KIU Interdisciplinary Journal of Humanities and Social Sciences

MANAGING EMPLOYEES' WORKPLACE CYBERLOAFING IN A PUBLIC UNIVERSITY'S INFORMATION AND COMMUNICATION TECHNOLOGY CENTER

Kalejaiye, Peter Oluwadare[1*]
Hammed, Sodiq Toyosi[2]

[1,2]Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

*corresponding author: kalejaiye.peter@oouagoiwoye.edu.ng

Citation: Kalejaiye, P.O. & Hammed, S.T. (2021). Managing employees' workplace cyberloafing in a public university's information and communication technology center. *KIU Interdisciplinary Journal of Humanities and Social Sciences, 2*(1), 354-373

ABSTRACT

Cyberloafing by employees has received a considerable amount of attention in several organizations. However, an attempt to examine the management of cyberloafing in a university setting is rare; thus, the current study focuses on researching this area. The study adopts role theory, survey design based on a qualitative approach, gathering data through in-depth interviews, and a critical information interview. The data were content analyzed. There was evidence of cyberloafing among the employees for different reasons, which affect work commitment and performance. There was no strict management regulation on cyberloafing. The management functions to develop control mechanisms to monitor employees during critical periods such as examinations and student registration exercises. There is a need to have control measures to manage cyberloafing to foster excellent disciplinary work-life. Recognizing the causes, consequences, and how to manage cyberloafing is imperative to promote good disciplinary work-life in a public university's ICT center.

Keywords: Cyberloafing, Employees, ICT, University

INTRODUCTION

The Internet has contributed enormously and positively to several organizations across the world. Still, the Internet's advent has also opened new avenues and opportunities for cyberloafing individuals, leading to organization survival threats. Cyberloafing (CL) means the deliberate usage of Internet facilities by employees for non-business affairs in the workplace during defining working hours (Lim, 2002). It is anticipated that when employees fail to use production time and resources accurately, there is likely a tendency for them to produce low quality and quantity of work or violate the expected work outcome standard (Lim & Teo, 2005). In addition to violating such rules, such employees waste valuable organizational time using

technological resources to implement their tasks. It will also significantly affect the organization's performance in a competitive work environment and pose severe problems in online networks and practical usage of organizational broadband (Venkatraman, 2008).

Evidence suggests that the Internet is double-edged, and companies should deploy it freely to employees with caution (Anandarajan, 2002). Most Internet users may sense that watching football activity on the net or emailing a friend takes only a couple of seconds and should not pose a problem to a bigger scheme of things, whereas, few seconds add up to hours, spelling a problem. A survey of 1000 workers in the United States of America revealed sixty-four percent of workers engaged in cyberloafing during work (The Straits Times, 2000, cited in Lim & Teo, 2005:1). Additionally, an online report stated that about eighty-four percent of employees sent a non-job-related email, while another surf the Internet for recreational Websites using time when they should have been working (vault.com, 2000).

CL has been used to describe employees' voluntary acts using their companies' Internet access for non-work-related purposes during working hours (Lim, 2002). Scholars generally conceptualized CL as a form of workplace production deviance (e.g., Lim, 2002; Lim & Teo, 2005). Engaging in cyberloafing during working hours is time-consuming and distracts employees from completing their work demands (Otken, Bayram, Besser, & Kaya, 2020). Earlier studies consistently suggested that CL is prevalent and is a perennial cause of concern for many companies (Block, 2001; Lim, 2002). Most of the employees waste their time by CL, but it also causes many organizations' problems. One of these problems can be the reduction of organizational commitment.

It is essential to study CL because of its prevalence and detrimental consequences empirically. First, CL is convenient for employees, as nearly 40% have Internet access (eMarketer, 2003). A survey by Vault.com (2000) indicated about 88% of workers surf websites for non-work related purposes during work hours, while 66% surf in between ten minutes to an hour within a workday. More so, 82% of workers send non-work-related emails during work hours, and nearly 87% receive them. Indeed, a survey found cyberloafing as the most common distraction in the workplace (Malachowski & Simonini, 2006). Cyberloafing can positively affect increased creativity (Block, 2001), while it can damage the financial stand of the organizations who do not monitor employees' cyberloafing. For instance, it was observed that CL has what it takes to lower output, between 30 to 40 percent, and has a financial implication of about $54 billion annually (Conlin, 2000).

When cyberloafing is left unchecked by the management of an organization, employees can use the Internet for personal use, reducing such an organization's performance in an unprecedented manner (Sipior & Ward, 2002). CL might also expose companies to legal liability in the form of harassment (e.g., employees emailing sexist or racist jokes to co-workers or people outside the organization). Cyberloafing appears to be a recent topic with scanty literature on cyberloafing

(Otken et al., 2020). The literature on CL has been limited to its effect on work productivity (Lim & Chen, 2012); employee's work attitude (Lim & Teo, 2009); employee's job satisfaction and commitment (Hartke, 2008), and attitude toward time management (Otken et al., 2020).

