Cyberloafing Behavior in Teachers: Diyarbakır Province Example

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Abstract:
The aim of this research is to examine teachers' cyberloafing behaviors. The universe of the research consists of teachers working in public schools in the central districts of Diyarbakır (Kayapınar, Sur, Yenişehir and Bağlar) in Türkiye. 367 teachers selected by a simple random method were included in the sample of the study. Explanatory sequential mixed method, which is one of the mixed method designs, was used in the research. In the quantitative part of the research, the "Virtual Loafing Scale" was used within the scope of the general screening model. In the qualitative part, the phenomenology design, which is one of the qualitative research designs, was used. According to the results of the research, teachers' cyberloafing behavior is at sometimes level. "Sometimes" corresponds to "moderate" level in the five-point likert type scale. A significant difference was found between cyberloafing behavior and the frequency of daily internet usage, they were the most accessed tool and age variables. In the qualitative part, the source of the significant difference was determined according to the opinions of the teachers. Accordingly, the source of the significant differences in the frequency of daily internet usage are; technology and internet addictions, virtual socialization habits, internet usage skills and self-improvement efforts. The source of the significant differences in the variable of the vehicle most accessed to the internet are the ease of transport, ease of usage and functionality. The source of the differences in the age variable are adaptation to technological developments, generation gap, work ethics and lifestyle.

Keywords: Teacher, Cyber Loafing, Cyber Loafing Behavior.

Introduction:
The rapid development of technology directly affects educational activities as well as global communication. In this manner, it has become possible to carry out transactions more quickly in educational institutions. Schools, which represent education and training in an institutional sense, constitute the most basic units in the education system and are businesses that have emerged to resolve the educational needs of the society and take care of the benefit of the society. At the same time, it can be described as special environments created for the individual to keep up with the society they live in, to increase their knowledge and skills, and to discover and develop their special abilities (Arslantaş and Özkan, 2014). Since schools are dynamic institutions,

it is important that they keep up with the requirements of the age and respond to changing needs and requirements. For this reason, technology has started to be used frequently in our schools. This factor encourages our teachers to use the internet and technological tools. With the use of the internet in schools, the "helper role" has been added to the teaching profession in terms of guiding and reaching digital information. The internet provides teachers and students with unlimited resources on access to information and diversity. For this reason, in order for the internet to be effective in educational environments, teachers must have sufficient knowledge on this subject (Akkoyunlu, 2002).

In the era we live in, there have been significant developments in the field of information technology, as in many different fields. Advances in technology have brought many innovations. Along with these innovations, some new concepts have been added to the literature. One of these new concepts in the literature is cyberloafing. The emergence of the concept of cyberloafing can actually be attributed to many factors. The most important of these factors are computers and the internet. The widespread use of computers, internet and internet-based devices has made this concept frequently heard. The widespread use of computers and the internet has provided great convenience to both employees and institutions. There is an increase in marketing opportunities of institutions thanks to qualified communication and information networks. However, besides these benefits, the increase in non-work activities through the internet and internet-based devices has led to a decrease in productivity. For these reasons, this concept is called cyberloafing. With the increase in the use of computers and the internet in institutions, cyberloafing activities have started to be heard more frequently. It has been observed that the concept of cyberloafing is not yet included in the Turkish dictionary of the Turkish Language Institution. In the dictionary, the words "virtual" and "slacking" are included separately (Yıldız and Yıldız, 2015). The word "virtual", as defined in the Turkish Language Institution, means "conceived, hypothetical, designed in the mind that has no place in reality" (TDK, 2020). The word "slacking'' is defined in the Turkish Language Institution as "slacking off" and "avoiding work" (Güngör, 2016).

With the widespread use of the internet and computers in the workplaces, the behavior of the employees to deal with the internet related to issues outside of work has also become common. Accordingly, the concept of "cyberloafing" was introduced to the literature by Lim (2002). The concept of cyberloafing is also included in the international literature as "cyberloafing" (Lim, 2002), as well as "cyberdeviance" (Vitak, Crouse, and LaRose, 2011) and "cyberslacking" (Blanchard and Henle, 2008). In the national literature, "cyberloafing" (İşgüzar & Ayden, 2017) has taken place as "virtual loafing" (Demir & Seferoğlu, 2016) and "cyberloafing" (Candan & İnce, 2016). In the study conducted by Özkalp, Aydın and Tekeli (2012), the concept of "cyberloafing" was translated as "virtual loafing" and the concept of "virtual loafing" was used for the first time in the Turkish literature. In this study, our concept will be examined as "virtual loafing".

The concept of virtual loafing has been defined in many different ways in both national and international literature. According to Lim (2002), virtual loafing is that employees use the internet, provided by the institution, for non-business purposes during working hours. For Anandarajan and Simmers (2004), virtual loafing is defined as spending free time using the internet service provided by the institution during the work and voluntary non-work internet use. According to Lim and Teo (2005) virtual loafing is expressed as behaviors that violate the rules of the institution, disturb the peace of the institution and other employees, and cause inefficient use of time. For Blanchard and Henle (2008), virtual loafing is that spending time on the internet other than for business purposes, and e-mail exchange that is not related to work. Askew (2009);

