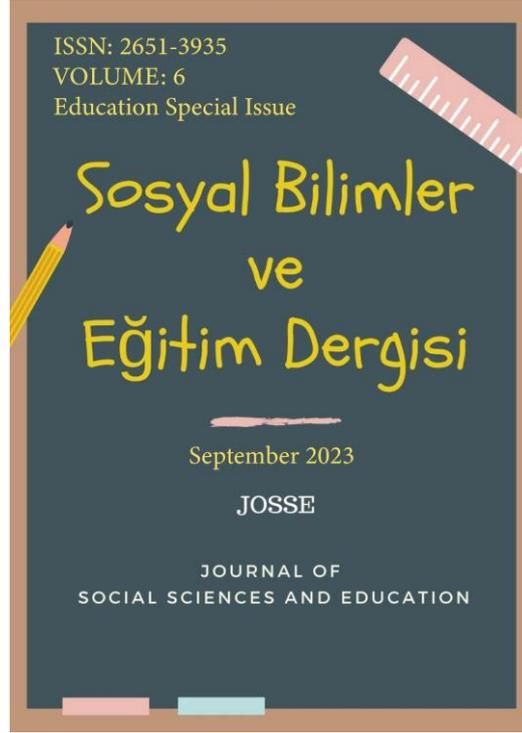


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The Effect of Fear of Missing Out and Organizational Indifference on Cyberloafing Behavior: A Study on Pre-Service Social Studies Teachers

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ABSTRACT

Research Article

The purpose of this study is to determine the effect of fear of missing out and organizational indifference on cyberloafing behavior. For this purpose, data were collected from 167 students of Çanakkale Onsekiz Mart University, Faculty of Education, Department of Social Studies Education by convenience sampling method in the period covering February-March 2023. In the questionnaire used in the research, the fear of missing out scale developed by Przybylski (2013) and consisting of 10 statements; the organizational indifference scale developed by Fard et al. (2011) and consisting of 13 statements; and the cyberloafing scale developed by Blanchard and Henle (2008) and consisting of 20 statements were used. In the study, quantitative research correlational survey model, one of the designs, was used. T-test, ANOVA, reliability analysis, factor analysis, correlation and regression analyses were performed on the collected data. According to the results of the analysis, both fear of missing out and indifference behaviors affect cyberloafing behaviors. In addition, fear of missing out, organizational indifference and cyberloafing behaviors differ according to the gender and grade of the students. With this study, it was tried to explain from a scientific perspective the cyberloafing, fear of missing out and organizational indifference behaviors observed by academics and lecturers during teaching.

Keywords: Fear of missing out, organizational indifference, cyberloafing behavior, pre-service social studies teacher, social studies candidates

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Introduction

Since human beings are social beings, they feel the necessity to interact and communicate with others. This is a requirement of human nature. Communication has gone through various stages throughout human history. Communication environments and communication tools have been constantly updated and developed in coordination with the developing technology. With the introduction of the Internet into human life in the 1990s, there has been a great leap in communication technologies. With the use of the Internet, this technology causes behavioral changes in communication. While innovations brought to communication trigger positive effects in some areas, they cause problematic behaviors in others. Especially in the field of education and dissemination of information, developments in communication technologies have extremely important effects (Sadi et al. 2008; Göksun Orhan, 2019).

For the concept of knowledge is extremely important for human life, it is necessary to explain this concept. In Turkish Language Society Dictionary, knowledge is defined as "the truth obtained through learning, research or observation; news, information, understanding". According to another definition, knowledge is beliefs that are proven to be true (Nonaka & Takeuchi, 1995, pp. 58 as cited in Aktan & Vural, 2016). It is one of the most important facts for people to adapt to the environment they are in and to survive. Information, which is an indispensable part of life, cannot always be obtained easily. It takes many years of research, observation and experimentation to reach some information. However, considering that we are in the information age, it is only through the sharing of information that other people can use the information that other people can obtain by spending long years, labor and financial burden. At this point, the introduction of the internet into human life and the portable and easily accessible windows to the world through cell phones provide a very important convenience in terms of sharing information. Especially social media tools seem to play a very important role in the distribution of information. This situation, of course, brings along some problems. Internet addiction, social media addiction, cyberbullying, technology addiction and similar behaviors are considered problematic behaviors (Li, 2006).