A rare attempt has been made to empirically examine the concept of CL, with inadequate explanations on how to manage it in the workplace. Researchers have examined factors influencing cyberloafing (Nwakaego & Angela, 2018), antecedent and its consequences (Mashi & Salimon, 2016), and predicting it from supervision and organization cynicism (Eze, Etodike, & Chukwura, 2018). At the same time, Palladan (2018) focused on the moderating effects of CL activity on innovative work behavior and lecturers' performance. Thus, this study intends to examine CL's management among employees of a public university's ICT center because of the new norm of performing most tasks virtually in such a university. With the Internet playing an increasingly important role in how work is done, CL will remain an issue of real concern to the university's ICT center employees. The management needs to intervene on time to curb its devastating effect.

Besides, several studies on cyberloafing in academic literature in the educational environment focused more on undergraduates. There is a need to work with other groups and different countries (Coskun & Gokcearslan, 2019; Varol & Yıldırım, 2019) and examine management's perception of cyberloafing. Specifically, the chances of engaging in cyberloafing are high as IT employees consistently work online at the public University ICT center. The management ought to understand cyberloafing and manage it efficiently based on the employees' and their directors' viewpoints. Therefore, there is a need to control workplace cyberloafing in a public university's information and communication technology.

Research Questions

The following are the research questions:

1. What are the causes of cyberloafing in a university's ICT center?
2. What are the dark sides (consequences) of cyberloafing in a university's ICT center?
3. How can cyberloafing be managed in a university's ICT center?

LITERATURE REVIEW

Cyberloafing is a term introduced by the emergence of cyber sciences and the World Wide Web. Kamins (1995) coined the word, and it became famous via a paper published in an organizational behavior journal by Lim in 2002 (Selwyn, 2008). According to Lim (2002), CL has two dimensions, namely: loafing and cyber. The word loafing came out of "loafer," which means a person who wastes his/her time. In

comparison, cyber was used as a prefix obtained from a computer and Internet phrase in 1995. CL is when a person spends most of the time on online activities and the Internet. It means that someone spends time or conducts personal affairs instead of organizational tasks when using the organization's Internet (Gregory, 2011).

Furthermore, CL means IT's deliberate usage for non-business affairs in the workplace and defined working hours that do not need strong technological skills (Venkatraman, 2008). Such employees do not use time and resources accurately, or they create the lowest quality and quantity of work and violate the expected job outcome standard. In addition to violating such rules, such employees waste valuable organizational time using technological resources to implement their tasks. As a result, they significantly reduced organizational productivity. Likewise, such personal usage of workplace technologies can lead to severe online networks and useful organizational broadband (Venkatraman, 2008).

Several researchers support employees' engagement in CL to manage role ambiguity and role conflict. For example, a survey by Lim (2002) found that 37% of participants believed that it is appropriate to cyberloafing if they are subjected to conflicting demands at work (high role conflict). Furthermore, most respondents (52%) admitted they would feel guilty for CL if their job duties were clearly defined (low role ambiguity). Conversely, it is expected that employees experiencing role overload will be less likely to engage in cyberloafing (Lim, 2002). Strongman and Burt (2000) corroborated Lim's idea. They revealed that several employees do not engage in cyberloafing at work due to workload or inability to meet deadlines, and the employees hardly go on break.

The focus on cyberloafing in recent times and its consequences have been noteworthy, robust, and costly. A study showed significant relationships between cyberloafing, neuroticism, extraversion, and openness to experience (Sheikh, Aghaz, & Mohammadi, 2019). Andel, Kessler, Pindek, Kleinman, and Spector (2019) suggest some cyberloafing degrees for employees to cope with stress, such as aggression at work. However, each organization should decide the circumstances warranting a behavior of this nature. Otken et al. (2020) reveal the relationship between cyberloafing and time management. According to Otken et al. (2020), there is a need to understand the relationship between time management and cyberloafing to decipher, affecting productivity and goal attainment. It implies that proper time management may curb cyberloafing in the workplace.

Durak (2020) posits that online learning activities, academic self-efficacy, motivation, and cognitive absorption are predictors of cyberloafing. At the same time, they tend to influence academic success and procrastination learning environments. This

finding tends to pose a challenge to resolving cyberloafing in the learning institutions as it may have adverse effects just as identified in academic literature. A study showed that the need for achievement moderates perceived overqualification and cyberloafing (Cheng, Zhou, Guo, & Yang, 2020). This report provides a clue for management on how to handle cyberloafing among top aspiring civil servants.

In role theory, the organization consists of a system of roles assigned to employees as job tasks, and they are motivated to perform such duties by the management (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Katz & Kahn, 1966; Katz & Kahn, 1978). Employees are socialized into their designated duty with feedback given for the success recorded for task execution. Where there are mistakes made, workers are encouraged to make necessary corrections to improve performance while failing to perform as expected after several mistakes attract sanctions (Strongman & Burt, 2000). Balancing multiple tasks, conflicting, or unclear roles performed recurrently by employees can be complicated (Katz & Kahn, 1978). These complexities influence employees' work attitudes (Schaubroeck, Ganster, Sime, & Ditman, 1993). Moreover, they may affect organizational effectiveness and interfere with employees' implementation of work roles (Kahn et al., 1964).

