

## **Cyberloafing Behavior at Work**

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### **Abstract**

*Scholars and practitioners lay emphasis on determinants of cyberloafing behavior as a possibly powerful management issue due to its impact on organizations as well as on productivity losses. However the determinants of cyberloafing in educational institutions are yet to be investigated. Drawing from the theory of interpersonal behavior, the aim of the research study is to identify the factors affecting the cyberloafing behavior of teachers working in both public and private sector universities. The theory of Interpersonal Behavior (TIB) is used to measure the factors affecting the cyberloafing behavior of teachers. Data was collected using non probability convenience sampling technique from different public and private sector universities. Usable sample size from both public and private sector universities was 175. The PLS path modeling technique was used for data analysis. Results indicate that all factors influence the cyberloafing behavior differs significantly between public and private sector universities. The social factor effect is even stronger in private universities than expected. Furthermore, the study assesses the relationships between the latent variables of the TIB model and finds a significant, strong, and positive link between in both groups of universities. The study provides the new insight into the nature of factors specially affecting the teachers' cyberloafing behavior in public and private sector universities. The findings of this study can be helpful for an educational institution for formulating strategies to restrict cyberloafing behavior. The paper is of great value for educational institutions in worth itself.*

**Keywords:** Cyberloafing Behavior, Teacher, Theory of Interpersonal Behavior (TIB), University.

The advent of the internet is considered as an information “super highway” that usually used to connect humans, information and machines “computer (Potosky, 2007). It provides a source of communication to access or disperse the information over a wide variety of dimensions (Akman & Mishra, 2010). Sharma and Gupta (2003) argued that the internet is cost-effective for any organizations in terms of fastest communication media. Modern technologies are facilitating the human life by providing numerous places in individual and organizational life. Realizing the numerous advantages of internet, it is considered as a backbone of communication infrastructure for many

organizations (Sharma & Gupta, 2003). However the negative impacts of modern technologies can also be seen clearly. In recent decades, the most debatable and posed topic for the researcher is about crises related to the advancement of technology (Ahmadi, Bagheri, Ebrahimi, Rokni & Kahreh, 2011). Researchers are more focused on the internet and especially the ways of using it. Basically the excessive use of the internet is becoming a threat to many organizations in terms of deviant work behavior of employees. This deviant work behavior is denoted as the term “cyberloafing” (Lim, 2002).

Cyberloafing is defined as the behavior of employees in the organization when they use excessive internet for their personal use (surfing news websites, reading or sending personal emails, playing online games etc.) within the premises of the organization (Lim, 2002). Further, this deviant work behavior is harmful for the organizations in terms of decrease in productivity (Verespej, 2000; Simmers, 2002). In response, the organizations suffer the cost caused by cyberloafing and try to prevent the excessive cost and try to increase productivity. For this reason it is necessary to identify the factors that are caused by this deviant behavior of employees.

According to the Page (2014), the majority of the researches has considered private sector organizations for examination instead of educational organizations. With increased use of Information and Communications Technology (ICT) in the workplace of the teachers, the present study aimed to investigate the factors influencing the cyberloafing behavior in the educational workplace. The present investigation is a good contribution to the existing body of knowledge by providing evidence of cyberloafing from educational sector. By using an appropriate survey of teachers in both public and private universities, study observed the cyberloafing behavior in both public and private universities.

The aim of present study is also to identify the factors caused by cyberloafing behavior, specifically in the higher educational institution by teachers this distinguished this research from the similar ones. In educational institutions, the cyberloafing behavior proved as workplace deviant behavior in terms of inefficiency in the teacher’s performance. In Pakistan, the deviant work behavior of teachers is a serious problem. The job security of a public sector teacher has an impact on their teaching priorities and hence they are less fascinated by an interest in instructing students, in contrast to private schools (international crisis group, 2010). Therefore, the current investigation considered examination of factors encouraging cyberloafing behavior of teachers in two sectors independently.

