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Examination of Academic Cyberslacking and Nomophobia Levels of University Students

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Abstract

The main objective of this study was to investigate the level of academic cyberslacking and nomophobia among university students. The study also aimed to assess the level of academic cyberslacking and nomophobia among university students in relation to various variables. Data were collected using demographic information form, an academic cyberslacking scale and a nomophobia questionnaire. The study was conducted with 200 undergraduate and post- graduates' students studying in a state University of Allahabad, Prayagraj enrolled in 2022-23. Descriptive statistics and Pearson's correlation coefficient were used to analyse the data. The analysis revealed that the students' academic cyberslacking level and nomophobia level was moderate. Based on the statistical analyses, there is a significant moderate level positive relationship was reported between academic cyberslacking and nomophobia behaviour of the university students.

Key words: Academic cyberslacking, nomophobia, university students, cyberloafing.

Introduction:

The last decade has witnessed significant growth in remote work, primarily attributed to the advancements in technological development and the widespread availability of high-speed internet. The COVID-19 pandemic has necessitated organisations to adopt physical distancing measures and minimise face-to-face interactions, resulting in a heightened reliance on remote work (Wang et al., 2021). According to Vaziri et al. (2020), researchers propose that the ongoing pandemic has resulted in notable transformations in the realm of work, which are expected to persist in the future. These changes encompass a heightened reliance on technology-driven interfaces and the adoption of online training methods. In recent years, there

has been a growing trend in the field of education to incorporate the use of the Internet as a means to enhance the overall learning outcomes of students (Weaver and Nilson, 2005; Lee and Tsai, 2011; Moskal, Dziuban and Hartman, 2013). This aligns with the characteristic commonly found in adult learning, where students are encouraged to engage in independent learning beyond the confines of traditional classroom settings. According to Gaudreau, Miranda, and Gareau (2014), the policy suggests that the Internet serves as a valuable tool for academic learning. It facilitates the process of locating pertinent academic resources to aid in the completion of learning tasks. The prevalence of Internet usage on college campuses can be attributed to various factors, one of which is the widespread availability of complimentary Wi-Fi access offered by the university. Additionally, students often have personal access to the Internet through their smartphones, further contributing to the high frequency of Internet use. The findings of Ofcom's survey (2017) align with existing research, indicating that the integration of smartphone technology has resulted in the Internet becoming an integral component of the daily lives of university students. The ubiquity of mobile phones in contemporary society has led to widespread contemplation regarding their indispensability, prompting individuals to reflect on the perplexing notion of existence before their advent. In recent years, the functionality of mobile phones has expanded beyond their traditional purpose of facilitating voice communication and text messaging. In contemporary society, smartphones have assumed multifaceted roles, serving as a means of entertainment, a tool for social networking, a gateway to global news, a portable camera, an alarm clock, a calendar, and a navigation device, among other functions. The extensive range of functionalities offered by smartphones has significantly expanded their utility and integration into various aspects of our daily lives. The phenomenon of experiencing anxiety when separated from one's mobile phone, even for brief intervals, is a common occurrence among a significant portion of the population.

University students' extensive Internet use may have an impact on how they behave while learning (Kolikant, 2010; Barry, Murphy, and Drew, 2015). The availability of Internet connection tends to encourage students to engage in non-academic activities including accessing social media, visiting irrelevant websites, and playing online games, according to studies on how students learn in lectures (Gupta and Irwin, 2016; Varol and Yildirim, 2018). One of the troublesome tendencies in today's technologically advanced surroundings is the deliberate and excessive usage of information and communication technologies (ICT) during working hours. The ease with which students can access the internet while they are in class eventually leads to problems for the teaching and learning processes. One of these issues, according to Alan (2019), is the involvement of students in accessing non-academic materials

that are unrelated to the subject being taught in the classroom (Aljomaa at el., 2016). Students frequently engage in this non-academic access on websites like social media, websites unrelated to the courses they are taking, websites for online shopping, or websites that offer digital games (Nar & Cinisli, 2018). Additionally, according to research by Barry, Murphy, and Drew (2015), students frequently check Facebook during in-class tutorials, which is completely unrelated to the courses they are taking. During class time, students are often observed conversing, sending emails, and visiting useless websites.