expressed unapproved computer use during working hours as virtual loafing. Doorn defined (2011) the virtual loafing as using the internet provided by the institution for the employees who voluntarily use the internet in activities not related to work during their work time in the business environment. According to Kim (2012) cyberloafing is to misuse the internet in the institution for personal purposes. According to Özkalp, Aydın, and Tekeli (2012), who used the concept of virtual loafing for the first time in the national literature, cyberloafing is that it is the behavior of employees to waste time by using the internet, social media and personal e-mails for their own purposes in order to avoid work. According to Kaplan and Öğüt (2012), cyberloafing is that employees look at their personal e-mails and to browse websites, which is out of work concept, provided the internet to them for business purposes, Örücü and Yıldız (2014) describe virtual loafing as the use of technological systems for personal purposes, which should be used for the purposes of the institution. Unal and Tekdemir (2015) defined virtual loafing as the misuse of information technology tools during working hours. Tan and Demir (2018) on the other hand, defined the virtual loafing as reducing their contribution to work by wasting time with activities while using the internet like watching movies, playing games, surfing etc. by means of technological tools during the working hours of the employees. Considering all these definitions, if we create a general statement, the virtual loafing can be expressed as the use of the internet and technological devices for personal purposes, outside the purposes of the institution, during working hours in line with their own wishes, in a way that causes loss of time.

It has been observed that employees related to virtual loafing, which is one of the new concepts in the literature, do not have much knowledge about the legal dimension of this concept. The information to be made about this will help to eliminate the ambiguity between the managers and the employees. As a result of virtual loafing behaviors, employees' contracts may even be terminated. Employees must be knowledgeable about this issue. Knowing the rights of the managers on this issue will ensure that a correct approach is adopted in terms of the continuity of the organization (Yıldız and Yıldız, 2015).

As a result of virtual loafing behaviors, employees should be aware of the possible process that may lead to the termination of their employment contracts. Employees should know under which conditions they can legally use the internet and information technologies provided by the employer. Knowing under which conditions the employer is right and that the employee can be terminated by the contract will ensure that a correct decision is made for the continuity of the business and the organization. The legal use of the concept of virtual loafing is not included in the legal literature. Therefore, the behaviors that are the subject of lawsuits related to the use of the internet for purposes not related to work during working hours have been evaluated as virtual loafing behaviors (Yıldız and Yıldız, 2015).

Considering that it causes loss of productivity with the advantages in its use and the inadequacy of the studies on this area, it is concluded that virtual loafing activities are areas that should be investigated and examined (Tozkoparan, 2016). Considering the fact that time is considered as a very important phenomenon in educational institutions, both in the course process and in school management, it is thought that the contribution of the studies on virtual loafing behaviors in schools will be at a high level. Virtual loafing behaviors have also become common in education-teaching environments with the widespread use of the internet by mobile tools. This issue has become very important as the increase in virtual loafing behavior in teachers negatively affects students, whose number exceeds 20 million in our country, and indirectly a large part of the society (Kılıç, 2017). Although virtual loafing behavior has positive effects up to a certain level, it can negatively affect the quality of education. While it prevents teachers from using time

effectively and efficiently, it can also cause them to move away from the main goal in the education-teaching process. This situation can cause negative effects on students as well. Therefore, in the light of these factors, it is important to what extent teachers perform their virtual loafing behaviors, and the diversity in cyberloafing behaviors stands out as an area to focus on.

The main purpose of this research is to determine the level of teachers' virtual loafing behaviors. In addition, it is aimed to reveal the significant differences of virtual loafing according to independent variables and the reasons for this difference according to teachers' opinions. For this purpose, answers to the following questions were sought:

1. What are the teachers' virtual loafing behavior levels?
2. What are the teachers' views on the reasons for the differences in virtual loafing behaviors according to the frequency of daily internet use?
3. What are the teachers' views on the reasons for the differences in virtual loafing behaviors according to the most accessed tool to the internet?
4. What are the teachers' views on the reasons for the differences in virtual loafing behaviors by age?

Methods:
Research Model
Explanatory sequential mixed method, one of the mixed method designs, was used in the research. In the explanatory sequential mixed method pattern; Firstly, quantitative data is collected and analysed. Then, qualitative data are collected and analyzed. In here, qualitative results are used to explain the quantitative data collected in the first stage. In other words, quantitative data is partially in the foreground in general. Qualitative data is collected to increase quantitative data. Data analysis is completely interrelated and combined in the comment and discussion section. This pattern is very useful in explaining unexpected findings (Baki and Gökçek, 2012).

In the quantitative step of the research, the general survey model was used. The general screening model is used in the screening arrangements to be made on the sample or sample of the whole population or a group taken from the population in order to reach a general judgment about the universe in a universe consisting of many units (Karasar, 2016). In the qualitative step of the research, the phenomenology design, which is one of the qualitative research designs, was used. Phenomenology is a qualitative research design that enables people to express their perspectives, feelings, perceptions and understandings about a concept or situation (Rose, Beeby, and Parker, 1995). Phenomenology is a method that aims to investigate the phenomena that we encounter frequently in daily life, which are not foreign to us, but whose meaning we cannot understand. (Yıldırım and Şimşek, 2016).

Research Population / Sample and Participants
The target population of this research consists of teachers and administrators working in primary, secondary and high schools in the four central districts of Diyarbakır (Kayapınar, Bağlar, Yenişehir, Sur) in the 2020-2021 academic year. The sample of the study consists of a total of 367 people, 41 of whom are administrators and 326 are teachers, working in 6 primary schools, 6 secondary schools and 6 high schools in four central districts of Diyarbakır. While choosing the sample of the study, the simple random sampling method, which is one of the random sampling methods, was used. In this method, the probability of being selected for each sampling unit is the same and the selected units are included in the sample. Therefore, the probability of all individuals

being selected for the sample is the same, and the selection of one does not affect the selection of the other (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2014).