The current examination is aimed at identifying several antecedents to cyberloafing prevailing in public and private sector educational institutions of Pakistan. Six triggers affecting cyberloafing attempts are studied, that are “affect”, “social factors”, “preceive

consequences”, “intentions”, “habit” and “facilitating conditions” in education institutions employees’ and the degree to which the employees took part in loafing activities. It has been observed that cyberloafing studies have generally neglected to examine employee job attitudes as a predictor of cyberloafing (Lieberman et al., 2011). Furthermore, the link between whether employees from public and private sectors engaging in online loafing acts are influenced by same antecedents or not was also examined. We scrutinize the selected factors and provided further support in the literature for the factors that have influence on cyber loafing in public and private sector organizations. For the current investigation the researchers consulted existing studies related to organizational psychology, counterproductive workplace behaviors/workplace deviance and use of information technology at workplace for developing problem statement.

### **Literature Review**

It is really difficult to envision the modern educational workplaces without availability of internet. In today’s environment, teachers have to do a lot of work like assessing students online, online lectures etc.. Most important teachers used the internet for searching topics to be taught and further create an online social network with their students has increased ground with Facebook (Yang, Wang, Woo, & Quek, 2011) and Twitter (Mahoney, 2012). Teachers used the internet to motivate their students in order to help them anytime for educational purpose, this ultimately improves the performance of their students. However, Davis, (Case & Young, 2002) explored that employees surfing the internet at the workplace for their personal use like forwarding, personal emails, purchasing online, sharing ones photographs to develop their profiles during work hours, ultimately become a serious problem for organizations (Davis, Flett & Besser, 2002).

The research about the Cyberloafing has been starting since the late 1990s on different connotations and are as yet has attained relatively less stability and explanation as a conceptual field. Beugre and Kim (2006) regarded this “cyberloafing behavior” as vice and virtue, meaning that acts of dishonesty, immoral practices, an imperfections or a shortcoming are known as vice and honest, moral practice, righteousness or perfection, known as virtue. Cyberloafing may take any of these acts.

### **Cyber Loafing as Deviant Work Behavior**

The deviant work behavior and the way to manage these behaviors is a controversial issue of behavioral sciences in recent decades by the researchers. Robinson and Bennett (1995) regarded deviant work behavior as voluntary behavior violating important managerial norms and by doing so the employees threaten the health of overall organization, the individuals working in it, or both. The earlier researchers have classified counterproductive work behavior under

different circumstances using different methods. At times counter productive behavior having benefits for the organizations and its employees and at other times having adverse effects.

Cyber-loafing refers to the deviant work behaviors. Siau, Nah and Teng (2002) the construct under discussion is termed as cyberloafing or internet abuse. This can be observed as people logging into inbox, newspaper reading, using social media websites, downloading irrelevant material, e-purchasing, gaming, hacking, etc. Internet has provided a large playground of the world for employees at the workplace (Anandarajan, 2002). While, sitting in front of the monitor, the attraction of the visual world deviates the behavior of employees from his/her actual task. He/ she then tries to maximize the ultimate joys of the visual and real worlds simultaneously through internet surfing. Meanwhile, the inefficiency of the employees in terms of cyberloafing behavior causes the productivity loss. These facts specify that the internet can cause more serious dangers to organizations rather than all other loaves. The emerging trends in the use of IT at the workplaces, the present study investigated the use on internet for personal purposes while at work. There is need to examine the negative outcomes of this behavior for the employers and organization (Lim, 2002). Afterwards the researchers suggested employers to decrease the frequency of this harmful behavior by developing policies regarding using internet at workplace (Young & Case, 2002). Boosted Cyberloafing behavior can be observed when there exists no check and balance regarding internet usage and the employees have open access to internet at the workplace. Moreover this behavior enhances in its frequency when the same behavior is welcomed by the coworkers too (Cheung, Chang & Lai, 2000).

### **Interpersonal Behaviour Theory and Cyber loafing behavior**

The interpersonal behavior theory (Triandis, 1980) helped in identification of factors affecting the cyberloafing behavior. The theory explains that adopting a particular behavior is the outcome of intention, habit and facilitating conditions. Another theory Theory of Planned Behavior is widely used to predict a cyberloafing behavior (Galletta & Polak 2003; Seymour & Nadasen 2007). The findings also suggest that TIB has advantages over the theory of planned behavior (TPB) model as it also includes habit as an important construct (Bamberg & Schmidt, 2003; Woon & Pee, 2004; Pee, Pee, Woon & Kankanhalli, 2008). Hence, for the current study TIB model was used to predict the factor which affects cyber loafing in the educational sector of Pakistan.