Thus, role theory and previous research indicated that stress should elicit employees' need to activate coping mechanisms to avoid potential strains (Lazarus & Folkman, 1984). The cognitive and behavioral effort to manage stressors appraised as threatening to individual well-being refers to coping mechanisms (Lazarus & Folkman, 1984). Problem-focused and emotion-focused are the two categories of coping mechanisms. The coping mechanism that targets altering or managing stressors perceived as demanding includes collating data, providing solutions, establishing a plan of action, emphasizing experience, or improving effort. Conversely, the emotion-focused coping mechanism reduces distressful emotions associated with demanding stressors, such as ignoring problems, hoping for a miracle, praying, sleeping, and distancing oneself from the stressors (Kahn et al., 1964).

Cyberloafing is a method used to cope with emotion accurately, an escape-avoidance coping strategy (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). The ability to avoid or escape from stressors through behavioral techniques, such as sleeping, eating, drinking, smoking, or use controlled substances, refers to an escape-avoidance coping strategy (Folkman et al., 1986). CL is another behavior that enables employees to temporarily escape from work stressors and reduce distressful emotions associated with them. However, it is believed that CL will not be used to cope with all types of stressors (Kahn et al., 1964; Lazarus & Folkman, 1984).

CL should be a coping mechanism for role ambiguity and role conflict, but not role

overload (Folkman et al., 1986). Role ambiguity and role conflict generate uncertainty regarding what is expected from employees (Rizzo, House, & Lirtzman, 1970). In role ambiguity as a coping mechanism, there is a lack of guidelines regarding appropriate workplace behavior that may lead to cyberloafing. Role conflict creates uncertainty through several conflicting demands and expectations imposed on employees, which can signal exceptions to the rules. Role conflict enhances work stress among employees, which encourages them to engage in CL. In this situation, employees may not see cyberloafing as clearly forbidden when considering the effects of work stress (Rizzo et al., 1970).

Given the findings mentioned above in academic literature, CL's realities, especially on how it can be managed in a University's ICT center, have not been adequately examined in developing nations such as Nigeria. The negative impact of CL on organizations requires management attention, especially in this trying time occasioned by the global pandemic, where several organizations are struggling to survive. Thus, it becomes imperative to manage workplace cyberloafing in a public university's ICT center.

LITERATURE REVIEW

The research was carried out at the Information and Communication Technology center of a public university in Ogun State, Nigeria. The use of the Internet dramatically determines how work is being done in terms of how effective and efficient service delivery to students, academic and non-teaching employees are likely to be affected, will remain an issue of real concern to it. Besides, the university ICT center deals with the use of the Internet all day long and daily. The study adopted a survey design, and it was descriptive and qualitative. Qualitative technique becomes necessary in this study due to the inability to use a questionnaire to reveal specific information about cyberloafing (Coskun & Gokcearslan, 2019; Otken et al., 2020).

The instruments used to collect data purposively were in-depth interviews (IDI) and critical informant interviews (KII). IDI was conducted with six employees at the ICT center, besides the director that served as the key informant. The qualitative technique (IDI and KII) was designed using codes, sub-themes, and co-themes. The qualitative method sample size was deemed appropriate for the study due to limited employee strength at the public university ICT center. According to Kwortnik (2003), the qualitative research sample tends to be relatively smaller and non-random.

Similarly, Easton (2009: 3) said: "While there is no ideal number of cases, a number between four and ten cases will usually work out well." Inter-rater validity and ethical

considerations, such as informed consent from the interviewees, the anonymity of the University's ICT center, and the interviewees' age, were observed during data collection. It is to ensure that the interviewees and the image of their university are protected. The data collected were content analyzed.

FINDINGS

Employees at the ICT center of the public university engage in cyberloafing for different reasons. Table 1 indicated the summary of the themes and sub-themes. While some consider cyberloafing a threat to their work effectiveness and efficiency and have negative cost and productivity implications on the organization, others think it through as a morale booster that motivates them to exert more effort to work. The employees identify the need for management to manage cyberloafing. They raised several suggestions on how the rule should manage cyberloafing. However, attempts were made to identify specific cautions that they feel the management should consider when making a policy that will regulate cyberloafing at the ICT center of a public university. The ICT center director, representing the management, heard his cyberloafing views and what can control it. The following are the qualitative data obtained:

Causes of cyberloafing in a public university's ICT Center

To explore the causes of CL in a public university's ICT center, an interviewee said:

> *The Internet is my second partner; I use the ICT Internet to refresh myself when I am tired and multitask while working and listening to music. It is a great benefit to me.* (IDI/ICT Staff/2020)

An interviewee reacted that:

> *I use my phone to access the ICT Internet when at work to chat with my friends on social media whenever I am bored on the job.* (IDI/ICT Staff/2020)