The phenomenon of students participating in non-academic online activities during classroom sessions is widely recognised as cyberloafing or cyberslacking (Wu, Mei & Ugrin, 2018, Güğerçin, 2020). In their recent study, Tandon et al. (2021) have examined the emergence and implications of the terms "cyberloafing" and "cyberslacking" within the realm of unproductive behaviours demonstrated by employees during their designated work hours. The observed behaviours encompass the utilisation of company-provided internet access for activities unrelated to work responsibilities, consequently leading to a diversion of attention from job-related duties. In recent research, the concept of cyberslacking has been explored in the field of education to examine the occurrence of students participating in unproductive online activities and visiting non-academic websites while in the classroom (Setiawan, 2019). The examination of the phenomenon of cyberslacking in the realm of higher education has been conducted by Tandon et al. (2021) in their research study. In the realm of academia, the term "cyberslacking" encompasses the act of students using the internet for non-academic activities while attending classroom sessions, thereby deviating from the intended focus of the ongoing classes. The study explores the diverse forms of cyberslacking behaviours demonstrated by students, which include but are not limited to exchanging text messages with peers, accessing personal email accounts, visiting unrelated websites, interacting on social media platforms, browsing blogs, playing digital games, and engaging in online shopping activities. The occurrence of students participating in non-academic tasks during lectures is frequently termed as cyber slacking (Mercado, Giordano & Dilchert, 2017; Taneja, Fiore and Fischer, 2015). The emergence of cyberslacking as a phenomenon can be attributed to the widespread adoption of information technology and the digitization of work environments (Tandon et al., 2021). The subject of inquiry pertains to the widely recognised occurrence known as "Internet personal use in the workplace." The phenomenon referred to as "Internet leisure browsing" pertains to the practise of employees engaging in non-work-related activities on the Internet during their designated working hours.

The investigation of cyber slacking in educational settings incorporates the utilisation of the theory of planned behaviour (TPB) as a framework for comprehending the phenomenon among students (Askew et al., 2014; Taneja, Fiore, & Fischer, 2015). The present theoretical framework places emphasis on the role of intention as a crucial determinant of cyber slacking behaviour. According to Taneja, Fiore, and Fischer (2015), the formation of intention is influenced by various factors, including attitude, subjective norms, descriptive norms, and perceived behavioural control. According to the Theory of Planned Behaviour (TPB), the factors that contribute to the occurrence of cyberslacking can be categorised into three main components: attitude, subjective norms, and perceived behavioural control. These components collectively shape an individual's behavioural intention to engage in cyberslacking behaviour.

The phenomenon of cyber slacking among students during lectures has been observed to be influenced by various factors, including the individual's attitude towards this behaviour. Students who exhibit a positive attitude towards cyber slacking are more likely to engage in this activity. However, it is important to consider other factors such as subjective norm, descriptive norm, and perceived behavioural control when examining this behaviour. According to previous research conducted by Taneja, Fiore, and Fischer (2015), if a student perceives cyber slacking as challenging, they may experience a decrease in motivation to engage in such behaviour. In addition, a study conducted by Askew et al. (2014) introduced two additional factors that contribute to the understanding of the topic at hand: web self-efficacy and ability to hide. According to research, it has been observed that when students have convenient access to the Internet and possess the ability to conceal their cyber slacking activities, they are more likely to engage in such behaviour. The phenomenon of academic cyberslacking, which involves students engaging in non-academic online activities during class time, is closely linked to the role of the lecturer as the course facilitator. The impact of lecturers lacking the necessary skills to effectively deliver course materials in an engaging manner has been found to potentially contribute to the occurrence of cyberslacking behaviour among students. According to student feedback, it has been observed that unappealing delivery methods can potentially lead to feelings of boredom among students. In response to this, students have reportedly resorted to engaging in a practise known as cyberslacking as a means to alleviate this boredom. In a manner analogous to cyber slacking, the practise of students of using the Internet during lectures for the purpose of obtaining non-academic materials would subsequently develop to the practise of accessing the Internet for non-academic purposes during lectures, such as doing status updates on social media while the lectures are still going on, which leads to addiction of using mobile phone.