Internet addiction, social media addiction, cyberbullying, technology addiction, virtual gambling, phone addiction, cyberloafing, cybercrimes and similar behaviors are described as problematic internet behaviors (Li, 2006; Tsai & Lin, 2001). The widespread use of social media applications and easy access to these applications on mobile phones have led young

people to continuously monitor and update their behavior. This behavior is called the fear of missing out (Prybylski et al. 2013).

Cyberloafing behavior is also a misuse of technology. Today, the benefits and harms of technology are still debated. While technological advances make human life easier, they also bring some harms into human life. When evaluated from an organizational point of view, while technology causes an increase in production, employees spend the time they should spend on work outside of business purposes by surfing unrelated internet pages or using social media applications during business hours. The use of the internet by employees outside of business purposes in the business means cyberloafing (Jandaghi et al. 2015). These issues mentioned for businesses have the same meanings for students at universities.

It is generally accepted that valuable resource of businesses and educational institutions is human resources. Therefore, the efficient and effective use of human resources is directly related to not wasting time. However, when employees or students spend their valuable time on social media applications, it causes loss of efficiency for the business or educational institution. Indifference is defined as a decrease in people's interest and excitement towards their environment, a decrease in their motivation, and an attempt to get rid of this feeling by those who fear that they cannot achieve their goals (Abusharbeh, 2013, pp. Esfahani et al. 2013). Indifference behavior is one of the highly inefficient behaviors and is one of the important obstacles to achieving organizational goals (Bell, 2018).

This study was conducted to examine the relationships between fear of missing out, organizational indifference and cyberloafing behavior. In the 1st part of the study consisting of 3 sections, the conceptual framework of the variables is drawn, the methodology applied in the study is given in the 2nd part of the study and in the 3rd part, the sub-problems formed regarding the collected data are tested using statistical analysis methods.

Theoretical Framework

In this section of the study, it is attempted to draw a conceptual framework for the variables of Fear of Missing out, Organizational Indifference and Cyberloafing Behavior.

Fear of Missing Out

Communication is one of the basic needs of human beings. Human beings have to communicate with other living beings in order to continue and shape their lives. In classical times, communication was realized through remote signaling, face-to-face and

correspondence, but in modern times it has been transformed through telephone, telegraph, radio and television. As a result of the development of technology and the rapid upward acceleration of modernity, today smartphones, tablets, advanced computers and the internet that connects them on a virtual network have also shaped the nature of communication. The internet, which used to be a medium for watching videos, listening to music, and visiting news sites for leisure time, has become a daily routine of all of our lives, especially with the widespread use of smartphones and social media platforms (Tanhan, Özok, & Tayiz, 2022).

Today, with almost everyone having an account on a social media platform and the increase in the time spent on these channels, the desire to deliver the content they produce to their followers and to provide instant access to the content of the people they follow has been strongly reinforced. There are many scientific studies that reveal that if the emotional need arising from this desire, which is defined as addiction, cannot be satisfied for any reason, withdrawal symptoms develop in the person (Sarıca-Keçeci, Özyirmidokuz, Özbakır, 2021; Russel, 2020; Modzeleweski, 2020...).

Modern human, who fulfills his need for communication through virtual means, has started to wonder what others share on social media platforms. The ability to satisfy curiosity with instant controls has moved people to a continuous "online" position independent of time and space. The fact that human relations have moved to virtual environments at such a high level has brought along some negativities. One of these negativities, which negatively affects people emotionally and psychologically, is the "Fear of Missing Out" (FoMO), which is known as "Fear of Missing Out" in the world literature. Briefly defined, FoMO is the negative and persistent feeling that the lives of others are better than one's own. This situation negatively affects human life. Many problems such as depression, restlessness, anxiety, stress and technology addiction can be observed in individuals who experience FoMO. (Tanhan, Özok, & Tayiz, 2022).

