

PERSONALITY FACTORS AND CYBERLOAFING OF COLLEGE STUDENTS IN INDONESIA

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Abstract: *Internet has changed the human life in many aspects. Unlimited Internet access can be a medium of learning that support the work, networking and creating a culture of information sharing. On the other hand, the use of information technology has negative affect for users of the technology itself and organization. One of the negative impacts is cyberloafing behavior. Cyberloafing is defined as activities of the employees when access Internet in the office for personal use during working hours, and has nothing to do with the interests of the work. Cyberloafing behavior can become an obstacle to one's performance and impact on organizational performance. Moreover, cyberloafing is not only experienced by the employee in the workplace, but also struck at student learning activities. The purpose of this study was to investigate personality variables influence cyberloafing behavior on university students in Indonesia. Personality variables will shape a person's individual characteristics is crucial and has an important role in the cyberloafing behavior. Samples were 727 college students from public and private universities in Indonesia. Four hypothesis proposed in this study were all supported. The results of the study showed that 1) High self-regulation reduced cyberloafing behavior; 2) Self-efficacy moderated the relationship between self-regulation and cyberloafing; 3) conscientiousness moderated the relationship between self-regulation and cyberloafing; 4) Achievement orientation moderated the relationship between self regulation and behavior cyberloafing.*

Keywords: *Cyberloafing, Self regulation, Selfefficacy, conscientiousness, achievement orientation*

INTRODUCTION

The use of the Internet in everyday life has experienced significant growth when individuals and businesses enjoying the benefits of its use. The Internet has changed the human life in many aspects. The rise of social networking and ease of accessing to the internet have managed to change the pattern of human life and relation to one another. Internet has also plays an important role in the business in order to reduce costs, accelerate time of production, and provide service faster (Anandarajan *et al.*, 2000). Therefore the use of the Internet has become a major component of the network infrastructure for the organization and the community.

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The development of the Internet as an information technology have shown that there is a positive impact on the use of information technology that very helpful and facilitate human activities as well as enable people to exchange information quickly without limit or no limit no boundaries (William, 2007). The ease and efficiency arising from the use of the Internet in the workplace urged the leaders of the organization providing the freedom for employees to access the Internet more easily in the office. Unlimited Internet access can be a medium of learning that support the work, networking and creating a culture of sharing information. Moreover, by providing unlimited Internet service also allows telecommunications occurred at lower cost, ease of use integrated application system, and make it easier to read the management information from a single source. This is certainly could be a competitive advantage for organizations.

On the other hand, the use of information technology is also give negative affect to the users of the technology itself, for example, a deviant behavior in the workplace, which is defined as the use the internet access of their companies for personal purposes during work hours use of Internet access in the office, employees deliberately surfing in the cyberspace for personal interests, such as reading the news, accessing forums friendships and more, that has nothing to do with the interests of his work. This deviant behavior is called cyberloafing/ cyberslacking.

Cyberloafing itself is defined as any activity or behavior to access sites that have no connection with the work (for example: social networking, sports, news and entertainment), checking and sending personal e-mails and other activities such as online shopping and online game play. Cyberloafing is a common phenomenon in today's organizations, as organizations increasingly have high-speed internet access needed for research, implementation and communication. Internet which is provided in the workplace typically has no restrictions specific sites. It is intended to facilitate the employees in accessing information on employment, therefore the company can continue to be updated and competitive (Lim and Teo, 2005). In today business world, there are many benefits of using the Internet as a foundation to a business and as a tool to improve employee performance (Lim, 2002). In this information age, the Internet technology has become inevitable part of the life business (Ozler & Polat, 2012). Internet resources are essential components in the workplace and used to improve performance in a number of fields (Ugrin *et al.*, 2008). However in fact, the use of the Internet can also adversely affect the users of the technology itself.