Yildiz-Durak (2019) reported that the global ownership of mobile phones has reached a significant milestone, with over 7.2 billion individuals currently possessing this technology. This figure represents a remarkable 91% of the world's population, highlighting the widespread adoption and integration of mobile phones in contemporary society. The ubiquity of mobile phones in our society has led to their widespread adoption, to the extent that even children as young as five years old possess their own mobile phones or enjoy unrestricted usage of their parents' or siblings' devices. The escalating reliance and preoccupation individuals exhibit towards their mobile devices have given rise to a novel phobia known as nomophobia (Yildiz-Durak, 2019; Yıldırım et al., 2016). Nomophobia is characterised by an intense and all-encompassing fear of being without one's mobile phone. According to Sezer and Atilgan (2019), Nomophobia is characterised as an intense and irrational fear that is accompanied by a sense of being overwhelmed when one is separated from their mobile phone. Nomophobia, a term coined in the 21st century, refers to a relatively recent phobia that has been identified in contemporary research. The term "NO–MObile-PHOne-phoBIA" was first introduced in 2009 within the United Kingdom. It emerged from the combination of the words "NO," "MObile," "PHOne," and "phoBIA." According to Sharma et al. (2015) and Sırakaya (2018), it has been observed that... Nomophobia, a term coined from the combination of "No Mobile Phobia," refers to the apprehension or fear experienced by individuals when they are without access to their mobile phones. This fear stems from the inability to stay connected online and the consequent inability to communicate effectively (Kaplan & Gezgin, 2016). Nomophobia, a phenomenon that is rapidly gaining global prevalence, is commonly known as a pathological anxiety disorder characterised by an irrational fear of being separated from technological devices (Bragazzi & Del Puente, 2014). The phenomenon under discussion, characterised by reduced social interaction, is associated with various symptoms that have been identified in previous research. These symptoms include the habitual presence of a cell phone, frequent checking of the device, the constant need to carry a charger or multiple devices, and even the reluctance to keep the smartphone away during sleep (Bragazzi & Del Puente, 2014; Dixit et al., 2010).

According to Sırakaya (2018), individuals experiencing nomophobia exhibit not only a fear of being physically separated from their mobile phones, but also an apprehension towards potential scenarios such as battery depletion, phone damage, or lack of cellular or internet connectivity. In the given scenario, it is plausible that the individual might encounter adverse cognitive patterns and experience negative emotions, including but not limited to anxiety, stress, fear, or panic. In contrast to numerous other phobias, it is important to note that

nomophobia has not yet been officially acknowledged as a clinically recognised condition. In a study conducted by Sezer and Atilgan (2019), it was determined that individuals who excessively depend on their mobile phones may experience a substitution of physical interactions and in-person relationships with virtual and online relationships. In recent years, there has been a noticeable trend among individuals to increasingly depend on their mobile phones as a means of socialisation and seeking emotional support. According to a study conducted by Sezer and Atilgan (2019), an excessive dependence on one's mobile phone has been found to increase the likelihood of developing nomophobia. Individuals who exhibit pre-existing traits such as anxiety, low self-esteem, emotional challenges, insecure attachments, or limited personal relationships may be more susceptible to the development of nomophobia.

The fear of abstaining from technological tools is a significant issue that is prevalent in educational environments. The proliferation of technology has been accompanied by a range of negative consequences, including restlessness and addiction. The proliferation of technological tools in various domains, including Industry 4.0, has led to a noticeable rise in nomophobia among users. In recent years, the proliferation of smartphones has led to a noticeable rise in the phenomenon known as nomophobia. This phenomenon, characterised by a fear or anxiety of being without one's mobile phone, has become particularly prevalent among the younger population (Dixit et al., 2010; Kaplan & Gezgin, 2016). Hence, it is evident that individuals who exhibit symptoms of nomophobia demonstrate a tendency to avoid locations where the usage of their mobile devices is restricted (Bragazzi & Del Puente, 2014). Nomophobia, a prevalent issue in contemporary society, particularly among the younger generation, is a recognised disorder stemming from the lack of interaction with digital devices such as computers and mobile phones. The aforementioned disorders have been found to be associated with a range of physical and psychological challenges, notably including obesity, anxiety, panic, depression, and irritability.