FoMO is defined in the Oxford English Dictionary (2023) as the anxiety of missing an exciting or interesting event shared on social media platforms. In Cambridge Dictionary (2023), FoMO is defined as the anxiety of not being informed in time about exciting events that other people participate in through social media. In Kartol and Peker (2023), FoMO is defined as the feeling of severe deprivation that individuals experience against positive experiences that occur in environments where they are not present. Finally, Pamuk (2021) defines FoMO as the state of intense anxiety caused by the enjoyable and fun experiences of other individuals in environments where the individual is not present and the

state of anxiety experienced when a person is not aware of opportunities, experiences or other satisfying experiences in social life. Thus, FoMO triggers the individual's desire to stay online in order not to miss out on what other people are doing. This can be considered as the source of our desire to browse social media platforms like Twitter, Instagram, Facebook and the others.

LinkedIn in 2003, followed by Facebook in 2004, and then social media applications such as Instagram and Tiktok, have redefined the use of the internet. Through social media applications, information has found the opportunity to be produced very quickly and distributed at the same speed. This situation leads to an increase in information density. Such a rapid distribution of information, especially among young people, causes them to exhibit the behavior of constantly monitoring and updating social media tools. This is referred to as the fear of missing out (Hato, 2013). At the same time, it brings along the sharing of information that may have false or negative effects.

The concept of fear of missing out was first used by Morford in 2010. It is defined as the fear of missing out on these posts based on the fact that people meet their need to communicate with each other through social media posts (Orhan Göksun, 2019). In cases of deterioration in relationships or lack of trust, people's anxiety increases and they turn to social media. In this period, the fear that other people are having a great time in environments that they are not involved in can be defined as the fear of missing out (Blackwell et al., 2017). This state of fear can lead to feelings of envy of other people, envying their lifestyle or feeling excluded (Hetz et al. 2015).

Organizational Indifference

Indifference is defined as "apathy" in Turkish Language Society Dictionary (TDK). Organizational indifference, on the other hand, can be expressed as a decrease in the commitment of an organizational member to both the organization and his/her duty in the organization, and showing indifference towards organizational activities (Keefe, 2003; Arda, 2022). Indifference can be defined as people's indifferent attitude towards other people or events and phenomena. Organizational indifference is a situation that manifests itself as a result of organizational members not being sufficiently satisfied with material or non-material elements (Aydoğdu, 2016). Abusharbeh (2013) defined indifference as individuals who have lost hope in achieving their goals and try to get rid of their disappointment. Esfahani et al.

(2013) defined apathy as the decrease in people's commitment, self-confidence and interest in their environment.

It is seen that the concept of indifference is examined in relation to the value theory developed by Schwartz and Abraham Maslow's hierarchy of needs theories (Arda, 2022). In the dimension of trust in the hierarchy of needs, it causes people to exhibit more timid, cautious and indecisive behaviors in situations where they do not feel safe (Aydoğdu, 2016). In the context of value theory, it is accepted that people complete their personal development within the framework of the values they have acquired from the outside world and shape their social life accordingly. Concepts such as peace, trust and loyalty should take place in people's relations with the external environment. In this context, if the level of trust is low, organizational indifference will emerge. If there is a decrease in the sense of trust that a person feels towards both himself/herself and other people, he/she may show indifference behavior (Schwartz, 1994).

It is argued that there are many organizational factors that cause indifference behavior. Some of these factors such as miscommunication, mistrust of managers and colleagues, ignorance of employees, insufficient performance-reward relationship, lack of fair wage policy, lack of importance to their opinions, authoritarian management, fear of exclusion are listed among the factors that may cause indifference (Abusharbeh, 2013). Organizational indifference is one of the unproductive work behaviors (Beheshtifar et al., 2012; Keefe, 2003) and is often explained in relation to organizational silence behavior (Beheshtifar et al., 2012). Organizational indifference causes many negative situations such as not taking responsibility, avoiding work, not showing organizational citizenship behavior, showing organizational silence behavior, increase in employee turnover, decrease in productivity, decrease in organizational commitment.