A survey conducted by WebSense.com in 2006 (in Lim & Chen, 2009) found that the average American worker spends about 24 percent of his working hours to conduct cyberloafing. It showed the average amount of time spent on employee Internet activity is non-work 10 hours per employee per week (Lim & Chen, 2009). Other evidence of Spector and Fox (2010) stated that some employees spend as much as 5 to 6 hours per day to use the internet at work. Estimates of the number

of American employees who do cyberloafing at work reached 34 million, which leads to time lost productivity amounted to 200.6 million hours per week according to the Debt Cubed (in Young, 2010). In a survey conducted by eMarketer.com (in Young, 2010), 73 percent of employees in the United States used the internet access in the workplace. Specifically, they used 42 percent to open a porn site, 13 percent for online chat, 12 percent play games, 8 percent open the sports sites, 7 percent for investing, and 7 percent to shop online while working (Young, 2010). Studies conducted by SurveilStar.com (Young, 2010) states that from a number of companies in the United States lost more than 30 percent of working hours in a day for one week due cyberloafing activities performed by employees.

A number of studies in Indonesia (Space, 2012; in Anugrah & Margaretha, 2013) showed that the average employee were allocated one hour per day for internet access that often have nothing to do at all with the work (such as browsing Facebook or Kaskus, and others). That means that for a month an employee could corrupt work time to 20 hours (1 hour x 20 weekdays), or equal to 2.5 days of work. The results of these surveys can be concluded that the behavior of cyberloafing has become a habit and ordinary behaviors among employees.

Cyberloafing is not just happen to the employee in the workplace, but also struck to student learning activities. Associated with learning activities, the Internet is an essential facility primarily required for students to access various sources of knowledge in order to improve the learning level; therefore the internet is often used during the lectures. However, as well as the employees, the students also make a deviation, which is using the internet which is not related to the material during the hours of learning. This is certainly makes the students do not focus on learning activities. An easy example that could be addressed this issue is the use of smartphones by students limited to chat, Facebook, Twitter, open websites and other online games, not for matters related to the learning activities during the lectures. It describes that the students do not focus their energy on the job (Prasad *et al.*, 2010), and result in the lack of productivity of as well as the performance overall, meanwhile every student has a learning task that must be completed (Yasar & Yurdugil, 2013).

Research of Zoghbi (2007) has shown how this cyberloafing behavior resulting from a particular personality. However, only few researchers are investigating how various personality variables jointly affect cyberloafing behavior (Prasad *et al.*, 2010). The focus of this study was to investigate personality variables that affect cyberloafing behavior on college students in Indonesia. A similar study was conducted by Prasad *et al.* (2010) to 128 students on a large campus in Singapore, and found the results that personality influenced the students' cyberloafing behavior. In Indonesia, the research of Anugrah and Margaretha (2013) to 200 students at one private university in Bandung showed that self-regulation was influencing student behavior and achievement orientation moderated the relationship between self-regulation and cyberloafing.

Personality variables that will shape a person's individual characteristics are also very decisive and have an important role in the behavior cyberloafing (Prasad *et al.*, 2010). One was when someone who has a high degree of self-regulation tends to reduce cyberloafing behavior. This indicates that personality variables, namely self-regulation and individual characteristics (self-efficacy, conscientiousness and achievement orientation) has a strong influence on the behavior of cyberloafing to students when the process of teaching and learning occurs.

SELF REGULATION AND CYBERLOAFING

According Prasad *et al.* (2010), the relationship between self-regulation and cyberloafing is very closely, self-regulation can be a determinant of the cyberloafing behavior. Self-regulation can also prevent individuals from engaging in behavior of cyberloafing. Someone who is engaged in cyberloafing, it is possibility for failing to focus on the tasks that are relevant to work. The cause of this is due to lack of self-regulation that is difficult to resist the pleasure of short-term nature. However, for those who have high self regulation, they tend to be able to maintain focus on tasks that are relevant and capable of avoiding cyberloafing behavior. In previous studies proved that cyberloafing behavior is a form of failure of the system of individual self-regulation (Prasad *et al.*, 2010). Based on the research of Prasad *et al.* (2010), it can be formulated hypothesis as follow:

H1: Individuals who have high self regulation will reduce cyberloafing behavior compared to individuals who have low self regulation.