In recent times, there has been a notable increase in the utilisation of the Internet and mobile devices, particularly among the younger demographic. However, it can be argued that the pervasive and excessive utilisation of these communication methods has a detrimental impact on the habits, behaviour, and emotions of individuals. In recent years, there has been a notable increase in the prevalence of academic cyber slacking and nomophobia, two negative behaviours that have garnered significant attention. These behaviours, which are practised by a substantial number of individuals, have raised concerns due to the potential serious consequences they pose. The impact of these behaviours on the academic performance and attention mechanisms of individuals has been extensively studied. The identification and

analysis of behaviours, as well as the examination of the variables that impact them, can assist educators and institutions in proactively mitigating these behaviours. The investigation of the prevalence of academic cyberslacking and nomophobia, particularly among the younger generation, is considered necessary to develop a comprehensive understanding of this issue. The present study sought to examine the prevalence of academic cyberslacking and nomophobia among university students. The obtained findings from the study are anticipated to serve as a foundational framework for future research endeavours and make a valuable contribution to the respective field.

Objective of the study:
1. To assess the mobile phone uses status of university students.
2. To assess the duration of academic cyberslacking of university students during the class.
3. To assess the level of academic cyberslacking of the university students,
4. To assess the level of nomophobia of the university students.
5. To assess the relationship between academic cyberslacking and nomophobia behaviour of university students.

Research Methodology:
This study aimed to determine the participants' level of cyberloafing and nomophobia, Therefore, research has used filed survey method to identify the characteristics of the population of the study.

Sample: The population of the study consisted of both undergraduate (U.G.) and post-graduate (P.G.) students. The random sampling technique was employed by the researcher to select a sample of 554 students who were enrolled in various undergraduate (U.G.) and postgraduate (P.G.) courses at the University of Allahabad during the 2022-23 academic session.

Data Collection Instruments:

A demographic form was developed by the researchers in order to gather data pertaining to the socio-demographic characteristics of the participants. The provided form includes data regarding the gender and age demographics of the participants, as well as the distribution of monthly family income and its corresponding percentages. Furthermore, this questionnaire encompasses details regarding the participants' level of engagement with mobile phone usage. The measurement of academic cyberslacking was conducted using the academic cyberslacking scale, which was derived from the scale of cyberloafing in an educational setting developed by

Akbulut et al. (2016). The scale utilised in this study comprised a total of 30 items. Participants were presented with a series of response options, ranging from 1 (indicating "never") to 5 (representing "to a great extent"). The consistency coefficient, known as Cronbach's alpha, for the scale under investigation is determined to be 0.909.

The development of the Nomophobia Scale was attributed to Yıldırım and Correia in 2015. The scale utilised in this study comprises four distinct dimensions, each encompassing a total of 20 items. The study examines four key dimensions that impact individuals' experiences: the inability to communicate effectively, a loss of connectedness, the sacrifice of convenience, and limited access to information. These dimensions are further explored through a series of six items related to communication, six items related to connectedness, five items related to convenience, and four items related to information accessibility. The scale utilised in this study is a 7-item Likert-type questionnaire. The scoring of the items in this study ranges from "strongly disagree (1)" to "strongly agree (7)". The internal consistency coefficient, known as Cronbach's alpha, was calculated for the total scale developed by Yıldırım and Correia (2015) and yielded a reported value of 0.95. According to research, a scoring system has been developed to assess the presence and severity of nomophobia. A score of 20 on this scale is indicative of the absence of nomophobia, while a score ranging from 20 to 60 suggests a mild level of nomophobia. Furthermore, a score falling between 60 and 100 is associated with a moderate level of nomophobia, and a score ranging from 100 to 140 is indicative of severe nomophobia. This scoring system allows for a standardised evaluation of nomophobia levels among individuals. The data analysis in this study utilised IBM SPSS Statistics v20.0, also known as the Statistical Package for the Social Sciences. The level of significance for this research study was established at the 0.05 level.