Cyberloafing Behavior

Cyberloafing behavior means that individuals spend time using the internet or mobile phones in their workplaces and educational institutions, using social media tools in a way that is not related to work (Blanchard & Henle, 2008; Vitak et al., 2011; Kim & Byrne, 2011). Although it has been possible to prevent employees from spending time on various sites that are not related to their work by using some limitation programs on access to the internet in business environments, this opportunity has disappeared for employers since it is now possible to access the internet from smart mobile phones. This applies not only to employees

but also to every individual who must act within certain rules. In schools, students or teachers are subject to the same situation. Employees watching movies or music on various websites during working hours, students' watching movies or music during class hours, or exchanging messages with their friends through social media tools cause inefficient consumption of the time they should spend on their jobs or tasks (Lim, 2002; Varoğlu and Sıgır 2013). Cyberloafing behavior can be described as accessing the internet with the tools owned by both the organization and individuals and spending time in this environment (Kaplan & Öğüt, 2012). When the literature is examined, it is seen that there are studies examining cyberloafing behaviors in two dimensions as important and unimportant (Robinson & Bennett, 1995; Blanchard & Henle, 2008); examining cyberloafing behavior in two dimensions as e-mail activities and web activities (Lim, 2002) and examining cyberloafing behavior in three dimensions as damaging, leisure-filling and instructive (Anandarajan et al. 2004).

Based on the studies on cyberloafing, it is seen that some of the researchers think that cyberloafing behavior is an extremely negative and productivity-reducing behavior (Jandaghi et al., 2015; Kim et al., 2015; O'Neill et al., 2014; Ugrin & Pearson, 2013; Vitak et al., 2011). On the other hand, some researchers think that cyberloafing behavior is a behavior that can increase productivity and have positive results if used appropriately (Köse et al., 2012; Blanchard & Henle, 2008; Anandarajan et al., 2004; Greenfield & Davis, 2002). In addition, there are also scholars who do not fully adopt both views (Fathonah & Hartijasti, 2014; Lim & Chen, 2012).

Literature on Variables

When the related literature is examined according to the age of employees, it is found that young employees show more cyberloafing behavior than older employees (O'Neil et al. 2014); when examined according to gender, it is found that men show more cyberloafing behavior than women (Fallows, 2005; Teo & Lim, 2000; Vitak et al. 2011; O'Neil et al. 2014). In studies examining cyberloafing behavior according to education level, it is seen that employees with higher education level show more cyberloafing behavior than those with lower education level; however, individuals with higher income level and status in the workplace show more cyberloafing behavior than those with low income and low status (Garret & Danziger, 2008).

Andersan et al. (2014) found that in terms of marital status; singles exhibit more cyberloafing behavior than married people, according to gender; men exhibit more cyberloafing behavior than women, according to education level; those with higher education level exhibit more cyberloafing behavior than those with lower education level. Özkalp et al. (2012) found that more cyberloafing behavior is exhibited in the public sector than in the private sector. Köse et al. (2012) found that in a business environment such as a university, the internet is generally used by academic staff for social media. Örücü and Yıldız (2014) found in their study that single people show more cyberloafing behavior than married people, those with higher education level than those with lower education level, younger people than older people, and those with higher income level than those with lower income level.