Table 1. Personal Characteristics of the Sample Group

Variables	Groups	ƒ	%
Frequency of Daily Internet Usage	1-2 Hours	204	%55,6
	3-4 Hours	123	%33,5
	5 Hours +	40	%10,9
The Most Accessed Tool To The Internet	Telephone	335	%91,3
	Computer	32	%8,7
Age	22-27 age range	46	%12,5
	28-33 age range	82	%22,3
	34-39 age range	109	%29,7
	40 age +	130	%35,5
TOTAL		367	%100

Participants

Within the scope of this study, one-to-one interviews were conducted with 27 teachers working in primary, secondary and high schools in Diyarbakır Central districts (Kayapınar, Sur , Yenişehir and Bağlar) through a structured interview form in order to generate data for the qualitative step of the research. Each participant was named as T1, T2, ... T27. Criterion sampling, one of the purposive sampling methods, was used in the study group of this research. Purposeful criterion sampling allows for in-depth examination of situations that are predicted to have more information. This method tries to explain events and phenomena within the context of the chosen situation, and to discover and explain the relationships between them. In studies in which criterion sampling is used, observation units can be formed from people, events or situations with certain qualifications. In this case, units that meet the criteria determined for the sample are taken into the sample (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2014).

Reliability and Validity with Data Collection Tools

In the quantitative step of this research, the "Virtual Loafing Scale" developed by Örücü and Yıldız (2014) was used to determine the virtual loafing behaviors of teachers. Özdem and Demir (2015) carried out the adaptation of the virtual loafing scale developed by Örücü and Yıldız (2014) to education workers. Items 7 and 8 on the scale (taking care of the Personal Web page and visiting job search sites on the internet) were changed by taking expert opinions. Instead of these, "Visual interviews on the internet and "Visiting websites to increase knowledge about the subjects I am curious and interested in" were added as an item. Items 1-7 on the scale include significant virtual loafing activities, and items 8-14 include unimportant virtual loafing activities. As a result of the analysis carried out to reveal the reliability of the scale, the Cronbach Alpha value was obtained as 0.83. The Cronbach Alpha value was obtained as .78 in the significant virtual loafing and as i72 in the trivial virtual loafing dimension.

The data in the qualitative stage of the research were obtained by interview method. A structured interview form was used to collect data at this stage. A form consisting of questions that

would clearly support the results obtained from the quantitative stage of the research was prepared for the interview. In order to determine the validity and reliability of this form, first of all, the necessary revisions were made by consulting the opinions of 3 experts in their fields. After the data were collected, 7 participants were reached in the context of participant confirmation and feedback was received on whether the answers recorded in the form were correct and whether they were understood correctly. As a result of the feedback received, it was seen that there was a parallelism between the expressions of the participants and the meaning perceived by the researcher. In order to calculate the reliability of the data, the calculation method expressed as internal consistency by Miles and Huberman (1994) was used. According to Miles and Huberman (1994), the value obtained from the Reliability = (Consensus / Consensus + Disagreement X 100) formula among the coders is considered sufficient to be above 70%. As a result of the evaluation, it was seen that the agreement rate between the expert and the researcher was 90%. This rate demonstrates the reliability of the data.

Analysis of Data

In the research, "Virtual Loafing Scale" was used to collect quantitative data. After the data was collected, the scales were evaluated one by one. Incorrect, careless or incompletely filled scales were not evaluated and were excluded from the scope. The collected data was entered into the IBM SPSS Statistics 22 (Static Package for Social Science) package program. The data collection tool was arranged as a 5-point Likert scale with 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. Teachers were asked to tick one of the options "Never, Rarely, Sometimes, Often, Always" across each item on the scale.

In order to introduce the research group, the standard deviation (SD) and average ($\bar{\mathrm{X}}$) values of the data obtained from the frequency and percentage distribution measurement tool were calculated. To compare the quantitative data obtained as a result of the research, t-test was used to reveal the difference between the two groups, one-way analysis of variance (One Way ANOVA) to examine the data with two or more groups, and post-hoc analysis to reveal the difference between the groups. tukey analysis was done. As a result of the Kolmogorov-Smirnov test, which was carried out to determine whether the research data showed a normal distribution, it was concluded that the significance value was bigger than 0.05, which is accepted as the limit value in statistical calculations. This result reveals that our data are in accordance with the normal distribution.

In the qualitative phase of the research, descriptive analysis method was used to analyze the data. According to Yıldırım and Şimşek (2016), descriptive analysis is that an analysis approach that includes processing qualitative data, describing the findings, and interpreting the described findings depending on a predetermined framework. The qualitative data of the research was obtained through a structured interview form. A total of 27 data were obtained and each participant was given codes such as T1, T2……T27. These coded data was transcribed in a word document one by one. These data, which were written down, were defined by describing and themes for each question were created. Frequency distributions related to these themes were determined, shaped and added to the findings. Accordingly, in the light of the data added to the findings in both quantitative and qualitative stages, the results were expressed and interpreted together.

Findings:

Average and Standard Deviation for Items On the Virtual Loafing Scale

The average and standard deviation distributions of the items on the virtual loafing scale were examined based on the arithmetic mean of the items. The obtained results are given in Table 2.