SELF EFFICACY

Self efficacy can be defined as the individual's ability to see him/her with a very focused and able to see clearly what the goals (Bandura in Prasad *et al.*, 2010). Someone who has a high self efficacy tend to be convincing and have a good performance if given tasks (Bandura in Prasad *et al.*, 2010). Self efficacy should clarify the negative relationship between self regulation and cyberloafing, because someone who has high self efficacy will perceive itself as a good controller and will not be the subject of cyberloafing (Prasad *et al.*, 2010). Based on Bandura research (in Prasad *et al.*, 2010) and Prasad *et al.* (2010) the hypothesis can be formulated as follow:

H2: Self efficacy will moderate the relationship between self regulation and cyberloafing behavior, therefore the relationship between self regulation and cyberloafing behavior getting stronger when the individual has high self efficacy rather than low.

CONSCIENTIOUSNESS

Conscientiousness can be defined as the ability to be organized and always be responsible (Barrick & Mount in Prasad *et al.*, 2010). It means as assessing the

ability of the individual in the organization, both the persistence and motivation in achieving its objectives as their behavior. In contrast, to assess whether the individual is dependent, lazy and sloppy (Costa & McCrae in Pervin & John, 2001). This dimension refers to the amount of interest at the center of one's attention. People who have high scores tend to listen to their inner voice and pursue a little bit of interest in one way directional and tend to be responsible, strong survive, dependent, and achievement-oriented (Robbins, 2001). While the person has low score, it will tend to be more distracted, pursue multiple objectives and more hedonistic (Robbins, 2001). Thus, the low level of self-regulation is also due to lack of conscientiousness and tend to improve the behavior of cyberloafing. Based on the exposure of Robbins (2001), Costa & McCrae, in Pervin & John (2001) and Prasad *et al.* (2010) the hypothesis can be formulated as follow:

- H3: Conscientiousness will moderate the relationship between self regulation and cyberloafing behavior, therefore the relationship between self regulation and cyberloafing behavior getting stronger when the individual has high conscientiousness than low.

ACHIEVEMENT ORIENTATION

Achievement orientation can be defined as an individual who is determined to pursue their goals, feel a greater urgency in pursuing their goals and are willing to invest the time and effort to pursue their goals (Diehl *et al.*, 2006). Achievement orientation emerges as an important impetus in the organization. According to Diehl *et al.* (2006) individual achievement orientations in the workplace will be related to the behavior and performance in handling the task. The pattern of achievement orientation reflects the internal motivation that affect an individual about the choice of duty, job placement, and mechanisms in an effort to learning and performance (Button *et al.* In McKinney, 2003; Fisher & Ford in McKinney, 2003; Phillips & Gully in McKinney, 2003; van deWalle in McKinney, 2003). Several studies have linked achievement orientation with self-regulation and cyberloafing, where the differences in the achievement orientation will distinguish the characteristics of the individual (Brown in McKinney, 2003; Cron & Slocum in McKinney, 2003; Ford *et al.* In McKinney, 2003; van deWalle in McKinney, 2003). Therefore the difference in the orientation achievement can influence behavior, especially behavior of cyberloafing, where the higher the achievement orientation of a person' will lower cyberloafing behavior itself (Prasad *et al.*, 2010). Based on the explanation (Button *et al.* In McKinney, 2003; Diehl *et al.*, 2006; Fisher & Ford in McKinney, 2003; Phillips & Gully in McKinney, 2003; Prasad *et al.*, 2010; van deWalle in McKinney, 2003) it can be formulated hypothesis as follow:

- H4: Achievement orientation will moderate the relationship between self regulation and cyberloafing behavior, therefore the relationship between

self regulation and cyberloafing behavior getting stronger when the individual has a high achievement orientation rather than low.

The research model used in this study was described in Figure 1.

