The Investigation of the Relationship between Cyber Loafing, Internet Addiction, Information Literacy and Cyberbullying

Res. Asst. Ömer DEMİR   &   Prof. Dr. Süleyman Sadi SEFEROĞLU

Hacettepe University, Faculty of Education

Department of Computer Education and Instructional Technology

06800, Beytepe-Ankara, TURKEY

Introduction

- Due to the rapid developments in ICT, some real life problems have started to be seen in the virtual environments as well.

- Loafing, bullying, addiction and lack of literacy can be given as examples of those problems that society face.

- When these problems are moved to the virtual environments, they are named as

  - cyber loafing,

  - cyber bullying,

  - internet addiction and

  - information literacy, respectively.

Definitions of Information Literacy and Cyber Loafing

- Information literacy is to define the need for information, find this information, and evaluate and use this information effectively *(American Library Association, 1989)*.

- Cyber loafing is defined as non-productive use of time on the internet *(Ugrin, Pearson, & Odom, 2007)*.

Definitions of Internet Addiction and Cyber Bullying

➡ Internet addiction means harmful and uncontrolled use of internet *(Ekşi, 2012)*.

➡ "Cyber bullying involves the use of information and communication technologies to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others" *(Belsey, 2007)*.

Theoretical Framework

- According to Maslow (1943),

  - there are some hierarchical needs of humans that need to be fulfilled orderly.

- These hierarchical needs are physiological, safety, relationships, self-esteem and self-actualization from lower to higher needs of humans, respectively.

- This hierarchy has some implications for education as well.

- The main fact is that it is hard for an individual to learn effectively without feeling safe because learning is an inherently social process.

Significance

- Preventing cyber bullying is of great significance in order not to disrupt cyber victims' psychologies.

- And to do this, first of all, **the underlying reasons of cyber bullying** should be comprehensively understood *(Eroglu, 2011)*.

Aim

- It was aimed to investigate **the relationship of cyber bullying with cyber loafing, internet addiction and information literacy** within the scope of this study.

- Besides, the effects of **some demographic variables on the cyber bullying** were investigated as well.

Research Questions 1

▰ 1) Is there a statistically significant **relationship between cyber bullying** and

    1a) internet addiction

    1b) cyber loafing and

    1c) information literacy?

Research Question 2

- 2) Do the following variables have a statistically significant **effect on cyber bullying**?

    2a) Gender

    2b) Age

    2c) Education status

    2d) Occupation

    2e) The most frequently used device to connect internet

Method

ECER 2016. 22-26 August, 2016, University College Dublin

Study Group

➡ A total of **181 voluntary participants**, mostly undergraduate and graduate students, constituted the study group of the study.

➡ Participants are mostly **women** (59.7%).

Data Collection Tools

➥ **Five data collection tools** were employed.

➥ 1) Demographic information questionnaire

➥ 2) Information literacy scale

➥ 3) Internet addiction scale

➥ 4) Cyber loafing scale

➥ 5) Cyberbullying scale

All scales are valid and reliable.

Data Collection and Data Analysis Processes

▰ Data were collected through Google Forms, an online scale development platform.

▰ After conducting Kolmogorov-Smirnov normality test, it was ascertained that the data strongly **violated the assumption of normality.**

▰ Therefore, **Spearman's rank correlation coefficient** to check correlation and **Kruskal-Wallis test** to check the cause and effect relationship were employed.

Findings

ECER 2016. 22-26 August, 2016, University College Dublin

Research Question 1

Table 1. The findings regarding the relationship of cyber bullying with internet addiction and information literacy

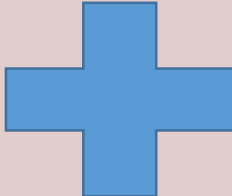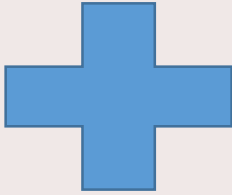| Variables	Factors	Cyber Bullying	
		r	p
Cyber Loafing	Minor cyber loafing	.147*	.049
	Serious cyber loafing	.288**	.000
Internet Addiction	Lost of control	.227**	.002
	Desire to stay online more	.240**	.001
	Negativeness in social relations	.289**	.000
Information Literacy	Defining information needs	-.263**	.000
	Access to information	-.249**	.001
	Use of Information	-.199**	.007
	Ethical and legal settings in use of information	**-.334****	**.000**
* Significant at the level of .05. ***Significant at the level of .01.*			

Research Question 1

Table 2. The variables related to cyber bullying

Variables	The direction of correlation with cyber bullying
Cyber loafing Serious cyber-loafing Minor cyber-loafing	+
Internet addiction Lost of control Desire to stay online more Negativeness in social relations	+
Information literacy Defining information needs Access to information Use of information Ethical and legal settings in the use of information	−

Research Question 2

Table 3. The relationship of cyber bullying with various varibles

Varibles	Category	Mean	SD	Mean Rank	x	p	Differences**
Gender	Female	25.04	1.58	88.72	.551	.458	Fark Yok
	Male	28.73	10.79	94.38			
Age	Below 25[1]	27.52	8.33	59.55	7.162	.028*	1>3
	Between 25–34[2]	26.50	6.98	49.62			
	Above 35[3]	24.17	.35	39.84			
Education status	Associates' degree or below[1]	24.08	.14	89.33	18.077	.000*	2>4, 3>4
	Undergradaute[2]	26.86	7.70	100.88			
	Master[3]	27.77	9.21	108.33			
	PHD[4]	25.06	2.94	69.81			
Occupation	Academician[1]	24.79	1.55	44.46	13.936	.016*	1<4, 2<4
	Teacher[2]	24.18	.40	35.58			
	Clerk[3]	31.02	16.65	50.50			
	Student[4]	28.27	8.87	64.31			
	Other[5]	25.83	3.60	54.17			
	Not working[6]	24.85	.78	43.75			
The most frequently used device to connect internet	Mobil devices	25.80	6.19	92.08	3.540	.170	Fark Yok
	Notebook/netbook	27.23	5.69	94.64			
	Desktop	27.94	12.30	71.48			