Table 2. Descriptive Statistics on Teachers' Virtual Loafing Levels

Items/Extent	$\bar{X}$	sd	Durum
1. Visiting virtual communities on the internet (such as Ekşi Sözlük)	2,52	1,02	Sometimes
2. Watching videos for entertainment purposes over the internet (such as Youtube or zapkolik)	2,80	1,08	Sometimes
3. Reading blogs (a platform for free communication between the author and the reader)	2,62	1,04	Sometimes
4. Joining networks with social content (Facebook, Instagram, Twitter etc.)	3,14	1,21	Sometimes
5. Downloading music, videos, movies or documents from the internet.	2,92	1,10	Sometimes
6. Playing games for fun or to fill your spare time	1,99	1,06	Rarely
7. Making written / visual conversations on the internet (chat, whatsapp)	3,09	1,18	Sometimes
Significant Virtual Loafing Extent	2,73	,72	Someti
8. To follow the scientific studies in the field related to School Management and education	3,05	0,96	Sometimes
9. Making banking transactions over the internet (such as EFT, Money Order transactions)	3,85	1,03	Often
10. Visiting news sites on the internet (newspapers, online news TVs and other news sites)	3,72	0,97	Often
11. Online shopping for non-business communication	2,68	1,18	Sometimes
12. Online shopping for personal products	2,65	1,20	Sometimes
13. Visiting non-business general purpose websites (surfing)	2,45	1,11	Rarely
14. Visiting investment-related websites (such as finance, stock exchange sites)	2,02	1,17	Rarely
Insignificant Virtual Loafing Extent	2,92	,72	Sometimes
Total	2,82	0,66	Sometimes

When Table 2 is examined, it is seen that the item with the highest average is "making banking transactions over the internet (such as EFT, money transfer transactions) ($\bar{X}$=3.85). This item is included in the minor virtual loafing dimension. In addition, it is seen that

the item with the highest average in the important virtual loafing sub-dimension is "participating in social networks (facebook, instagram, twitter, etc.)" ($\overline{X}$=3.14). It is seen that the item with the lowest average is "playing games for fun or to fill free time" ($\overline{X}$=1.99). This item is included in the significant virtual loafing dimension. In the minor virtual loafing dimension, the item with the lowest average is "visiting investment-related websites (such as finance, stock exchange sites) ($\overline{X}$= 2.02).

Teachers' Levels of** Virtual Loafing **by Frequency of Daily Internet Usage

Table 3. Descriptive Statistics of Teachers' Virtual Loafing Levels by Frequency of Daily Internet Usage

Dimension		Daily Internet Usage	N	$\overline{X}$	sd
Significant Loafing	Virtual	1-2 Hours	204	2,57	,72
		3-4 Hours	123	2,86	,65
		5 Hours +	40	3,14	,74
		Total	367	2,73	,72
İnsignificant Loafing	Virtual	1-2 Hours	204	2,78	,69
		3-4 Hours	123	3,04	,71
		5 Hours +	40	3,24	,78
		Total	367	2,92	,72

(p<.05)

As a result of the one-way analysis of variance (ANOVA) conducted to determine whether there is a significant difference between the mean of teachers' significant virtual loafing behaviors and the variable of daily internet use frequency, the difference between the group means was found to be statistically significant (F= 14.450; p=0.00<0.05). In order to determine the source of this difference, post-hoc tukey analysis was performed. Significant virtual loafing behaviors score of teachers whose daily internet usage frequency is 1-2 hours ($\overline{X}$=2.57), daily internet usage frequency is 3-4 hours ($\overline{X}$= 2.86) and 5 hours or more ($\overline{X}$=3.14) significant virtual loafing behaviors scores of teachers with. In other words, as the frequency/duration of internet use increases, the level of virtual loafing also increases.

Table 4. *One-Way Analysis of Variance Results of* Virtual Loafing *Levels by Teachers' Daily Internet Usage Frequency*

Dimension	Source of Variance	Sum of Squares	sd	Average of Squares	F	p	Significant Difference
Significant Virtual Loafing	Between Groups	14,289	2	7.144	14,450	,000	Between 1-2 hours ($\overline{X}$=2.57) and 3-4 hours ($\overline{X}$=2.86) and 5
	In Groups	179,971	364	0,494			

	Total	194,260	366				hours or more ($\overline{X}$= 3.14).
İnsignificant Virtual Loafing	Between Groups	9,799	2	4,900	9,677	,000	Between 1-2 hours ($\overline{X}$=2.78) and 3-4 hours ($\overline{X}$=3.04) and 5 hours or more ($\overline{X}$= 3.24).
	In Groups	184,303	364	0,506			
	Total	194,102	366				

Source: Prepared from survey results.

A significant difference was found as a result of the one-way analysis of variance (ANOVA) conducted to determine a significant difference between the insignificant virtual loafing behaviors of teachers and the frequency of daily internet use (F= 9.677; p=0.00<0.05). Post-hoc tukey analysis was performed to determine the source of the difference. Insignificant virtual loafing behaviors score of teachers whose daily internet usage frequency is 1-2 hours ($\overline{X}$=2.78), daily internet usage frequency is 3-4 hours ($\overline{X}$= 3.04) and 5 hours or more ($\overline{X}$=3.24) It was found that the scores of unimportant virtual loafing behaviors of teachers with. In other words, as the frequency/duration of internet use increases, the level of virtual loafing also increases.