There are not enough studies in the literature examining the relationship between fear of missing out and demographic characteristics. Gezgin et al. (2017), in their study on teachers, found that teachers have a moderate level of fear of missing out, male teachers feel more fear of missing out than female teachers, and young teachers feel more fear of missing out than older teachers. Hoşgör et al. (2017) conducted a study on university students and found that students who do not keep their cell phone chargers with them and are constantly busy with their phones experience more fear of missing out. Aydoğdu and Çakıcı (2018) examined the indifference status of employees according to their gender, sector of employment and educational attainment and found that there was no difference. When the related literature is examined, there are many studies that have found a positive relationship between cyberloafing behavior and fear of missing out (Tozkoparan & Kuzu, 2019; Özcan, 2019; Gezgin et al., 2017; Hoşgör et al., 2017; Blackwell et al., 2017; Przybylski et al., 2013).

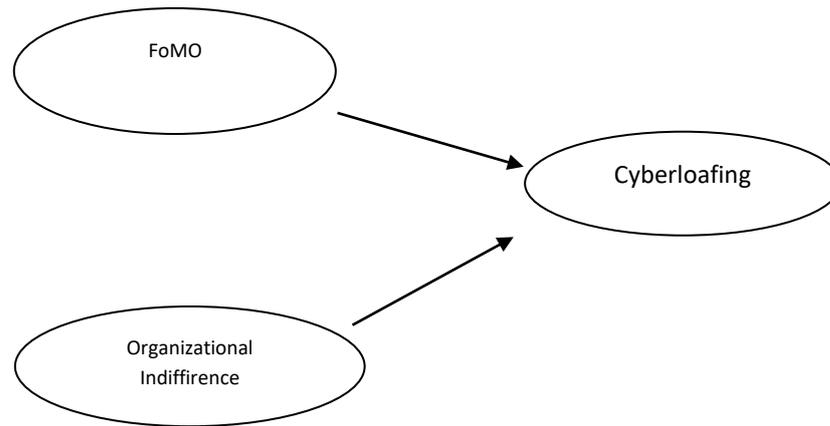
With this study, it was tried to explain from a scientific perspective the cyberloafing, fear of missing out and organizational indifference behaviors observed by academics during teachingment. The main purpose of the study is to make such negative behaviors visible academically in the process of teachers education, to take measures to reduce these behaviors and to make various suggestions.

Method

Model

Figure I

Research Model



The purpose of this study is to examine the effect of fear of missing out and organizational indifference on cyberloafing behavior. For this purpose, data were collected from Çanakkale Onsekiz Mart University, Faculty of Education, Social Studies Education students through questionnaire method. In the research, quantitative research correlational survey model, one of the designs, was used. The survey model is based on quantitatively analyze the universe through research conducted on a sample selected from the universe description. Correlational research is the study of it tries to find out to what extent there is a type or types. In this approach the application of the tools necessary for the researcher to collect the desired data other than the process. In studies using the relational survey model, the relationship between two or more variables relationship is aimed to be determined Yetgin, 2020). It is assumed that the participants answered the statements in the questionnaire sincerely. It is assumed that the scales in the questionnaire are sufficient for the variables to be measured.

Limitations of This Study

The number of participants was 167. The research is limited to the scales used. Time and cost factors are also limitations of this study as in every study.

Data Collection Techniques

Based on the literature review, the fear of missing out scale consisting of 10 statements developed by Przybylski (2013) and adapted to Turkish by Gökler et al. (2016), the organizational apathy scale consisting of 13 statements developed by Fard et al. (2011) and adapted to Turkish by Şencan (2020), and the cyberloafing scale consisting of 20 statements developed by Blanchard and Henle (2008) were used.

The scales used in the study are 5-point Likert-type scales and are graded as "strongly disagree 1; disagree 2; neutral 3; agree 4; strongly agree 5".

Sub-Problems of the Research

Based on the literature review, the following sub-problems were formulated.

SP1: Does cyberloafing behavior differ according to the gender of the students?

SP2: Does organizational indifference behavior differ according to the gender of the students?

SP3: Does fear of missing out differ according to the gender of the students?

SP4: Does cyberloafing behavior differ according to the class of the students?

SP5: Does organizational indifference behavior differ according to the class of the students?

SP6: Does fear of missing out differs according to the class of the students?