Another interviewee said:

> *Any time I am less busy or not doing anything, I use the University's ICT Internet to download and play games, and as a student, I watch lectures on YouTube. So, if there is no network problem or no more to do, I will be on the Internet to search for materials and watch lectures on YouTube.* (IDI/ICT Staff /2020)

Similarly, another interviewee said:

> *The Internet is like my second partner after my wife. I usually surf some things online via the ICT Internet when I am stressed at work. I can even decide to download songs online and listen to the songs on the computer because it is a means of refreshment. You don't also need to or feel like stopping work because you enjoy working and paying attention to something else, such as listening to the song online.* (IDI/ICT Staff /2020)

In a like manner, another interviewee said:

> *I use the ICT Internet for personal interests, such as downloading films when doing nothing at work.* (IDI/ICT Staff /2020)

Differently, an interviewee said:

> *I use the ICT Internet to do personal business online. I engaged in football betting, playing games, checking my Bitcoin activity, and Facebook chatting with my friends.* (IDI/ICT Staff /2020)

The dark sides (consequences) of cyberloafing

In an attempt to identify the dark side (consequences) of CL in a university's ICT center, an employee said:

> *Every positive thing has its negative side. In the negative aspect, there was a time I felt lazy with my work on my system because when you get engage too much with social media and apps using the ICT Internet, they affect the time you ought to spend working. For example, Facebook as a social media distracts a lot because while chatting, you would want to respond to the chat and hence, driving away your attention from attending to people. Also, you can't be watching movies on YouTube and be effectively listening to students at the same time.* (IDI/ICT Staff /2020)

Another interviewee said:

> *Whenever I use the University's ICT Internet for personal interest, it makes me leave work late because I should perform all the tasks given to me so that my boss will not know if I had surfed the Internet. It reduces the time spent with my family because I would have been tired when I got home. Nevertheless, one cannot be working on the Internet without being tempted to engage in*

> *personal activities like social media to communicate with friends and spouse*. (IDI/ICT Staff/2020)

Besides, an interviewee said:

> *Although it is tempting not to use the University's ICT Internet for personal use, there is no amount of time given on the Internet because the usual time of closure is 4 pm. However, I cannot leave the office when the Internet and light are still on. Thus, I need to surf the Internet to check the sexy picture and download the latest music online for personal use, which sometimes affects my interaction with colleagues and students.* (IDI/ICT Staff/2020)

Also, an interviewee said:

> *CL takes much of time and attention, so in the workplace, it's not allowed, e.g., watching movies on YouTube and the like can affect work performance.... whenever a friend of mine is working, he listens to Audio music. The speed at which he works /delivers becomes tremendous, but he sometimes loses concentration on the job. CL also boosts workers' morale as the organization can monitor and give schedules on every work to curb CL. The behavior is condemnable as work is work, and play is play. CL can degrade the integrity of the organization.* (KII/ICT Staff/2020)

Another interviewee said:

> *CL affects one's work negatively, and it may attract sanctions. However, the organization does not need to sanction. They only need to limit the employees to just the email and organizational assignment with other side distractions from Facebook, WhatsApp, and others cut off. The employee should know the controlling initiative, have a proper understanding of the security mechanism, and failure to adhere should attract stringent punishment.* (IDI/ICT Staff/2020)

Managing Cyberloafing

In responding to the management of CL in the center, an interviewee said:

> *There is no strict management attempt to checkmate CL in the university's ICT center for now. Nevertheless, the administrator may not adopt policies or set control initiatives and security*

> *mechanisms on the use of Internet facilities. Even there are ways IT workers can launch a site during official duties and download files worth 12gigabite for their use/benefit. But most importantly, self-discipline is the most important thing; when you have self-discipline, you can manage all situations at work- when to do something and when not to do certain things. Therefore, the management should organize workshops or symposiums for the University's ICT workers to exercise self-discipline using the Internet.* (IDI/ICT Staff/2020)

Another interviewee said:

> *If management tries to stop CL, it will affect the administration. It will influence its control in the sense that workers may become weak or reluctant. They will not be encouraged to put in their best at work because they cannot engage in certain things on the Internet. If I need to check something on the Internet while working and check something on the Internet, I would have to avoid all my multitasking activities and carry my phone. Such employees will react somehow to use and will, in turn, affect performance in the workplace. In some organizations, employees cannot access some particular websites; such should not be replicated here. Only that management needs to train workers more on developing themselves at work rather than loafing their way on the Internet. Thus, I will suggest that management overlook CL if done during break time or outside working time. At the same time, punishment can be applied during working time.* (IDI/ICT Staff/2020)

In a similar vein, an interviewee said:

> *In managing cyberloafing, employees must not be allowed to use the university Internet for personal activities. There should be a device that can monitor non-work related activities on the Internet and their computer systems* (IDI/OOU ICT Staff/2020)

The university ICT Director has this to say:

> *Although no rule or control mechanism restricts the university ICT employees from engaging in CL, the employee is monitored based on their tasks and how effective and efficient they perform. Delay*

in the performance of functions in the ICT center is forbidden and meant with grave consequences. I do not tolerate nonsense from my staff. I use CCTV cameras to monitor my employees' conduct, especially on their academic staff and students' relationships during examinations and registration exercises, respectively. However, one cannot deny the temptations of using the Internet to do a personal thing. For this reason, the school authority is trying to put restrictive mechanisms on the computer systems and make specific rules, just like we have in the banking industry, to prevent CL in the University's ICT center. (KII/ICT Director/2020)

Table 1: Major Themes from the Qualitative Analysis

Objective One: What are the causes of cyberloafing in a university's ICT center?		
Codes	Sub-Themes	Core Themes
Inspiration **Boredom** **Fatigue** **Less busy** **Personal business** **Personal interest**	Multiple causes of cyberloafing	Causes of cyberloafing in a public university's ICT Centre
Listening to music online **Chat with friends on social media, such as WhatsApp, Facebook** **Download games online** **Download reading materials online** **Download songs online on a personal laptop** **Download and listen to songs online** **Watch lectures and other events on YouTube.** **Engage in football betting and Bitcoin** **Learn how to eat and the way to use cutleries effectively.**	Activities engaged in during cyberloafing.	
Personal laptop **School desktop/laptop (computer)** **Personal phone**	Devices used for cyberloafing	
Objective Two: What are the dark sides (consequences) of cyberloafing in a university's ICT center?		

It boasts one's morale	A positive consequence of cyberloafing	Dark side (consequences) of cyberloafing in a public university's ICT Center
Laziness **Distraction** **Poor attention to students** **Leaving work late** **Poor performance and commitment** **Increase in cost of university Internet** **It is time-consuming** **It may attract sanctions.**	Negative consequences of cyberloafing	
Objective Three How can cyberloafing be managed in a university's ICT center?		
No strict rule in managing cyberloafing	Operating cyberloafing in a public university's ICT center	Managing cyberloafing in a public university's ICT center
Monitoring employees' effectiveness and efficiency **Use of CCTV cameras** **Install restrictive mechanisms on the computer systems or configure them** **Punishment for the delay in performance of tasks** **Organize workshops or symposiums on the use of the Internet.** **Train employees to be self-dependent at work. For detecting Internet usage, employees' names should be in-use.** **Reasonable time, particularly during break time, should be given to workers to cyber loaf.** **Limit the employees to just the email and organizational assignment** **Self-discipline is essential**	Suggestions on how to manage cyberloafing	
If the management decides to adopt a policy against cyberloafing, there are ways IT workers can launch a site during official duties and download files worth of	Dispositions on managing cyberloafing	

12gigabite for their use/benefit. If management tries to stop cyberloafing, it will affect the administration. It will influence its control in the sense that workers may become weak or reluctant. They will not be encouraged to put in their best at work because they are restricted not to surf the Internet for a specific purpose.		

Source: Authors, 2020

DISCUSSION

The research indicated that the university's ICT employees engaged in CL due to inspiration, boredom, fatigue, less busywork, personal business, and interest in easing themselves from stress. The finding is in tangent with some studies showing that cyberloafing behaviors help reduce employees' stress and intentions to leave work on time (Cihan, 2018; Gülduran, 2018). However, some ICT employees concur that CL affects work activity or delays the work process and increases the cost of the Internet to the University. This finding corroborated Lim (2002), Gregory (2011), and the role theory used in this study. They opined that workers indulge in CL to ease stress, but at the same time, it makes them abandon work or reduce the performance of tasks in the workplace as well as increase organization cost.

The ICT employees took part in CL by listening to online music and chatting with friends on social media, such as WhatsApp, Facebook. The CL behavior includes downloading songs, reading materials and games online on a personal laptop, playing online games, listening to pieces of music/songs, and watching events on YouTube such as football, betting, and Bitcoin either through their laptops, school desktop/laptop (computer), or personal phone. Meanwhile, when employees are involved in the activities above or fail to use production time appropriately, there is likely a tendency to produce low quality and quantity of work or violate the expected work outcome standard (Lim & Teo, 2005). According to role theory, employees are not likely to engage in a non-work-related activity or inactivity not assigned to them, which may be deemed counterproductive. Whenever employees indulge in non-work-related activities in the workplace, there is a tendency that their productivity, in terms of quality, quantity, effectiveness, and efficiency of work, will diminish.

A majority of the employees reveals that CL boosts their morale. However, they also

indicated that CL brings about laziness, distraction, insufficient attention to students, leaving work late, poor performance and commitment, and increasing university Internet cost. It is time-consuming, and it should attract sanctions. It implies that, although CL can have positive effects, e.g., increased creativity (Block, 2001), and when left unchecked, it may be costly to the employers. It might expose the university ICT to a legal problem, especially in a situation where employees email sex or racial jokes to co-workers or people outside the organization.