The study by Woon and Pee (2004) validates Triandis model (1980) while studying cyber loafing in organizations found that affect, social factors and habit are the main causes of cyberloafing behaviour. The above reported factors have effect on the behavioral intention of employees and in result the intentions lead an individual to adopt cyberloafing behavior. On the other hand the researchers found that

facilitating conditions having negative relationship with cyberloafing behavior.

### Theoretical framework and hypotheses

Based on the prior literature and theories, the research model and related hypotheses are proposed in Figure 1. Behavior refers to employees' factual act of performing cyberloafing behavior by the employees of the organization for non-work-related purpose. Behavior is dependent directly on the factors habit, intention and facilitating condition.

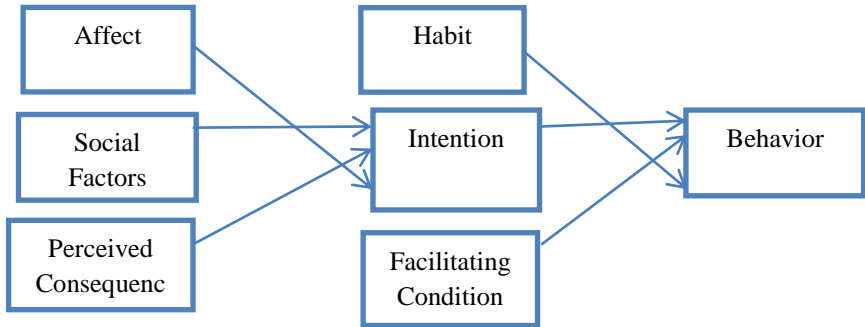


Figure 1. Research Framework

### Affect and Intention toward Cyber Loafing

The individual's pure emotion of happiness, pleasure, hatred or distaste with respect to a specific behavior refers to as affect. There is a significant relationship in affect and behavior in predicting cyberloafing behavior (Cheung & Chang, 2001). However Limayem, Khalifa and Chin (1999) explore an insignificant relationship between affect and cyberloafing behavior. It is because affect basically combined with cognitive elements (e.g. Immoral, unethical) and affective elements (e.g. Excitement, joy). Affect is a strong predictor of technology acceptance in individuals (Thompson, Higgins & Howell, 1991; Pare & Elam 1995). As follows by Triandis (1979) and viewing by the aims of the study, we propose following hypothesis

***H1: The "affect" will have a positive affect on intentions towards cyberloafing behavior with stronger results in public organization than private organization.***

### Social factors and Intention toward Cyber Loafing

An individual's internalization of the reference group's subjective culture, social agreements that he/she has made with his/her fellows, in a particular social situation refers to the social factors that further cause of specific behavior (Triandis, 1980). Chang and Cheung (2001) found that social factors as the most important determinants of cyberloafing. There is a significant positive relation between social factors and intention to perform a specific behavior Pee et al., 2008). So, we hypothesized

***H2: The “social factor” will have a positive affect on intention towards cyberloafing behavior with stronger results in public organization than private organization.***

### **Perceived Consequences and Intention toward Cyber Loafing**

Each act is referred to perceive as having possible positive or negative outcomes (Triandis, 1980). While in predicting the cyberloafing behavior, most of the researcher has been used the positive outcome and also found a significant linkage of perceived consequences and intentions regarding adopting cyberloafing behavior. So the hypothesis developed is:

***H3: Perceived (favorable) consequences effecting intention towards cyberloafing will be stronger for public organization than for private organization.***

### **Habit of Cyber loafing and Actual Behaviour**

A behavior sequences that become automatic and happens without self-instruction refers to as habit. Habit may be a cognition and deliberation responses to particular cues in the environment (Triandis, 1980). It is based on the past experience of a person. According to Orbell, Hodgkins and Sheeran (1997) habit is a good predictor of upcoming behavior of a person (Pee & Woon, 2004). Researchers found a positive relationship between habit and future behavior of a person.

***H4: The employees’ habit will gave stronger effect on cyberloafing behavior of public organization than the private organization.***

### **Intentions towards Cyber Loafing and Actual Behavior**

An individual’s conscious idea or self-instruction to carry out a specific behavior is referred to as intention (Triandis, 1980). In most of the studies, the intention was considered as an important predictor of actual behavior (Pee & Woon, 2004; Lee et al., 2005; Chun & Bock, 2006).