Significant at the level of .05.
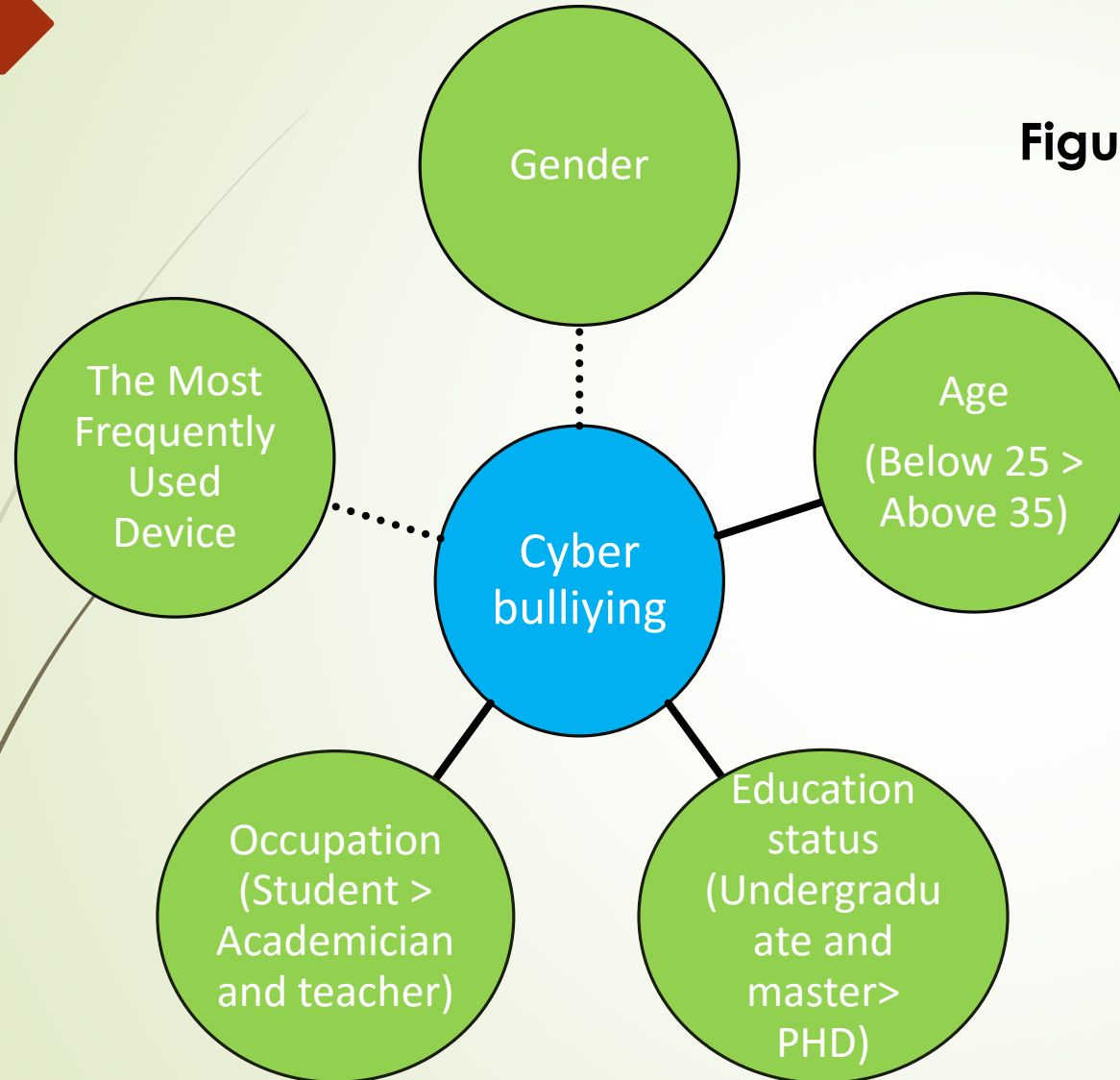
Research Question 2

Figure 1. Factors affecting cyber bullying

Dashed line means non-significant effect, while straight line means significant effect.

Results

Results

- The **high level of information literacy results as low level of cyber bullying** in internet users' behavior.

- The fact is that information literacy construct includes **the factor of ethic**.

- Involving in cyber bullying activities can be regarded as highly **unethical**.

- It could be easier to understand the **negative correlation between information literacy and cyber bullying**.

Suggestions

- In this study, as **data did not ensure assumption of normality** multiple hierarchical regression analysis could not be performed.

- Therefore, findings **do not mean a cause and effect relationship**.

- In future studies, hierarchical regression analysis can be performed to unearth a cause and effect relationship.

Suggestions Cont.

- It was seen that study groups of cyber bullying studies consist mostly of **primary and secondary school students**.

- More studies focusing on **undergraduate as well as graduate** students may be carried out.

Suggestions Cont.

➡ Since the relationship of **ethic and internet addiction with cyber bullying** was well proven in this study, any studies/initiatives contributing to ethical usage of internet and solving the problem of internet addiction can also have a **positive influence upon the diminishing of the cyber bullying behavior**.

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Thank You!

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