Cyberloafing and innovative work behavior significantly affect employees' performance, and innovative work behavior does not significantly mediate the relationship between cyberloafing and employee performance. Instilling a creative mindset among employees to deliver more value creation to sustain longer-term survival and success is necessary for an organization (Abubakar, Abubakar, & Yusuf, 2019). It is understandable because "social cyberloafing" has a positive relationship with psychological detachment, promoting employees' exhaustion. Besides, when fatigue is psychologically induced, it may lead to mental health (Wu, Mei, Liu, & Ugrin, 2020: 56).

Usman, Javed, Shoukat, and Bashir (2019) believe that employers can decrease employees' engrossment in cyberloafing activities by improving employees' knowledge of meaningful work and maintaining high-quality relations. However, cyberloafing could help cushion the dangerous effects of workplace aggression, enhance employees' job satisfaction, and reduce turnover intentions (Andel et al., 2019). As employees use office computers, personal laptops, and phones with different ethical logics to loaf around at workplaces (Batabyal & Bhal, 2020), promoting cyber deviancy (Venkatraman, Cheung, Lee, Davis, & Venkatesh, 2018). Such behavior could hinder organizational goals (Lawal, Babalola, & Ordu, 2019).

Cyber deviancy or CL (counterproductive behavior) is a volitional behavior that poses a threat to effective organizational functioning (Fox, Spector, & Miles, 2001) and hampers organizational performance (Chand & Chand, 2014). Such employees' behavior of engaging in CL can be harmful and negatively affect organizational effectiveness. Other employees who may see it as appropriate behavior as employees are the engine and the wire for continuity (Al-Saudi, 2012; Kanten & Ulker, 2013).

Every organization expects its employees to conduct themselves professionally and acceptably when interacting within the corporate space (Madzivhandila, Babalola, &

Khashane, 2019). The expressed views call for appropriate control measures to avoid CL by ICT employees if such is not available and if it is available but has not been applied. Policy guidelines must be made available for employees. It needs to be executed to guide the use of the university Internet apart from the efforts put in place by the ICT director to control employees' working behaviors in the ICT center.

According to role theory, stress is one of the key factors that encourage employees to engage in cyberloafing. There is a need to manage employees' workplace-related stress by engaging in data collation, provide useful solutions, establish a plan of actions, and improve efforts to motivate employees (Durak, 2020) and reduce role overload (Folkman et al., 1986). It is necessary because CL applies to a coping mechanism for role ambiguity and role conflict and not role overload (Folkman et al., 1986). Moreover, role ambiguity and role conflict should be avoided or minimized to manage CL in the workplace. According to (Rizzo et al., 1970), role ambiguity and role conflict generate uncertainty regarding what is expected from employees.

CONCLUSION

Findings from the study show that the University's ICT workers use the Internet for non-work related activities such as chatting, reading online books, listening to online songs on the computer, playing games, and learning new things from YouTube. Many workers attested that surfing the Internet was easing them when they get tired, stressed, and exhausted. They opined that using the organization Internet for non-work related activities is an excellent benefit to them and additional Internet costs to the organization. The University's ICT employees reveal that they cyber loaf for their gain, which affects their job performance and commitment. The employees made efforts to suggest what the management should do to manage cyberloafing. Therefore, it will be valuable to create rules that will checkmate cyberloafing among university ICT employees.

LIMITATIONS/PRACTICAL IMPLICATIONS

There is a need to conduct further studies in different organizations to understand how to manage workplace cyberloafing from a broad perspective. The qualitative research sample tends to be relatively smaller and non-randomized due to limited staff strength at the university's ICT center. Therefore, efforts should be made to improve the sample size, triangulate methods, use ground theory, and include a wider pool of respondents and interviewees from similar and or different organizations or countries for diversity and comparison purposes in future studies. Future studies could look at organizations that have representation and adequacy

from diverse ethnic groups and cultures. Nevertheless, recognizing the causes, consequences, and how to manage cyberloafing is imperative to foster good disciplinary work-life in a public university's ICT center. It will equip the university's management with the necessary information they need to control cyberloafing among its employees to improve their effectiveness and efficiency at the ICT center.

LIMITATIONS/PRACTICAL IMPLICATIONS

The study suggests that organizations' management should control, formulate, and implement rules that will help manage cyberloafing and proper use of time. Taking such leadership roles will help foster good disciplinary workplace behavior and reduce any role-related activities such as ambiguity, conflict, and overload among its employees. Self-discipline is the most important thing. When there is self-discipline, the employee can manage all situations at work- when to do something and when not to do certain things and periodic training. Continuous employee engagement through training will redirect employees from undesirable workplace behavior to productive work engagement on the Internet. It may involve seminars and workshops that will improve their career while ensuring that every ICT employee is restricted from using the ICT Internet for personal gain. It will help avoid additional Internet costs induced by cyberloafing the ICT employees' may cause to the university.

REFERENCES

Abubakar, S. A., Abubakar, M., & Yusuf, A. O. (2019). Cyberloafing, innovative work behavior, and employee performance among Deposit Money Banks in Kaduna, Nigeria. *Ilorin Journal of Human Resource Management,* 3(1), 121-135.