***H5: The employees’ intention will have stronger effect on cyberloafing behavior of public organization than private organization.***

### **Facilitating conditions toward Cyber Loafing and Actual Behavior**

A supporting objective factor of the environment that make easy to perform a specific behavior is referred to as facilitating condition (Triandis, 1980). Facilitating condition with the intention of individual make it easy to perform a specific task. Researchers found a positive relationship between facilitating condition and behavior (Pee et al., 2008). With the consistent to Triandis, we hypothesized:

***H6: The employees’ facilitating condition will have stronger effect on the cyberloafing behavior of public organization than private organization.***

**Research Design**

**Data Collection**

Data was collected from 5 public and 5 private sector universities from Pakistan. The respondents were teaching faculty, including professors, associate professors, assistant professors, lecturers and teaching, research associates who have access to internet at the workplace. Hard copies of survey forms were distributed to conveniently available sample. A total of 240 questionnaires (120 in public and 120 in private) was distributed out of which 96 (80%) from the public sector and 87 (73%) from the private sector were received back. Out of these 183 responses, 175 were usable and considered for analysis.

The minimum sample size to run Structural Equation Modeling depends on model complexity as well as of on many other factors, including normality of the data, missing patterns, etc. Most researchers would recommend using sample sizes of at least 200 or atleast 5 or 10 responses for the total number of items in the scale (see for an overview Kline, 2011, pp: 11-12). However, two of the most recent simulations studies (Wolf et al., 2013; Sideridis et al., 2014) recommend rather small sample sizes (ranging from 30 to 70) as enough.

Males were slightly higher proportion in the sample of both public and private universities. The majority of respondents were in the age category of 31-35 (55% of public and 67% of private universities). 61% respondents from public and 63% respondents from private universities have a master’s degree. The other profile is constant with both of the universities like work experience and internet usage hour of teachers to slightly change.

**Construct measurement model**

Scales for the measurement of different constructs of proposed model were adapted from different researches. The items were rephrased with reference to the cyberloafing behavior context. The five-point Likert scale is used where 1 is “strongly disagree” and 5 is “strongly agree”. Table 1 shows the sources of scales.

*Table 1. Sources of Scales for Constructs*

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Constructs	Items	Sources
Affect	3	Pee et al. (2008), Peace Galletta, & Thong., (2003) and Moody (2011)
Social Factor	6	Peace et al. (2003), Pee et al. (2008), and Moody (2011)
Perceived Consequences	6	Robinson (2009), Pee et al. (2008), Chang and Cheung (2000) and Moody (2011)

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Habit	6	Pee et al. (2008), Chang and Cheung (2000), Robinson (2009) and Moody (2011)
Facilitating Condition	6	Robinson (2009), Pee et al. (2008), Chang and Cheung (2000) and Moody (2011)
Intention	2	Chang and Cheung (2000), Robinson (2009), Pee et al. (2008) and Moody (2011)
Behavior	4	Chang and Cheung (2000), Pee et al. (2008) and Moody (2011)

Source: Literature reviewed

**Measurement assessment**

First of all, we measure the reliability and validity of the model constructs (Table 2). All constructs exceeded the 0.7 threshold as directed by Nunnally (1978). Without exception, the composite reliabilities of all the latent variables are showing a high internal consistency, as higher than 0.8 (Fornell and Larcker, 1981). Further, according to Fornell and Larcker (1981) the average variance extracted (AVE) should be greater than 0.60 which demonstrate high convergent validity of the constructs. All the values of AVE for both groups possessed higher value as suggested. Reliability and convergent validity is also computed by standardized loadings for all the indicators. Further for path analysis, bootstrapping t-statistics for their significance is analyzed (Anderson & Gerbing, 1988). All loadings exceed the threshold of 0.7 and are significant, thus confirm higher convergent validity of the measurement model.

Further, measurement of discriminant validity is ensured that tells whether each latent variable holds more variance with its particular measurement variables or with some other constructs (Fornell & Larcker, 1981; Fornell & Bookstein, 1982; Chin, 1998). In this manner, square root of the AVE is compared for each construct with the correlations with all other constructs in the model. It can be observed that the square roots of AVE are higher than the absolute correlations between constructs. It shows that all the constructs are in evidence for acceptable validity.