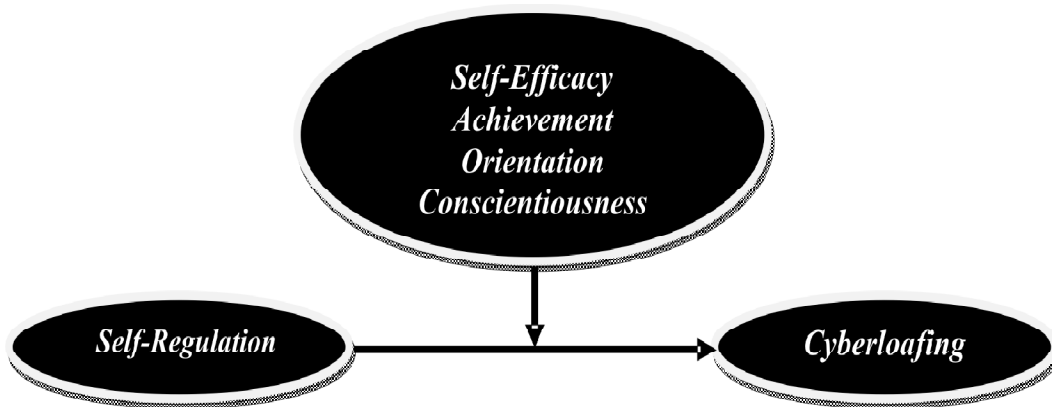


Figure 1: Research Model

METHODS

Sample of The Study

The sample in this study was 727 students from universities in Indonesia from both state and private universities. Data was collected through questionnaires distributed through direct surveys and post (mail survey).

Research Instruments

Instrument in this study consist of 64 statements for all research variables (self-regulation, cyberloafing, self efficacy, conscientiousness, achievement orientation)

- Self efficacy was measured by instruments developed by Schwarzer and Jerusalem (1995).
- Conscientiousness was measured with the Big Five Scale (John & Srivastava, 1999).
- Achievement orientation was measured by Achievement Orientation Scale (Jackson, 1974).
- Self regulation was measured by the Self-Regulation Scale or SRS (Scharzer, Diehl & Schmitz, 1999).
- Cyberloafing was measured by a combination of Lim (2002) and Blanchard and Henle (2008).

RESULTS AND DISCUSSIONS

Validity and Reliability Testing

Ghozali (2009) stated that the test used to measure the validity of a legitimate or valid whether or not the questionnaires of study. A questionnaire study is said to be valid if the questions on the questionnaire were able to express something that is measured by the questionnaire. Meanwhile, the reliability test conducted to demonstrate the accuracy and precision of the measuring. A construct or variable said to be reliable if it gives Cronbach alpha values $\geq 0,50$ (Anwar, 2005). Results validity and reliability of each item in question can be seen in table 1 and 2.

Table 1
Validity Testing Result

	1	2	3	4	5
SE4		.657			
SE5		.649			
SE6		.616			
SE7		.572			
SE8		.656			
SE9		.667			
SE10		.509			
C2			.710		
C4			.765		
C5			.819		
C9			.687		
AO3					.530
AO4					.566
AO5					.658
AO6					.533
AO7					.551
SR3				.617	
SR4				.610	
SR6				.516	
SR8				.576	
SR10				.610	
CL1	.562				
CL2	.567				
CL3	.597				
CL4	.486				
CL5	.630				
CL6	.626				
CL7	.721				
CL8	.647				
CL9	.723				

contd. table 1

	1	2	3	4	5
CL10	.719				
CL12	.582				
CL14	.666				
CL15	.703				
CL16	.748				
CL17	.662				
CL18	.622				
CL19	.621				
CL22	.587				

Table 2
Reliability Testing Result

<i>Variable</i>	<i>Cronbach Alpha</i>
Cyberloafing	0.915
Self-Regulation	0.690
Self-Efficacy	0.775
Achievement Orientation	0.573
Conscientiousness	0.765

H1: Self Regulating and Cyberloafing

In this study, the first hypothesis was self-regulation influenced the cyberloafing behavior, tested with simple regression analysis. The test results were as presented in Table 3. In Table 3 found that self-regulation influenced cyberloafing. Therefore, the first hypothesis was supported. The result supported the findings of Prasad., *et al.* (2010) and Anugrah and Margaretha (2013), which found that self-regulation is owned by students can be a determinant of the cyberloafing behavior and self-regulation can also prevent individuals from engaging in cyberloafing behavior.