Al-Saudi, M. A. (2012). The impact of organizational climate upon the innovative behavior at Jordanian private universities as perceived by employees: A field study. *International Business and Management,* 5(2), 14-26.

Anandarajan, M. (2002). Internet abuse in the workplace. *Communications of the ACM,* 45(1), 53–54. https://doi.org/10.1145/502269.502276

Andel, S. A., Kessler, S. R., Pindek, S., Kleinman, G., & Spector, P. E. (2019). Is cyberloafing more complex than we originally thought? Cyberloafing as a coping response to workplace aggression exposure. *Computers in Human Behavior,* 101, 124-130. https://doi.org/10.1016/j.chb.2019.07.013

Batabyal, S. K., & Bhal, K. T. (2020). Traditional cyberloafing, mobile cyberloafing, and personal mobile-internet loafing in business organizations: Exploring cognitive,

ethical logic. *Journal of Information, Communication, and Ethics in Society,* 18(1), 1-17. https://doi.org/10.1108/JICES-07-2019-0081.

Block, W. (2001). Cybers-lacking, business ethics, and managerial economics. *Journal of Business Ethics,* 33(3), 225-231. https://doi.org/10.1023/A:1012002902693

Chand, P., & Chand, P. K. (2014). Job stressors as predictors of counterproductive work behavior in Indian banking sector. *International Journal of Applied or Innovation in Engineering and Management,* 3(12), 43-55.

Cheng, B., Zhou, X., Guo, G., & Yang, K. (2020). Perceived overqualification and cyberloafing: A moderated mediation model based on equity theory. *Journal of Business Ethics,* 164(3), 565-577. https://doi.org/10.1007/s10551-018-4026-8

Cihan, A. (2018). *A research on the relationship between cyberloafing and perceived professional ethics*. Unpublished Master Thesis, Aksaray University, Aksaray.

Conlin, M. (2000). Workers, surf at your own risk. *Business Week,* 3685, 105-105.

Coskun, T. K., & Gokcearslan, S. (2019). Examination of cyberloafing studies in education: A content analysis. *World Journal on Educational Technology: Current Issues,* 11(1), 94-103.

Durak, H. Y. (2020). Cyberloafing in learning Environments where online social networking sites are used as learning tools: Antecedents and consequences. *Journal of Educational Computing Research,* 58(3), 539-569. https://doi.org/10.1177/0735633119867766

Easton, G. (2010). Critical realism in case study research. *Industrial Marketing Management,* 39(1), 118-128. https://doi.org/10.1016/j.indmarman.2008.06.004

eMarketer (2014). Smartphone users worldwide will total 1.75 Billion in 2014. Retrieved from http://www.emarketer.com/Article/Smartphone-Users-Worldwide-Will-Total-175-Billion-2014/1010536 [Accessed 07/09/2020].

Ezeh, L. N., Etodike, C. E., & Chukwura, E. N. (2018). Abusive supervision and organizational cynicism as predictors of cyberloafing among federal civil service employees in Anambra State, Nigeria. *European Journal of Human Resource Management Studies,* 1(2), 19-36. https://doi.org/10.5281/zenodo.2272162.

Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. J. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology,* 50(5), 992-1003.

Fox, S., Spector, P. E., & Miles, D. (2001). Counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediator and

moderator tests for autonomy and emotions. *Journal of Vocational Behavior*, 59, 291-309. https://doi.org/10.1006/jvbe.2001.1803

Gregory, M. (2011). *A multi-theoretical perspective on IS security behaviors*. The Academic Dissertation University of Oulu, Faculty of Science, Finland.

Gülduran, Ç. A. (2018). *The effect of big five personality traits on cyberloafing and job performance: A research in hotel management*. Unpublished Master Thesis, Nevşehir Hacı Bektaş Veli University, Nevşehir.

Hartke, J. (2008). *Relationships between the big five personality dimensions and cyberloafing behavior.* Ph.D. Thesis, Southern Illinois University at Carbondale.

Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity.* John Wiley.

Kamins, A. (1995). Cyber-loafing: Does employee time online add up to net losses? New York Daily News, July.

Kanten, P., & Ulker, F. E. (2013). The effect of organizational climate and counterproductive behavior: An empirical study on employees of the manufacturing enterprises. *The Macrotheme Review*, 2(4), 144.

Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations, 2nd ed.* John Wiley & Sons.

Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations.* John Wiley& Sons.

Kwortnik, Jr, R. J. (2003). Clarifying "fuzzy" hospitality-management problems with depth interviews and qualitative analysis. *Cornell Hotel and Restaurant Administration Quarterly,* 44(2), 117-129.

Lawal, A. B., Babalola, S. S., & Ordu, U. F. (2019). Examining age, pay satisfaction, and intent to leave in counterproductive work behavior among university support staff. *Bangladesh eJournal of Sociology*, 16(2), 194-205.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping.* Springer Publishing Company.