Table No 2. *Reliability and Validity of Measures*

Constructs	Items	Public Sector Universities (n=96)			Private Sector Universities (n=87)		
		Loadings	AVE	CR	Loadings	AVE	CR
Social Factor	SF 1	0.876	0.6422	0.8766	0.970	0.9278	0.9809
	SF 2	0.672			0.970		
	SF 3	0.776			0.986		
	SF 4	0.865			0.916		



Perceived	PC 1	0.747	0.6173	0.8656	0.690	0.7364	0.9164
	PC 2	0.777			0.767		
	PC 3	0.765			0.778		
Consequences	PC 4	0.839			0.782		
	PC 5	0.760			0.971		
	PC 6	0.793			0.956		
Habit	HAB 1	0.777	0.5827	0.8746	0.964	0.6345	0.8891
	HAB 2	0.788			0.954		
	HAB 3	0.749			0.898		
	HAB 4	0.780			0.421		
	HAB 5	0.772			0.885		
Facilitating Conditions	FC 1	0.840	0.5848	0.8743	0.790	0.5886	0.8214
	FC 2	0.668			0.767		
	FC 3	0.884			0.667		
	FC 4	0.836			0.810		
	FC 5	0.678			0.814		
	FC 6	0.912			0.727		
	FC 7	0.676			0.876		
Behaviour	BEH 1	0.814	0.7448	0.9209	0.813	0.6707	0.8902
	BEH 2	0.836			0.837		
	BEH 3	0.912			0.891		
	BEH 4	0.813			0.726		
Intention	INT 1	0.954	0.9085	0.9521	0.948	0.8662	0.9283
	INT 2	0.952			0.913		
Affect	AFF 1	0.839	0.7375	0.8939	0.874	0.6873	0.8678
	AFF 2	0.840			0.864		
	AFF 3	0.897			0.744		

AVE = Average Variance Extracted, CR = Composite reliability

*Table 3. Discriminant Validity*

	AFF	BEH	FC	HAB	INT	PC	SF
SF							
PC							.5431
INT						.4882	.5430
HAB					.5994	.4773	.5485
FC				.5088	.5775	.5986	.5681
BEH			.5696	.5156	.5952	.6641	.6386
AFF		.3302	.5290	.3311	.4491	.5032	.5593

	Public					
SF						
PC						.5123
INT					.4426	.5020
HAB				.4831	.4220	.6939
FC			.3372	.5430	.5026	.5644
BEH		.7301	.6462	.6972	.4499	.6669
AFF	.6076	.45011	.5230	.4387	.4490	.5777

**Table 4. Structural Model Results and Effect Size ( $f^2$ )**

Structural Relation	Public Sector Universities			Private Sector Universities		
	R <sup>2</sup>	Path Co-efficient	f <sup>2</sup>	R <sup>2</sup>	Path Co-efficient	f <sup>2</sup>
AFF => INT	0.468	0.67***	0.45	0.421	0.64***	0.41
SF => INT		0.17**	0.32		0.22***	0.35
PC => INT		0.67***	0.11		0.44***	0.08
HAB => BEH	0.736	0.29***	0.30	0.660	0.14***	0.26
INT => BEH		0.62***	0.03		0.17***	0.05
FC => BEH		0.66***	0.17		0.13**	0.18

*Notes.* \*Significant at ,0.05 level (two-tailed test); \*\*significant at ,0.01 level (two-tailed test); \*\*\*significant at ,0.001 level (two-tailed test); effect size measures the relevance of each predictor of a dependent latent variable and is based on the relationship of determination coefficients when including or excluding a particular predictor from the structural equation.

### **Model Estimation and Results**

The model was estimated through structural equation model (SEM) with the PLS approach by using SmartPLS (Ringle, Wende & Will, 2007). This opportunity is mainly opted by the nature of the data, such as non-normal frequency distribution. Our data showed negatively skewed so PLS helps in analyzing such data using maximum likelihood methods (Fornell & Bookstein, 1982; Chin, 1998). PLS (SEM) technique as the most highlighted one of the recent publications which captured the intention of many authors to start analysis by using partial least square (Hair et al., 2016). This technique PLS (SEM) as the path-modeling technique having the ability to run several compound analyses simultaneously (Hair, 2014). Further, PLS is considered to be more appropriate while in using multi-group analysis (MGA) between the public and private sector universities for current research.