Table 3
Results of 1st Hypotesis

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.162a	.026	.025	11.72107

a. Predictors: (Constant), TSR

ANOVA^b

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	2636.027	1	2636.027	19.187	.000 ^a
	Residual	98366.570	716	137.383		
	Total	101002.597	717			

a. Predictors: (Constant), TSR

b. Dependent Variable: TCL

Coefficients^a						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
1	(Constant)	40.142	2.748		14.610	.000
	TSR	.707	.161	.162	4.380	.000

a. Dependent Variable: TCL

H2: Self Efficacy moderate the relationship between self regulation and cyberloafing

Self efficacy can clarify the negative relationship between self-regulation and cyberloafing, because someone who has high self efficacy will perceive itself as a good controller and will not be a subject of cyberloafing (Prasad *et al.*, 2010). In this study, the hypothesis testing was done by moderated regression analysis and the results can be seen in Table 4, and the test results showed that the second hypothesis is supported. Thus, the result proved the claim that self-efficacy moderated the relationship between self-regulation and behavior of cyberloafing, therefore the relationship between self-regulation and behavior of cyberloafing getting stronger when the individual has high self efficacy rather than low.

Table 4
Results of 2nd Hypothesis

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.178 ^a	.032	.029	11.69475

Coefficients^a						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
1	(Constant)	42.822	3.036		14.107	.000
	TSR	.137	.320	.031	.428	.669
	MO1	.017	.008	.151	2.056	.040

a. Dependent Variable: TCL

H3: Conscientiousness moderate the relationship between self-regulation and cyberloafing

According to Robbins (2001), Costa & McCrae, in Pervin & John (2001), the high and low levels of self-regulation is also influenced by their conscientiousness and will ultimately influence the behavior of cyberloafing. In this study, a third

hypothesis testing was done by moderated regression analysis and the results can be seen in Table 5, and test results indicate that the third hypothesis is supported. The result also supported the findings of Prasad., et al (2010) which showed that conscientiousness moderated the relationship between self-regulation and behavior of cyberloafing and the relationship between self-regulation and behavior of cyberloafing getting stronger when the individual has conscientiousness high than low.

Table 5
Results of 3r Hypothesis

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.175 ^a	.031	.028	11.70239

Coefficients^a

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	41.297	2.816		14.664	.000
	TSR	.353	.253	.081	1.399	.162
	MO2	.015	.008	.105	1.813	.070

a. Dependent Variable: TCL

H4: Achievement Orientation moderate the relationship between self-regulation and cyberloafing

Several studies have linked achievement orientation with self-regulation and cyberloafing, where the differences in the achievement orientation will distinguish the characteristics of the act of individual (Brown in McKinney, 2003; Cron & Slocum in McKinney, 2003; Ford et al. In McKinney, 2003; van deWalle in McKinney, 2003). The difference in the achievement orientation can influence behavior, especially behavior of cyberloafing, where the higher the achievement orientation of a person will lower cyberloafing behavior itself (Prasad et al., 2010). In this study, a third hypothesis testing was done by moderated regression analysis and test results can be seen in Table 6. The result showed that the third hypothesis was supported with the findings of Prasad., Et al (2010) and Anugrah and Margaretha (2013) who found that achievement orientation moderated the relationship between self regulation and behavior of cyberloafing, therefore the relationship between self-regulation and behavior of cyberloafing getting stronger when individual has high achievement orientations rather than low.

Table 6
Results of 4th Hypothesis

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>		
1	.265 ^a	.70	.068	11.45916		

Coefficients^a						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
1	(Constant)	37.441	2.726		13.736	.000
	TSR	.228	.178	.052	1.281	.201
	MO3	.050	.009	.237	5.840	.000

a. Dependent Variable: TCL

CONCLUSION

This study aimed to understand the personality factors that influence cyberloafing behavior of students in Indonesia. Many research in cyberloafing only emphasis cyberloafing on employees in organization, whereas cyberloafing on the student is no less important than the employee, considering the students are future leaders of the nation. If this deviant behavior continues, it will make students lack of focus in the learning process. Therefore, research on cyberloafing of students needs to be done in order to avoid cyberloafing behavior, and finally build students' awareness, and will give impact to the invisibility of college graduates become competent human resources.

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