. mobiles. The boundary between legitimate usage and personal usage of internet while postponing one's work is a big challenge the present era.Hence

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the disruptive technologies in Education sector are bringing in concerns with them viz of data handling, data theft and Cyberloafing. In fact, Cyberloafing Cyberslacking is one of the biggest concerns associated with integration of ICT in Education.

Cyberloafing

Lim (2002) defined usage of organization internet for personal use as Cyberloafing. By the advent of technologies the definition is refined to personal usage of internet in job. In context of educational institutions cyberloafing is usage of internet for irrelevant tasks in relation to academic tasks. Kalacyi (2010) has stated Cyberloafing as "the tendency and /or behaviour of students to use internet irrelevant to lesson during hours. Brubaker (2006) stated that students show cyberloafing behaviour in IT labs and this kind of behaviour can lead to problems like indiscipline, low performance and reduction of motivation in academics.

According to Gerow, et al. (2010), when a student is engaged activities through computers which are not class-related, then such activities are part of Cyber loafing. Such activities involve playing online games, sending personal e-mail messages, posting status updates on social networks and watching videos online.

Doorn (2011) suggested following constructs of cyberloafing behaviour.

- Developmental Behaviour of Cyberloafing is used for learning and it benefits students.
- Recovery behavior reduces the stress and adds to entertainment. Listening to music and playing games sometimes are taken as a break can reduce anxiety and has positive effect on the student learning.
- Deviant behavior is unwanted behavior which casts with negative influence on learning like low academic performance due to procrastination and wasting time on social networking sites.
- Addiction behavior is caused by engaging in cyberloafing as a habit and could resultin problematic behavior.

Cyberloafing as a Challenge

When the future classrooms will be integrating blended and flipped learning then students will have to get their internet-connected devices such as laptops, smartphones and tablets to classes. These are going to be used for both curricular and non- curricular activities and use of these information technologies will promote significant opportunities of Cyberloafing.

Information technologies are frequently used by teachers and students during educational activities, and are actively used by managers for school-related tasks. There are significant opportunities for cyberloafing behavior and engagement in personal activities while these tasks are being performed.

Hembrooke and Gay (2003); Ravizza, et al., (2013) reported that cyberloafing hampers students concentration during lessons and also affects academic performance. Such behaviour is intolerable by teachers also.

Hembrooke and Gay (2003) and Sana, et al. (2013) found that students perform better in memory and other type of tests if they do not indulge in Cyberloafing. Ragan, Jennings, Massey, & Doolittle (2014) found that 60% of university students spent 60% of their time for non-class activities when they bring their laptops to classrooms. Gökçearslan, Mumcu, Haşlaman, & Çevik (2016) reported that a negative effect is cast on educational environment through Cyberloafing behaviours. Flanigan (2018), Kornhauser, Paul, & Siedlecki

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(2016); McCoy, 2016 reported that texting is common among 70% to 90% of College students. Flanigan and Kiewra (2018) found Cyberloafing as part of classrooms of USA.
Cyberloafing is a challenge integrating ICT in Indian Classrooms also due to following last but not the least reasons.

Wastage of Time- Smartphones in hands of students, teachers' leads to cyberloafing as there are different apps that can be explored side by side. Even desktops and laptops are multitasking and different browser window can be opened simultaneously. Students arespending more time on fiddling apps, playing online games, and sending messages on social networking sites. Some educational apps may be helpful to students and help them in learning. However cyberloafing can lead to wasting time and not utilizing that time reading a book, engaging in sports, talking face to face or enjoying the outdoors. Hence, Cyberloafing consumes the cognitive resources of students due to wastage of time and lack of concentration that otherwise could be used for classroom learning. (Ravizza, Hambrick, & Fenn, 2014; Ravizza et al.,(2017) reported the negative academic effects of cyberloafing true regardless of students' interest, motivation, and intelligence.

Academic Procrastination-As mentioned by Silbenberg (2012) Lavoie and Pychyl (2001) concluded in their research that "the convenience, speed, and accessibility of the Internet and accompanied bias of technological productivity have served to create a tool for procrastination". As technology is infiltrating more into our educational settings day by day we will observe a similar phenomenon in our classes. The students use their smartphones and personal computers with the latest applications and surf to non-related educational sites as addiction or deviant behaviour during the online as well as offline lessons.
The affordable access to the Internet nowadays by students may act as barrier to learning. Students procrastinate their academic work and prefer using social media, online games as addictive cyberloafing behaviour.

Low Academic Performance
Processing distracting information at work through cyberloafing depletes cognitive resources necessary to perform tasks at work (Rajah and Lim, 2011). McCoy (2016) found that use of digital devices rose to approx. eleven times in a typical school day which resulted in 20.9% of time being distracted by a digital device. Soh & Yeik (2018) and Wu et al. (2018) found that Cyberloafing has negatively influenced students' academic performance. Cyberloafing has lead to uncooperative behviour of students and distraction from learning processes. According to Varol & Yildirim (2018) cyberloafing leads to incomplete learning and reduces the effectiveness and efficiency of the course

Loss of concentration and focus- Study by Taneja et al. (2015) on University students of USA reported that cyberloafing has an inverse relationship with students' focus in class and will reduce students' attention. Students may lose their attention, interest, self- control, and motivation in the class as a result of popular smartphone applications and their learning processes may be interrupted (Lee, Cho, & Kim, 2015). Arabaci (2017) is of the view that any kind of activity that drives students away from targeted activities during the course such as cyberloafing will disrupt their concentration and cause disciplinary problems.

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2. CONCLUSION

Cyberloafing is prevalent everywhere. Flexibility with regard to internet access and firmness with regard to website restrictions are both required in order to integrate ICT in education. Policies have to be prepared and students should be aware of the institution policies to use internet for constructive purpose. They should avoid using personal computing or mobile devices for addictive and deviant behaviours. Teachers and parents can keep a check on students' usage of internet. Students should be made aware of the disadvantages of Cyberloafing viz lowering of academic performance, time wastage and loss in concentration etc.

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