The SEM is examined using SmartPLS 2.0 software (Ringle, Wende & Will, 2005). To test the effect of the linkages of the latent variables, we estimated distinct PLS path models for the two

groups selected (i.e., public and private) and measure the differences in path coefficients by means of a bootstrap test based PLS multi group analysis (Rigdon, Ringle & Sarstedt, 2010).

### **Examining the Structural Model**

While investigating the quality of the structural model, the percentage of variance explained ( $R^2$ ) of target constructs' is a key criterion. Table 4 shows the explanatory power through determination coefficient ( $R^2$ ) of the equations. It clearly indicates a high explanatory power for the values of 0.468 (public universities) and 0.421 (private universities) for INTENTION and 0.736 (public universities) and 0.660 (private universities) for BEHAVIOR. It shows the explanatory power of the research model is at a satisfactory level. The driver constructs of the model are capable to explain comparatively less than half the variance in intention to use cyberloafing behavior in both groups, and the better part of the variance in behavior of adopting cyberloafing behavior, with comparatively better explanatory power in the model estimation for private universities.

Secondly, we measure the relationship between the latent variables and thus find a significant, strong, and positive link in both groups of universities, which means that affect, social factors, and perceived consequences towards intention and further habit, intention and facilitating condition towards cyberloafing behavior is found to be an important antecedents. This is an imperative finding, since the relationship between these constructs towards behavior have been shown having stronger values by the earlier empirical studies (Galletta & Polak, 2003; Chang & Cheung, 2001). Likewise, past studies of cyberloafing that used TIB model have shown significant higher standardized values for this path relationship (Galletta & Polak, 2003; Chang and Cheung, 2001; Seymour & Nadasen, 2007). While examining the drivers of intention, we find AFFECT, SOCIAL FACTORS and PERCEIVED CONSEQUENCES having significant ( $p < 0.01$ ) influence on loafing intentions in both groups.

Further, while the influence of HABIT, INTENTION and FACILITATING CONDITIONS is significant in the public universities' model ( $p < 0.01$ ), but not in the Private universities' model, which means that the overall cyberloafing behavior is composed in a different way in the two groups. This concept is further supported by a closer look at the significant path coefficients in the two groups' structural models. In this context, Table 4 presents the estimations of path-coefficients of the selected model and respective significances. Globally, except for a single exception, all the hypothesized paths are statistically significant. The affect → intention path is significant at 1 percent and 5 percent significance level in public and private university group, respectively. The social factor → intention path is non-significant at 5% level of

significance in public and private universities. The remaining hypothesized paths are significant at 0.1% significance level.

The impact of affect on intention (H1) is (0.67) in public universities and (0.64) in the private university group. As hypothesized in (H2), the path coefficients social factor towards intention shows significantly differ ( $p < 0.10$ ) between the two groups. Social factors influence on intention is significantly stronger for private universities (0.22) than for public universities (0.17), which is not in line with our hypothesis description, yet partially supported the proposed hypothesis. Perceived consequences effect towards intention is significant as hypothesized (H3) in both data sets. The impact of Perceived consequences on the intention is (0.67) in public universities and (0.44) in private universities data sets, which confirms (H3). Furthermore, the impact of habit on behavior is (0.29) for public universities (0.14) for private universities, showing the pattern of prescribed hypothesis (H4). The impact of intention on cyberloafing behavior also follows the same pattern. Intention influence on cyberloafing behavior is significantly stronger for public universities (0.62) than for private a university (0.17), which is true in line with our hypothesis description (H5), thus provides strong evidence that the intention exerts strong influence on the cyberloafing behavior along with other factors. Furthermore, as hypothesized in (H6), facilitating condition's impact on cyberloafing behavior is significantly stronger in public universities data sets (0.66) and (0.13) in private universities data sets.

### **Discussion**

Customarily affect, social factors, perceived consequences, habit, intentions and facilitating condition, as proposed by TIB model, have been conceptualized as powerful predictors that can easily influence on the employees of public sector organizations (due to nature of the organization). These factors are considered as the behavioral factors. It may be considered as a stereotype concept which is present in our society. But Contrary to this particular notion, these behavioral factors (affect, social factors, perceived consequences, habit, intention and facilitating condition) have significantly less influence in private organizations. Following this theme of lines the hypothesis are prosed accordingly. Our result shows that, except of social factor, all other factors have significantly stronger influence on cyberloafing behavior. Therefore, social factor should not deemed as a hygiene factor in public universities for tempering the behavior of teachers towards cyberloafing behavior.