SP7: Fear of missing out affects cyberloafing behaviors.

SP8: Organizational indifference behavior affects cyberloafing behaviors.

The research model used in this study was constructed as shown in Figure I.

Compliance with Ethical Standard

The study was ethically approved by the decision of Çanakkale Onsekiz Mart University School of Graduate Studies Scientific Research Ethics Committee dated 30.03.2023 and numbered 04/72.

Findings

Demographic Findings

Table 1 presents the demographic characteristics of the participants.

Table 1

Demographic Characteristics

		N	%			N	%
Gender	Male	47	28,1	Classroom	Class 1	40	24,0
	Woman	120	71,9		Grade 2	45	26,9
					Grade 3	52	31,1
					Grade 4	30	18,0
Total	167	100	Total	167	100		

Source: (Prepared by the researchers)

According to Table 1, 28.1% of the participants were male and 71.9% were female. 24% of the participants were 1st grade students, 26.9% were 2nd grade students, 31.1% were 3rd grade students and 18% were 4th grade students.

Table 2

Gender and Class Comparison (crosstabulation)

		Classroom				Total
		1st grd	2nd grd	3rd grd	4th grd	
Gender	Male	15	10	8	14	47
	%	31,9	21,3	17,0	29,8	100,
	Woman	25	35	44	16	120
	%	20,8	29,2	36,7	13,3	100
	Total	40	45	52	30	167
	Total %	24,0	26,9	31,1	18,0	100

The comparison table shows the grades of the participants according to their gender.

Normality Tests

It is desirable for statistical tests to be parametric tests in terms of the reliability and generalizability of the research data, and in parametric tests, the data must be at least interval (can also be ratio) and normally distributed (Can, 2018). Whether the normal distribution condition is met can be tested with several different methods, and in this study, the normal distribution condition was examined within the scope of the Kolmogorov-Smirnov test, skewness and kurtosis values and the central limit theorem.

Table 3

Normal Distribution

	Kolmogorov-Smirnov^a				
	a. Lilliefors Significance Correction				
	Statistics	df	P	Skewness	Kurtosis
Cyberloafing	,064	167	,097	-,117	1,043
Indifference Behavior	,064	167	,092	,379	,416
Fear of Missing Out	,096	167	,001	,046	,769

Normal distribution condition is a prerequisite for all parametric tests (Altunışık et al., 2012). According to the results of the analysis, it is seen that the variables meet the normal distribution condition. In addition, "According to the central limit theorem, regardless of the main mass distributions, if the sample volume is large enough ($n \geq 30$), the sampling distribution of sample averages conforms to the normal distribution" (Ak, 2004). In this respect, it is seen that the data conform to the normal distribution condition and parametric tests can be performed.

Reliability Analysis

If the Cronbach's Alpha coefficient calculated to determine the reliability level of the scales is between 0.60 and 0.80, the scale used is quite reliable (Kalaycı, 2014, pp. 405).

Table 4

Reliability Analysis

Scales	Number of Articles	Cronbach's Alpha Coefficient
Cyberloafing	20	,803
Indifference Behavior	13	,758
Fear of missing out	10	,798

The results of the reliability analysis are shown in Table 4. According to the results given in Table 4, the reliability of all scales used in the study is high.

Validity Analyses

Table 5

Validity Analyses

		Cyberloafing Behaviors	Indifference Behaviors	FoMO
Kaiser-Meyer Olkin Test		,718	,856	,743
Bartlett's Test of Sphericity	Chi- Square	1146,861	916,972	587,886
	df	190	78	45
	P	,000	,000	,000

The results of the sample size validity analysis for the variables are shown in Table 5. According to the table, the sample size of the scales used in the study is sufficient. The KMO value for the Cyberloafing Behaviors scale was found to be ,718 ($p < ,05$); the KMO value for the Indifference Behavior scale was found to be ,856 ($p < ,05$) and the KMO value for the Fear of Missing out scale was found to be ,743 ($p < ,05$).