Lim, V. K. G. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing, and organizational justice. *Journal of Organizational Behavior,* 23(5), 675-694. https://doi.org/10.1002/job.161

Lim, V. K. G., & Teo, T. S. H. (2005). Prevalence, perceived seriousness, justification, and regulation of cyberloafing in Singapore: An exploratory study. *Information and Management,* 42(8), 1081-1093. https://doi.org/10.1016/j.im.2004.12.002

Lim, V. K. G., & Teo, T. S. H. (2009). Mind your e-manners: Impact of cyber incivility on employees' work attitude and behavior. *Information and Management*, 46(8), 419-425. https://doi.org/10.1016/j.im.2009.06.006

Lim, V. K. G., & Chen, D. J. Q. (2012). Cyberloafing at the workplace: Gain or drain on work?' *Behavior and Information Technology*, 31(4), 343-353. https://doi.org/10.1080/01449290903353054

Madzivhandila, R., Babalola, S. S., & Khashane, K. (2019). Perceived organizational justice and climate on counterproductive work behavior among public employees. *Journal of Reviews on Global Economics, 8,* 1086-1096

Malachowski, D., & Simonini, J. (2006). Wasted time at work still costing companies billions in 2006. Retrieved June 10, 2020, from http://www.salary.com/sitesearch/layoutscripts/sisl_display.asp?filename=&path=/destinationsearch/personal/par542_body.html

Mashi, M. S., & Salimon, M. G. (2016). Consideration of future consequences as an antecedent of employee cyberloafing behavior among selected working adults in Nigeria. *International Journal of Business and Technopreneurship,* 6(2), 319-334.

Nwakaego, O. F., & Angela, O. I. (2018). The influence of cyberloafing on library and information studies students at the University of Ibadan, Nigeria. *Journal of Educational Research and Reviews,* 6(3), 54-60.

Otken, B. A., Bayram, A., Besser, S. G. & Kaya, C. (2020). Are time management and cyberloafing related? Investigating employees' attitudes. *Global Business Review,* 1-13. https://doi.org/10.1177/0972150920931060

Palladan, A. A. (2018). Moderating effects of cyberloafing activity on innovative work behavior and lecturers' job performance. *International Journal of Advanced Studies in Social Science and Innovation,* 2(1), 28-49. http://dx.doi.org/10.30690/ijassi.21.03

Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15(2), 150-163.

Schaubroeck, J., Ganster, D. C., Sime, W. E., & Ditman, D. (1993). A field experiment testing supervisory role clarification. *Personnel Psychology,* 46(1), 1-25. https://doi.org/10.1111/j.1744-6570.1993.tb00865.x

Selwyn, N. (2008). Safe haven for misbehaving? An investigation of online misbehavior among university students. *Social Science Computer Review,* 26**(**4), 446-465. https://doi.org/10.1177/0894439307313515

Sheikh, A., Aghaz, A., & Mohammadi, M. (2019). Cyberloafing and personality traits: An investigation among knowledge-workers across the Iranian

knowledge-intensive sectors. *Behavior and Information Technology,* 38(12), 1213-1224. https://doi.org/10.1080/0144929X.2019.1580311

Sipior, J. C., & Ward, B. T. (2002). A strategic response to the broad spectrum of internet abuse. *Information Systems Management,* 19(4), 71-79.

Strongman, K. T., & Burt, C. D. (2000). Taking breaks from work: An exploratory inquiry. *The Journal of Psychology,* 134(3), 229-242. https://doi.org/10.1080/00223980009600864

Usman, M., Javed, U., Shoukat, A. & Bashir, N. A. (2019). Does meaningful work reduce cyberloafing? Important roles of affective commitment and leader-member exchange. *Behavior and Information Technology,* 38(1), 1-15. https://doi.org/10.1080/0144929X.2019.1683607

Varol, F., & Yıldırım, E. (2019). Cyberloafing in higher education: Reasons and suggestions from students' perspectives. *Technology, Knowledge, and Learning*, 24(1), 129-142. https://doi.org/10.1007/s10758-017-9340-1

Vault.com (2000). *Results of vault.com survey of internet use in the workplace*. Retrieved July 15, 2020. http://209.10.50.150/store/SurveyResults/InternetUse/index.cfm)

Venkatraman, S. (2008). *The "darth" side of technology use: Cyberdeviant workplace behaviors.* A Dissertation of Doctorate of Philosophy in Business Administration, University of Arkansas.

Venkatraman, S., Cheung, C. M. K., Lee, Z. W. Y., Davis, F. D., & Venkatesh, V. (2018). The "darth" side of technology use: An inductively derived typology of cyber deviance. *Journal of Management Information Systems,* 35(4), 1060-1091. https://doi.org/10.1080/07421222.2018.1523531

Wu, J., Mei, W., Liu, L., & Ugrin, J. C. (2020). The bright and dark sides of social cyberloafing: Effects on employee mental health in China. *Journal of Business Research*, 112(c), 56-64. https://doi.org/10.1016/j.jbusres.2020.02.043.