At the same time, the other traditional hygiene factor perception of social factor still holds true for private universities. While other factors are known to be of extreme importance to both groups when predicting cyberloafing behavior (Pee& Woon, 2004; Chang & Cheung, 2001; Chun & Bock, 2006; Pee, one & Kankanhalli, 2008) and the

results also show that they all play an important role in provoking cyberloafing behavior at the workplace.

Globally, the results of the study provide strong empirical confirmations to support the hypotheses. The result supports the evidence that affect has a positive influence on the intention for both data sets, but has greater influence in public universities data set. While explaining social factor, results show its positive impact on intention, yet has a stronger influence in private university data set. Further, perceived consequences has a positive influence on intention and meet the proposed hypothesis. Likewise, the impact of habit, intention and facilitating conditions on cyberloafing behavior is significant. All the factors have greater influences in public sector universities as compared to private sector universities.

Overall, it can be concluded that the results regarding both sectors, public and private, are having consistency in them. With the exception of the social factor interaction in universities, the impact of social factor on intention is stronger in public universities but also have similar magnitudes on both data sets. Nevertheless, effect sizes and the impacts originated are larger in the public universities' data sets, largely when explaining facilitating condition and intention. A possible enlightenment for these differences, especially in public sector universities data sets shows that there are more opportunities for the employed teachers to involve in cyberloafing behavior. It seems probably easy to use internet for personal use at work in public sector universities because of all factors of proposed model e.g. intention and facilitating condition etc.

After comparing the two sectors it can be observed that the results are stable/consistent. The total effects are also having same pattern in both sectors. The most significant difference between the two sectors (the total effect) can be seen regarding social factor having effect on intention. Social factor shows a significantly higher effect in private universities. All other hypotheses proved to be similar as proposed.

### **Conclusion**

The present research introduces a new stream of study in the context of evaluating cyberloafing behavior while comparing the public and private sector universities. We add different public and private universities in research for the purpose of data collection. More specifically, we have used the most profound TIB model in research comprising the entire behavioral factor that cause of specific behavior. The model comprises different factors (i.e., affect, social factors, perceived consequences, habit, intention and facilitating condition) that are basically known to drive overall behavior. Moreover, we assumed that cyberloafing behavior is more active in public sector universities as compared to private sector universities.

Consistent with research hypothesis, all factors influence on the overall cyberloafing behavior differs significantly between public and private sector universities. The social factors influence on intention is found to be statistically significant for both universities, but the magnitude is greater in private universities. Furthermore, we assess the relationships between the latent variables of the structural model and find a significant, strong, and positive link between (affect and intention, perceived consequences and intention, habit and behavior, intention and behavior and facilitating condition and behavior) in both groups of universities. This is an important finding, since previous studies on predicting the cyberloafing behavior has ignored to find the difference between two groups of the educational sector. Overall all paths are significant as proposed.

### **Limitations and Further Directions**

Some limitations of our research are worth noting. The current research has been conducted in two types of universities (public and private sector universities). Although the results of current research are similar in the two universities representing different sectors, the empirical model used in current research should be tested in other industries, too. The same research can be tested in other services industries as well as in the perspective of personal use of the web by the students at university. It might be expected that the relative importance affect, social factors, habit, facilitating conditions, perceived consequences, and effect of intention on cyberloafing behavior may be different in other sectors.

The comparative importance of these factors may depend on the policies, available culture, barriers against deviant workplace behavior and range of possibilities in optimizing deviant workplace behavior. Also moderating effects of some other factors (job satisfaction or job boredom) may vary across industries or different workplace.

Another limitation of our study is the use of a limited independent factor comprised by the Triandis model. For the reason of parsimony, we did not use the constructs like job satisfaction, job boredom and loyalty and commitment of employees etc. in the proposed model. Furthermore, longitudinal data collection might reduce the common method variance. Empirically exploring further possible outcomes of behavioral factors may provide an interesting point of exodus for forthcoming research.

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