Data Analysis and Interpretation:

Objective wise analysis is reported as follows:

objective 1: To assess the mobile phone uses status of university students:

Table 1: descriptive analysis of mobile phone uses status of university students.

Variable	Category	Frequency	Percentage
Daily Phone Uses	Less than 1 hours	**56**	**10%**
	1h to 3 h	**185**	**33%**
	More than 3 h	**313**	**57%**
Spending time with phone before sleeping	Yes	**459**	**83%**
	No	**95**	**17%**
	Yes	**297**	**54%**

Checking phone during night / just after wakeup	No	**257**	**46%**
Most of the time spent on Phone in a day for:	Social Media (reading & postings on media, giving comments on others' postings, posting reels and status updates)	234	42%
	Browsing sites for reading materials	**94**	**17%**
	Online classes	**129**	**23%**
	Playing Games	**97**	**18%**

The first objective of this study was to assess the prevalence of mobile phone usage, specifically examining participants' phone usage patterns before sleep and upon waking, as well as identifying the primary activities they engaged in throughout the day. The results of the investigation are presented in Table 1. According to the findings of the study, a significant proportion of university students (57%) were observed to engage with their mobile phones for a duration exceeding three hours on a daily basis. In addition, a significant proportion of university students (83%) allocate a considerable amount of time engaging with their mobile devices prior to bedtime. According to a recent study, a significant portion of students, specifically 54%, have reported engaging with their mobile phones during the night upon waking up or immediately upon waking up in the morning.

In response to inquiries regarding their primary mobile usage, university students disclosed that a significant portion of their time is allocated to engaging with social media platforms (42%). This entails activities such as consuming and sharing content, leaving comments on others' posts, as well as creating and sharing reels and status updates. A recent study conducted among university students found that approximately 23% of participants reported utilising their smartphones for online classes, relying on various educational applications.

objective 2: To assess the duration of academic cyberslacking of university students during the class.

Table 2: Average Duration for Academic Cyberslacking During the Class

Duration of academic cyberslacking	Frequency	Percentage
Not doing academic cyberslacking	56	10%
Less than 15 minutes	119	22%
15 minutes to 30 minutes	223	40%
More than 30 minutes	156	28%
Total	554	100%

According to the data presented in Table 2, a total of 498 university students were found to engage in academic cyberslacking. However, it is important to note that the duration of this behaviour varied among the participants. According to research findings, a significant proportion of university students (40%) engage in academic cyberslacking, wherein they divert their attention from academic tasks to non-academic online activities. These episodes of cyberslacking typically last for a duration of 15 to 30 minutes. According to a study conducted on university students, it was found that approximately 28% of participants engaged in academic cyberslacking for durations exceeding 30 minutes. According to a recent study, a mere 10% of university students have indicated that they abstain from engaging in academic cyberslacking while attending class.

According to research conducted among university students, the predominant form of mobile phone usage for academic cyberslacking is found to be social media engagement. This includes activities such as reading and posting on social media platforms, providing comments on others' posts, as well as sharing reels and status updates. This particular category of mobile phone usage accounts for approximately 43% of the reported instances of academic cyberslacking among university students. The various applications of mobile phones for academic cyberslacking can be observed in Table 3. According to a study conducted among university students, it was found that a significant portion of students engage in various academic cyberslacking activities during class. The most prevalent activities reported by the participants include browsing websites, which accounted for approximately 20% of the observed behaviour. Additionally, a notable percentage of students, around 12%, reported engaging in communication with friends on topics unrelated to the course being taught. Furthermore, a considerable number of students, approximately 9%, admitted to playing games during class time. Lastly, it was observed that a significant proportion of students, around 16%, engaged in chatting with friends about assignments from other courses, thus diverting their attention away from the current academic material being presented. These findings shed light on the common academic cyberslacking behaviours exhibited by university students during

Dr. Manish Kumar Gautam /Afr.J.Bio.Sc. 6(13)(2024).2079-2099

class sessions.