Opinions on the Reasons for the Significant Difference in the Level of *Virtual Loafing* ***Behavior by the Frequency of Internet Usage of Teachers***
Based on the quantitative research findings, a significant difference was found in the virtual loafing levels of the teachers according to the variable of daily internet usage frequency, and the questions directed to the teachers regarding the sources of the significant difference were "According to the research results, the virtual loafing levels of the teachers who routinely use the internet more than 5 hours a day more than teachers who use less internet (1-2 hours). What do you think could be the reason for this situation? The answers given by the teachers to the question were categorized (Figure 1).
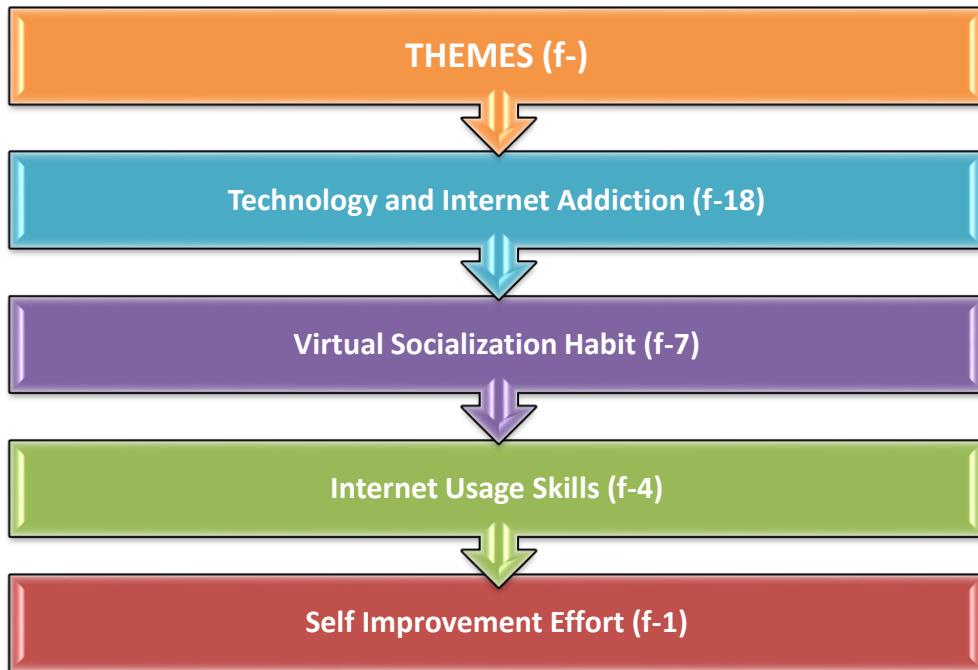
Figure 1. *Ideas on the Sources of Significant Differences in the Variable of Frequency of Daily Internet Usage*

Teachers presented different reasons for virtual loafing behavior levels, which differed significantly according to the frequency of daily internet usage (Figure 1). The most expressed category in justification is technology and internet addiction of teachers (f=18). The least mentioned category is teachers' efforts to improve themselves (f=1). Direct quotations from the statements of teachers who mentioned technology and internet addiction are given below:

T5 coded teacher; *"As the number of hours of technology use increases, so does addiction. Teachers can find themselves in social media even without realizing it during the lesson. While the teacher who has less daily internet usage time can act more controlled, the teachers who become addicted cannot provide this control."* expressed his opinion (T5). On the other hand, the teacher with the code T14; *"I attribute the high level of* virtual loafing *of teachers who use the internet more on a daily basis to their dependence on the internet. Since they handle all their social lives (chat, conversation), banking transactions and activities over the internet, it is natural that* virtual loafing *is high during class times."* expressed as (T14). On the other hand, teacher coded T26; *"For a teacher who uses the internet for 5 hours or more in a day, accessing the internet has become an addiction. Otherwise, even if today's teachers try to adapt education to technology, this study does not require them to be on the internet for 5 hours a day. Finally, it comes down to the addiction factor I mentioned above. On the internet (social media), time passes much faster than normal time, and the addicted person does not realize the length of time he enters."* He drew attention to technology and internet addiction (T26).

The direct quotation from the statements of the teachers who made reference to self-improvement efforts is given below:

The teacher with the code T19 is related to this theme; *"The reason for the high level of* virtual loafing *of teachers who use the internet more daily is the young and dynamic employees who aim to reach the level of social knowledge about current issues, apart from self-development*

in different fields and having knowledge on many subjects, depending on their age. This has increased the virtual loafing *time."* He attributed the increase in virtual loafing level to self-development efforts (T19).

Teachers' Levels of *Virtual Loafing* ***by the Most Accessed Tools to the Internet***
**Table 5.** Findings Regarding the Variable of the Most Accessed Tools to the Internet

Dimension	Tool	N	$\overline{X}$	S	t	Sd	p
Significant Virtual Loafing	Telephone	335	2,76	,72			
	Computer	32	2,36	,69	3,039	365	,003
İnsignificant Virtual Loafing	Telephone	335	2,94	,72			
	Computer	32	2,69	,77	1,841	365	,066

(p<.05)

The t-test analysis was conducted to reveal whether the important and unimportant virtual loafing behaviors of teachers differ according to the variable of the most accessed tool to the internet. When Table 5. is examined, a significant difference was found as a result of the t-test (t= 3.039 and p=0.003<0.05), which was conducted to reveal whether the significant virtual loafing dimension differs according to the variable of the most accessed tool to the internet. However, the mean scores of the phone variable for the significant virtual loafing dimension ($\overline{X}$=2.76); The average scores of the computer variable were found to be ($\overline{X}$=2.36). As a result of the t-test (t=-,1,841 and p=0.066>0.05), which was conducted to determine whether the dimension of unimportant virtual loafing differs according to the variable of the tool with the most internet access in the institution, no significant difference was found between the tools.

Opinions on the Reasons for the Significant Difference in the Level of *Virtual Loafing* ***Behavior of Teachers According to the Internet Most Accessed Tool***
Based on the quantitative research findings, a significant difference was determined in the levels of virtual loafing of teachers according to the means by which the internet was accessed the most. It was found that the virtual loafing levels of the teachers who connected to the internet via computer were higher than the level of virtual loafing. What do you think could be the reason for this?" The answers given by the teachers to the question were categorized (Figure 2).