Factor Analysis

Factor analysis is "a multivariate analysis technique used to understand the underlying relationship structure of a data matrix" (Hair, Anderson, Tatham, & Black, 1998 as cited in

Yücekaya 2017, pp. 101). In order to understand whether the data set is suitable for factor analysis, three different methods are used: creating the correlation matrix, Kaiser-Meyer-Olkin (KMO) test and Barlett test. The first process is to create the correlation matrix (Işık, 2013). The second process is the Barlett test and the last process for determining factor analysis suitability is the KMO adequacy test (Kalaycı, 2014). KMO value $>.70$ means good; KMO value $>.80$ means very good (Sharma, 1996, pp. 116).

Factor Analysis of the Cyberloafing Scale

Table 6

Factor Analysis of Cyberloafing Behavior

Factors	Statements	Self-value	Factor loading	% variance
Factor 1	CB 12	22,447	,795	22,447
	CB 8		,784	
	CB 6		,560	
	CB 3		,490	
Factor 2	CB 15	13,646	,818	36,093
	CB 16		,772	
	CB 14		,723	
Factor 3	CB 7	9,073	,878	45,165
	CB 4		,763	
	CB 5		,567	
Factor 4	CB 19	6,659	,839	51,824
	CB 9		,617	
	CB 13		,609	
Factor 5	CB 2	6,427	,808	58,251
	CB 1		,755	
	CB 20		,536	
Factor 6	CB 10	5,870	,842	64,121
	CB 11		,653	
	Factor 7	CB 17	5,345	

As a result of the factor analysis, CB was obtained as 7 factors. Factor loadings are shown in Table 6. CB consists of 7 factors and the total variance explained was 69,466.

Organizational Indiffirence Factor Analysis

Table 7

Organizational Indiffirence Factor Analysis

Factors	Statements	Self-value	Factor loading	% variance
Factor 1	OI 9	41,353	,810	41,353
	OI 12		,767	
	OI 10		,737	
	OI 11		,734	
Factor 2	OI 5	11,042	-,725	52,394
	OI 2		,693	
	OI 8		,632	
	OI 1		,591	
	OI 13		-,488	
Factor 3	OI 6	8,592	,744	60,986
	OI 7		,741	
	OI 4		,652	
	OI 3		,610	

As a result of the factor analysis, 3 factors were obtained. Factor loadings are shown in Table 7. OI consists of 3 factors and the total variance explained was 60,986.

Fear of Missing out Factor Analysis

Table 8

Factor Analysis of Fear of Missing Out

Factors	Statements	Self-value	Factor loading	% variance
Factor 1	FoMO 5	35,779	,750	35,779
	FoMO 3		,695	
	FoMO 6		,601	
	FoMO 4		,590	
	FoMO 9		,493	
Factor 2	FoMO 2	18,833	,902	54,612
	FoMO 1		,897	
Factor 3	FoMO 10	10,136	,820	64,748
	FoMO 8		,729	
	FoMO 7		,663	

As a result of the factor analysis, 3 factors were obtained. Factor loadings are shown in Table 8. FoMO consists of 3 factors and the total variance explained was 60,748.

Sub-Problems Tests

Table 9

T-Test

Groups	N	□	SS	sd	t	p
Male	47	3,47	,606	165	,614	0,0001
Woman	120	3,13	,508			

Table 9 shows the results of the analysis conducted to test whether the cyberloafing behaviors differ according to gender. According to the results of the analysis, there is a

statistically significant difference in cyberloafing behaviors according to the gender of the students. It was found that male students showed higher cyberloafing behavior than female students ($\square=3,47$ and $p<0,01$). Based on these findings, the sub-problem "SP1: Does cyberloafing behavior differ according to the gender of the students?" is accepted.