Table 3: Type of Uses Phone for academic cyberslacking During the Class

Type of Uses	Frequency	Percentage
Communicating with friends on matters unconnected with the lecture subject being undertaken	60	12%
Communicating with friends on assignments for other courses	80	16%
Browsing sites unrelated to the course in progress	99	20%
Playing games	45	9%
Social media for reading & posting on social media post, giving comments on others' post, posting reels and status updates	214	43%
Total	**498***	**100**
*56 participant reported that they do not use mobile during class.		

10

objective 3: To assess the level of academic cyberslacking of the university students.

Table 4: Level of academic cyberslacking of the university students

Level of academic cyberslacking	Score	Frequency	Percentage
No academic cyberslacking	30	56	10%
Mild academic cyberslacking	30-60	75	14%
Moderate academic cyberslacking	61-100	267	48%
Severe academic cyberslacking	100-150	156	28%

The collected data reveals (see table 4) that most of the university students (48%) show moderate level of academic cyberslacking, 28 % university students show severe academic cyberslacking, only 10 % university students show absence of academic cyberslacking activity while only 14% university students have mild level of academic cyberslacking.

objective 4: To assess the level of nomophobia of the university students.

Table 5: Level of nomophobia of the university students

Level of Nomophobia	Score	Frequency	Percentage
No nomophobia	20	51	9%
Mild nomophobia	21-60	89	16%
Moderate nomophobia	61-100	257	46%
Severe nomophobia	101-140	157	28%

The above table 5 shows that only 9% university students have no sign of nomophobia, while most of the university students (46%) show moderate level of nomophobia. 28% university students have severe level of nomophobia and only 16% university students have mild nomophobia.

objective 5: To assess the relationship between academic cyberslacking and nomophobia behaviour of university students.

Null hypothesis H_0: There is no significant relationship between academic cyberslacking and nomophobia behaviour of university students.

The data collected in this study satisfies the assumption of normality, indicating that the distribution of academic cyberslacking and nomophobia behaviour within each group follows a normal distribution. The utilisation of parametric tests was observed in the investigation. The

product moment correlation is a statistical measure used to quantify the strength and direction of the linear relationship between two variables.

Table 6: Relationship between academic cyberslacking and nomophobia behaviour of university students.

Pearson Correlation			
		Academic cyberslacking	**Nomophobia behaviour**
Academic cyberslacking	Pearson Correlation	1	0.64**
		Sig. (2-tailed) p**	0.018
N		554	554
**. Correlation is significant at the 0.05 level (2-tailed).			

The correlation table presented above demonstrates a significant positive correlation between academic cyberslacking and nomophobia behaviour among university students. The person correlation coefficient (r= 0.64, p=0.018<0.05) indicates that this relationship is statistically significant at a significance level of 0.05. The null hypothesis, which posited that "there is no significant relationship between academic cyberslacking and nomophobia behaviour among university students" has been rejected. The findings of the product moment test suggest that a significant positive correlation exists between academic cyberslacking and nomophobia behaviour among university students. The relationship between the two variables can be described as being directly proportional, meaning that as one variable increases, the other variable also increases in a proportional manner. Previous research has indicated a potential association between high academic cyberslacking and high levels of homophobic behaviour among students. Conversely, it has been suggested that students with low academic cyberslacking tend to exhibit lower levels of homophobic behaviour. These findings suggest a reciprocal relationship between academic cyberslacking and homophobic behaviour among students.