THEMES

Ease of Carrying (f-17)

Ease of Use (f-9)

Functionality (f-6)
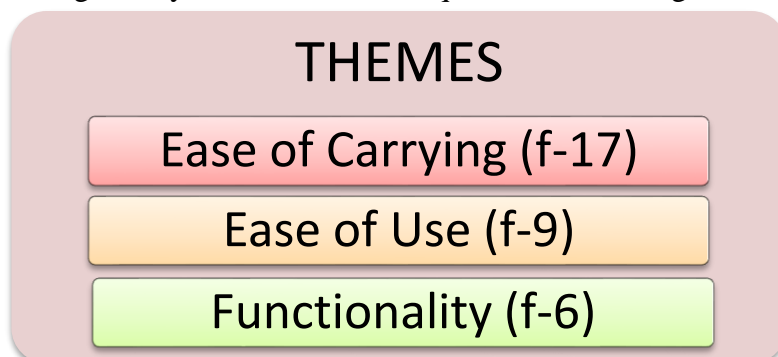
Figure 2. *Ideas on the Sources of Significant Differences in the Most Accessed Tool Variable to the Internet*

Teachers presented different reasons for virtual loafing behavior levels, which differed significantly according to the variable of the most accessed tool to the internet (Figure 2). The category most expressed in the justification is the ease of carrying the mobile phone. (f=17). The least mentioned category is the functionality of the mobile phone (f=6). Direct quotations from the statements of the teachers who mentioned the ease of carrying the mobile phone are given below:

Referring to the ease of carrying the phone, the teacher with the code T4; *"The mobile phone is in an advantageous position compared to the computer in terms of ease of use. Being portable and smaller, more importantly being used as a communication tool has made the phone suitable for* virtual loafing*."* expressed his opinion (T4). The teacher with the code T 11 said, *"Because you are bound to a certain place in order to use the computer. But the phone is always with you and always at hand, so the phone is used. Since it is both easy and more accessible, slacking is more done on the phone."* He drew attention to this theme by saying (T11). T23 coded teacher; *"Smartphones are small in size, making them easy to use because they are always with us. For this reason, I think the individual does not use the computer and spend time on social media. But he can do this easily from the phone he can reach with a single button."* He emphasized the ease of carrying the phone by expressing his opinion (T23).

A direct quote from the statements of teachers who mentioned the functionality of the mobile phone is given below:

The teacher with the code T8*; "Today, smartphones are used for many functions. We can take the smart phones that we carry in our pockets everywhere. We use it in the workplace as it is always in our hands in every place. It is more functional than a computer, as we can do many things at the same time, such as talking and doing all our daily work, as well as using the internet from the mobile phone."* expressing his opinion that the level of virtual loafing is higher for teachers who use the internet because of the functionality of the phone (T8).

Teachers' Levels of Virtual Loafing by Age
Table 6. Mean and Standard Deviation for Age Variable

Dimension	Age	N	$\overline{\text{X}}$	SD
Significant Virtual loafing	22-27	46	2,96	,65
	28-33	82	2,98	,70
	34-39	109	2,75	,72
	40 +	130	2,47	,69
	Total	367	2,73	,72
İnsignificant Virtual loafing	22-27	46	3,16	,68
	28-33	82	3,08	,70
	34-39	109	2,91	,77
	40 +	130	2,74	,67
	Total	367	2,92	,72

(p<.05)

A significant difference was found as a result of the one-way analysis of variance (ANOVA) performed to detect significant virtual loafing and significant differences by age among teachers (F= 11.467; p=0.00<0.05). In order to determine the source of this difference, post-hoc Tukey analysis was performed. Significant virtual loafing behaviors score of teachers aged 40 and over ($\overline{\text{X}}$=2,47); Significant virtual loafing behaviors scores of teachers aged 22-27 ($\overline{\text{X}}$= 2.96), age

28-33 ($\overline{X}$=2.98) and age 34-39 ($\overline{X}$=2.75) were found to be lower. In other words, as the age increases, the level of virtual loafing behaviors decreases.

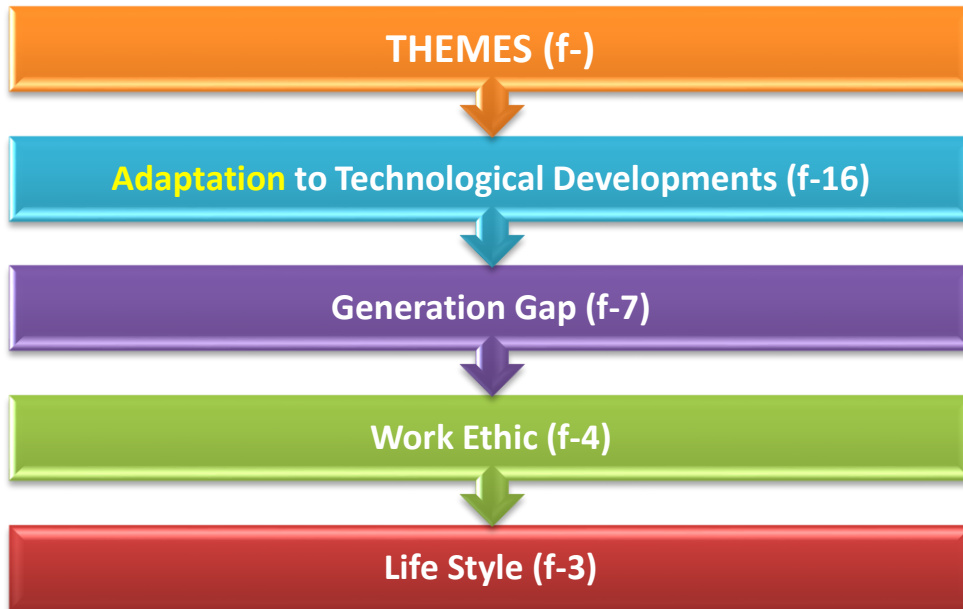*Table 7.* One-Way Analysis of Variance Results of Teachers' Virtual Loafing Levels by Age

Dimension	Source of Variance	Sum of Squares	sd	Average of Squares	F	p	Significant Difference
Significant Virtual Loafing	Between Groups	16,816	3	5,605	11,467	,000	Between 40 years and older ($\overline{X}$=2.73) and 22-27 years ($\overline{X}$=2.96), 28-33 years ($\overline{X}$=2.98) and 34-39 years ($\overline{X}$=2.75)
	In Groups	177,444	363	0,489			
	Total	194,260	366				
İnsignificant Virtual Loafing	Between Groups	8,816	3	2,939	5,757	,001	Between 40 years and older ($\overline{X}$=2.74) and 22-27 years ($\overline{X}$=3.16) and 28-33 years ($\overline{X}$=3.08)
	In Groups	185,287	363	0,510			
	Total	194,102	366				

(p<.05)

A significant difference was found as a result of the one-way analysis of variance (ANOVA) conducted to detect a significant difference between teachers' insignificant virtual loafing and age (F=5.757; p=0.01<0.05). In order to determine the source of this difference, post-hoc Tukey analysis was performed. Insignificant virtual loafing behaviors score of teachers aged 40 and over ($\overline{X}$=2.74); Insignificant virtual loafing behaviors scores of teachers aged between 22-27 ($\overline{X}$= 3.16) and 28-33 years ($\overline{X}$=3.08) were found to be lower. In other words, as the age increases, the level of virtual loafing behaviors decreases.

Opinions on the Reasons for the Significant Difference in the Level of Virtual Loafing Behavior of Teachers by Age

Based on the quantitative research findings, a significant difference was determined in the levels of virtual loafing of teachers according to age, and according to the results of the research, it was seen that teachers aged 40 and over showed less virtual loafing behavior compared to other age groups. What do you think could be the reason for this situation? The answers given by the teachers to the question were categorized (Figure 3).

THEMES (f-)
Adaptation to Technological Developments (f-16)
Generation Gap (f-7)
Work Ethic (f-4)
Life Style (f-3)

Figure 3. *Ideas on the Sources of the Significant Difference in Age Variable*

Teachers presented different reasons for virtual loafing behavior levels, which differ significantly according to age (Figure 3). The most expressed category in justification is teachers' adaptation to technological developments. (f=16). The least mentioned category is teachers' lifestyle (f=3). Direct quotations from the statements of teachers who mentioned adaptation to technological developments are given below:

Expressing an opinion on the source of the significant difference, the teacher with the code T1 said, *"Twenty years ago, when the group of teachers over the age of 40 were the most active, the inadequacy of internet access and technological devices in the social environment prevented them from keeping up with the new era and the new order. The fact that the majority of individuals over a certain age are closed to new learning has also affected this situation. As a result of these, the lack of easy adaptation to the presence of technological devices has reduced the situation of* virtual loafing *in teachers over the age of 40."* He drew attention to the issue of adaptation to technological developments (T1). Likewise, the teacher with the code T10 said, *"Most of the teachers over the age of 40 use technology only in very necessary situations. They do not master at the technology. Therefore, their* virtual loafing *levels are lower."* expressed his opinion, emphasizing this point (T10). T13 coded teacher; *"Teachers over the age of 40 were introduced to technology and therefore the internet late. If he is not interested in his past or personality, he will only use it up to a point."* He used his expression (T13). *"It is known that internet use is more common among young people in our country. It can be predicted that especially the Z generation will do* virtual loafing *consciously or unconsciously due to their orientation and addiction to the internet and digital tools. In addition, I think it is important that teachers over the age of 40 are introduced to the internet and digital tools late and act according to the old way."* The teacher with the code T27 stated that adaptation to technological developments affects the level of virtual loafing (T27).

A direct quote from the statements of teachers who mentioned the lifestyle is given below:
"Teachers over the age of 40 have an established life balance as a generation. It may have

been more tempting to live in the comfort zone and stay away from complex work rather than fast living conditions and change." (T2).

Conclusion and Discussion:

According to the results obtained from the research, the frequency of teachers' virtual loafing behaviors was found to be "sometimes". The "sometimes" level corresponds to the "moderate" level according to the five-point rubric. When the sub-dimensions of virtual loafing were examined, the levels of both the significant virtual loafing dimension and the unimportant virtual loafing dimension were determined as "sometimes". Based on the sub-dimensions, it was observed that teachers mostly exhibited behaviors in the dimension of insignificant virtual loafing. This is due to the fact that teachers' overtime concepts are different from those of other employees. Because teachers have to work uninterruptedly during the lesson, they cannot often exhibit uninterrupted behaviors. They can only exhibit virtual loafing behaviors for a very short time during the lesson. The reason why the sub-dimensions are at the level of "sometimes" can be expressed in this way. In parallel with the research, Güllü (2020) selected teachers working in secondary schools within the boundaries of Ataşehir, Bağcılar, Ümraniye and Üsküdar districts of Istanbul as a sample, and it was determined that teachers' virtual loafing behaviors were at an average level. In addition, in the study conducted by Sarıca (2020) on primary school teachers working in Pamukkale and Merkezefendi districts of Denizli province, it was determined that teachers' virtual loafing levels were at a low level. Moreover, in the study conducted by Arık (2016) on the teaching staff working in the education faculties in Istanbul, it was found that the insignificant virtual loafing behaviors of the lecturers were average; It has been determined that the level of virtual loafing is significant and the total virtual loafing behavior levels are low. The reason why the results of the studies conducted by Sarıca (2020) and Arık (2016) differ from the results of this study can be shown as the fact that their samples work at different levels and in different cities. On the other hand, in the study conducted by Page (2015) on teachers' concerns about personal internet usage at school, it was found that teachers frequently resort to virtual loafing behaviors. In the study conducted by Lim and Teo (2005), it was found that individuals do very little virtual loafing behaviors such as accessing adult sites; It has been determined that they do virtual loafing behaviors such as sending and receiving personal e-mails more frequently.