Discussion:

The present study aimed to examine the prevalence of cyberloafing and nomophobia among university students. By exploring these two phenomena, the research sought to gain a deeper understanding of the extent to which students engage in cyberloafing behaviours and experience nomophobia-related symptoms. The investigation focused on the specific context of a university setting, allowing for a more targeted examination of these issues within the student population. Through this research, valuable insights into the prevalence and impact of cyberloafing Furthermore, an examination was conducted to evaluate the extent of academic

cyberslacking and nomophobia among students, employing various variables for measurement. The investigation also encompassed an examination of the phone usage status among the university students who were partaking in the study. The findings of the study revealed that a significant majority of the participants engaged in phone usage for 3 hours or longer daily. The primary factor contributing to this outcome can be attributed to the multifunctionality of mobile phones. In addition to serving as a communication tool, mobile phones have evolved to encompass a wide range of functionalities, including internet browsing, social networking, gaming, online shopping, photography, and music playback. Consistent with previous research findings, Talan, Korkmaz, and Gezer (2016) as well as Bulduklu and Özer (2016) reported similar results indicating that a majority of participants in their respective studies engaged with their mobile phones for a duration of 3 hours or longer daily.

In addition, it was discovered that a significant proportion of the study participants engaged in phone usage before bedtime. The study findings indicate that a notable percentage of individuals tend to engage with their mobile devices immediately upon awakening. In a study conducted by Karademir Coskun & Kaya (2020), it was found that a significant proportion of the participants, exceeding 50%, engaged in the habit of checking their mobile phones both before going to bed and immediately upon waking up. In a recent study conducted by Sırakaya (2019), it was discovered that a notable percentage of students engage in the habit of checking their mobile phones both before going to bed and immediately upon waking up. Additionally, it was observed that these students tend to leave their mobile phones turned on even during their sleep. According to a study conducted by Turan and İşçitürk (2018), a significant majority of participants, specifically 82.4%, expressed feelings of discomfort when their mobile phone's battery was depleted. According to the research conducted by Kaplan and Gezgin (2016), it was discovered that individuals exhibiting a susceptibility to nomophobia tend to engage in frequent phone checking throughout the day. Moreover, these individuals commonly refrain from turning off their phones during nighttime, allocate time to phone usage prior to sleep, consistently carry a charger, and promptly check their phones upon waking up.

According to the findings of the study, it was observed that approximately 46% of the participants engage in the use of their mobile phones while attending class. According to a study conducted by Seçkin and Kerse (2017), it was discovered that students tend to utilise the internet as a means to gather information related to the subject matter being taught in their classes. According to Akgün's (2020) research, it was discovered that students tend to prioritise activities such as engaging in social media and playing games on their mobile phones, rather than utilising them for educational purposes.

One notable discovery from the research is that the level of academic cyberslacking among university students tends to be moderately high. The findings of our study indicate that a significant proportion, approximately 50%, of university students engage in the use of mobile phones during class sessions. This observation suggests a notable inclination towards academic cyberslacking among this demographic. Numerous studies in the existing literature present findings that are incongruent with our research outcomes. In a recent study conducted by Yazgan and Yıldırım (2020), it was determined that the cyberloafing status of the participants was found to be below the average scale. In a study conducted by Gülnar and Ünsal (2020), it was observed that the prevalence of cyberloafing among students using smartphones during class was relatively low. According to a recent study conducted by Ozdamli and Ercag (2021), it was found that students occasionally exhibit virtual idleness by using mobile devices during class. In contrast, several studies have provided support for our findings, indicating that the level of cyberloafing among students is moderate (Çınar & Cinisli, 2018; Şenel et al., 2019). Tozkoparan and Kuzu (2019) conducted a study to examine the cyberloafing behaviour of participants. The results revealed that the participants' cyberloafing behaviour was found to be above average across all dimensions. According to a study conducted by Şenel et al. (2019), an increase in Internet usage, even with the sole use of a smartphone, has been found to correlate with a higher incidence of cyberloafing.