A significant difference was found in virtual loafing behavior levels according to the frequency of daily internet use of teachers. Although virtual loafing behaviors of all groups are at the level of "sometimes", teachers who use the internet for 5 hours or more hours per day show more virtual loafing behavior than teachers who use the internet for 1-2 hours in a day. According to this result, it is seen that as the daily internet usage time increases, the frequency of showing virtual loafing behavior increases. According to the teachers, the reason for this difference in the interview made in the qualitative part of the research is technology and internet addiction. Teachers with a high daily internet usage time may become addicted over time as they start to live their lives focused on the internet. Teachers who have low daily internet usage time can act in a more controlled manner and use the internet only when necessary. This situation can be shown as a reason why teachers with high daily internet usage time exhibit virtual loafing behavior more frequently. Serttaş (2016), in his study on the front office services of tourism enterprises, revealed that employees with more daily internet usage time is surfing on the internet more for non-work purposes. In this case, it can be said that these employees engage in more virtual loafing. In addition, in the study conducted by Kılıç (2017), it was stated that teachers who spend more than 3 hours on the internet exhibit more virtual loafing behavior. These findings support the findings

of this study. On the other hand, in the studies conducted by Akça (2013) and Cihan (2018), no significant difference was found between virtual loafing factors and internet usage time.

It was examined whether there was a relationship between all sub-dimensions of virtual loafing according to the means by which teachers accessed the internet the most, and it was determined that while no significant difference was found in the dimension of insignificant virtual loafing, there was a significant difference in the dimension of significant virtual loafing. Accordingly, in the important sub-dimension of virtual loafing, the virtual loafing level of teachers who use phones to access the internet was found to be higher than the virtual loafing levels of teachers who use computers. According to this result, it was seen that the frequency of virtual loafing behavior of teachers who use mobile phones for internet access is higher. This may be because the phone is easier to carry and is more practical to use. According to the teachers, the reason for this difference in the interview made in the qualitative part of the research is the ease of usage and portability of the mobile phone. Smartphones are devices that are easier to carry and use. Both these conveniences and being more functional have increased the preference of smart phones for accessing the internet. It can be said that it increases the virtual loafing behavior of teachers since it provides access to the internet from anywhere. Serttaş (2016) also concluded that virtual loafing behavior occurs frequently with mobile phones in his study on the front office services of tourism enterprises. The result obtained by Serttaş (2016) supports this finding of our research. On the other hand, in the studies conducted by Cihan (2018) at Aksaray University, no significant difference was found between the virtual loafing factors and the variable from where the internet was accessed. In addition, in the study conducted by Alharti (2018), the virtual loafing levels of individuals via mobile devices were found to be low. The result obtained contradicts with the result obtained from this study.

A significant difference was found in the virtual loafing behavior levels of teachers according to age. Accordingly, in all sub-dimensions of virtual loafing, it is seen that teachers aged 40 and over exhibit less virtual loafing behavior than other age groups. It has been determined that teachers in the 28-33 age group in the important sub-dimension and in the 22-27 age group in the unimportant sub-dimension exhibit more virtual loafing behavior. According to this result, it can be stated that generally younger teachers exhibit more virtual loafing behavior than older teachers. This may be due to the fact that young teachers are more familiar with the internet and technology. In the study conducted by Kuyucu (2017), it was determined that young people between the ages of 21-23 are more dependent on smart phone and mobile internet usage. However, in a study by Malachowski (2017), it was found that older people' virtual loafing is more than younger people. This may be due to boredom or the need for more rest from working in the same job for many years. In the interview held in the qualitative part of the research, the reason for this difference was expressed as adaptation to technological developments and generation gap according to the teachers. There is a big difference in terms of technological opportunities when compared to the period when teachers over the age of 40 were trained and today. Therefore, it may be difficult for teachers in this age group to adapt to the technological developments of the age. Another reason for the difference between younger teachers and older teachers can be expressed as the generation gap. The reason for this difference is that young teachers are a little more open to developments and adapt faster to changing times. All these reasons cause the group aged 40 and over to engage in virtual loafing behavior less. The significant difference between virtual loafing and the age variable is also supported by other studies (Andressen, Torsheim, and Pallesen, 2014; Arık, 2016; Çınar and Karcıoğlu, 2015; Örücü and Yıldız, 2014; Sadiç, 2019; Ünal and Tekdemir, 2015; Vitak, Crouse and LaRose, 2011). On the other hand, Ahmad and Omar (2017), Akça (2013), Alharti

(2018), Candan and İnce (2016), Fındıklı (2016), Kurun (2019), Kılıç (2017), Knight (2017) and Serttaş (2016) No significant difference was found between the age variable and virtual loafing in the studies conducted by.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

This article does not contain any studies with animals performed by any of the authors.

Conflicts of interest.
The authors of this paper certify that they have NO affiliations with or involvement in any organization or entity with any financial or non-financial interest (such as honoraria; educational grants; membership, employment; affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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