One of the key findings derived from the conducted study indicates that university students exhibit a moderate level of nomophobia. Several studies in the existing literature have provided support for the finding mentioned (Aşık, 2018; Burucuoğlu, 2017; Gezgin et al., 2018; Kaplan & Gezgin, 2016; Sezer & Atilgan, 2019; Turan & İşçitürk, 2018). In a study conducted by Tozkoparan & Kuzu (2019), it was observed that a significant majority of participants, specifically 79.3%, exhibited moderate to high levels of nomophobia. Conversely, a smaller proportion of participants, accounting for 20.7%, displayed low levels of nomophobia. According to a study conducted by Sharma et al. (2015), a significant proportion of medical students in India exhibited symptoms of nomophobia, with approximately 73% of participants reporting this condition. Additionally, the study revealed that a substantial majority of the students, specifically 83%, experienced panic attacks when they were separated from their mobile phones. In a separate investigation, Yıldırım et al. (2016) discovered that a significant proportion of adolescents, specifically 42.6%, demonstrated nomophobic tendencies. The primary concerns among these individuals revolved around the fear of being deprived of information and the inability to engage in communication. According to a study conducted by Pavithra, Mathukumar, and Murphy (2015), a significant proportion of participants,

approximately 23%, expressed experiencing a decline in concentration and heightened stress levels in situations where their mobile phone was not accessible. Furthermore, the aforementioned study revealed that a substantial proportion of participants, specifically 39.5%, exhibited symptoms of nomophobia, while an additional 27% were identified as being at risk for developing nomophobia. In a study conducted by Tavolacci et al. (2015), it was observed that a significant proportion of students displayed nomophobic behaviour. In a study conducted by Erdem, Türen, and Kalkın (2017), it was discovered that a significant proportion of individuals belonging to the transportation sector and undergraduate student population exhibited symptoms of nomophobia. Specifically, the research findings indicated that 47% of employees in the transportation sector and 54% of undergraduate students experienced nomophobia. According to Sarıoğlu's (2019) study, the participants exhibited a low level of nomophobia. Several studies have examined the prevalence of nomophobia among participants, revealing high levels of this phenomenon (Kocabaş & Sezer Korucu, 2018; Öz & Tortop, 2018).

The findings of our study indicate a positive moderate correlation between academic cyberslacking and nomophobia behaviour among university students. In contrast to the findings of our study, Talan and Kalinkara (2022) discovered a low level of positive correlation between cyberloafing and nomophobia behaviour among university-level students in their own study.

Conclusion: The findings of this research study on academic cyberslacking among university students can potentially provide valuable insights and recommendations for designing effective interventions aimed at reducing instances of academic cyberslacking during class. In addition to the aforementioned findings, this research study also highlights the importance of gaining a comprehensive understanding of the unique characteristics exhibited by university students belonging to the digital generation. These individuals are known for their frequent and extensive use of the internet, as well as their tendency to engage in multitasking while learning.

In order to address the issue of academic cyberslacking during class, it is important for lecturers to consider providing an appropriate reaction rather than solely resorting to reprimanding students. The impact of various variables on academic cyberslacking has been extensively studied. Among the factors that have been found to have a significant influence are media multitasking, self-efficacy, and social media engagement. These variables warrant further attention in order to develop effective interventions aimed at reducing instances of academic cyberslacking within educational settings. Research suggests that providing training

in online behaviour management can potentially enhance students' ability to effectively manage their online behaviours in the given context. By equipping students with the necessary skills and knowledge, such training programmes aim to promote constructive online behaviour among individuals. In order to enhance the effectiveness of e-class learning, it is imperative for lecturers to consider strategies that address both media multitasking self-efficacy and social media engagement. This entails incorporating instructional approaches that necessitate internet access during class sessions. Incorporating social media into teaching methods has the potential to enhance student engagement by directing their social media usage towards class activities.

The findings of this research study may potentially yield valuable insights and suggestions pertaining to the optimisation of online learning methodologies. In the context of online learning, the utilisation of computer applications presents an opportunity for students belonging to the digital generation to potentially engage in a phenomenon known as academic cyberslacking. This phenomenon arises due to the inherent limitations in lecturer surveillance during online learning processes. In this study, it is suggested that the significant variables, namely media multitasking, self-efficacy, and social media engagement, should be taken into consideration.

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