Table 10

T-Test

Groups	N	\square	SS	sd	t	p
Male	47	2,90	,605	165	3,385	0,0001
Woman	120	2,58	,516			

The results of the analysis conducted to test whether indifference behaviors differ according to gender are shown in Table 10. According to the results of the analysis, there is a statistically significant difference in indifference behaviors of students according to their gender. It was found that male gender students showed higher indifference behavior than female gender students ($\square=2,90$ and $p<0,01$). Based on these findings, the sub-problem "SP2: Does organizational indifference behavior differ according to students' gender?" is accepted.

Table 11

T-Test

Groups	N	\square	SS	sd	t	p
Male	47	2,82	,751	165	-1,468	,144
Woman	120	2,99	,651			

Table 11 shows the results of the analysis conducted to test whether the fear of missing out behaviors differ according to gender. According to the results of the analysis, there is a statistically significant difference in students' fear of missing out behaviors according to their gender. It was found that female gender students showed higher fear of missing out behavior than male gender students ($\square=2,99$ and $p<0,01$). Based on these

findings, the sub-problem "SP3: Does fear of missing out differ according to the gender of the students?" is accepted.

ANOVA Findings

Table 12

ANOVA Test

ANOVA							
Cyberloafing							
		Sum of Squares	df	Mean Square	F	P	
	Between groups	2,878	3	,959	3,228	,024	
	Within groups	48,445	163	,297			
	Total	51,324	166				
Multiple Comparison							
Dependent Variable Cyberloafing							
	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	P	95% Confidence Interval Lower Limit Upper limit	
Tukey HSD	1 st grade	2nd grade	,188	,118	,390	-,12	,50
		3rd grade	-,122	,115	,711	-,42	,18
		4th grade	-,134	,132	,740	-,48	,21
	2nd grade	1st grade	-,188	,118	,390	-,50	,12
		3rd grade	-,310*	,111	,030	-,60	-,02
		4th grade	-,322	,128	,063	-,66	,01
	3rd grade	1st grade	,122	,115	,711	-,18	,42
		2nd grade	,310*	,111	,030	,02	,60
		4th grade	-,012	,125	1,000	-,34	,31
	4th grade	1st grade	,134	,132	,740	-,21	,48
		2nd grade	,322	,128	,063	-,01	,66
		3rd grade	,012	,125	1,000	-,31	,34

*. P< 0.05

As a result of the ANOVA analysis conducted to understand whether there is a difference between the cyberloafing behaviors of the 167 students who participated in the survey and collected data from different 4 classes of Çanakkale 18 Mart University according to their classes, it was determined that there was a statistically significant difference between the average of 2-year students (\bar{X} 2nd grade=3.03) and 3-year students (\bar{X} 3rd grade=3.34) ($F(3-163) = 3.228, p < 0.05$). The effect size calculated as a result of the test ($\eta^2 = (2,82/51,324) = 0,054$) shows that this difference is at a moderate level. As a result of the Tukey multiple comparison test, it was seen that the significant difference was between 2nd and 3rd grade students. Based on these findings, the sub-problem "SP4: Does cyberloafing behavior differ according to the class of the students?" is accepted.

Table 13

ANOVA Test

ANOVA						
Organization Indifference						
		Sum of Squares	df	Mean Square	F	P
Between groups		2,440	3	,813	2,685	,048
Within groups		49,380	163	,303		
Total		51,819	166			

Multiple Comparison						
Dependent Variable OI						
Tukey HSD						
(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	P	95% Confidence Interval	
					Lower limit	Upper limit
1st grade	2nd grade	-,142	,120	,635	-,45	,17
	3rd grade	-,299	,116	,050	-,60	,00
	4th grade	-,287	,133	,140	-,63	,06
2nd grade	1st grade	,142	,120	,635	-,17	,45
	3rd grade	-,157	,112	,499	-,45	,13
	4th grade	-,144	,130	,682	-,48	,19
3rd grade	1st grade	,299	,116	,050	,00	,60
	2nd grade	,157	,112	,499	-,13	,45
	4th grade	,013	,126	1,000	-,31	,34
4th grade	1st grade	,287	,133	,140	-,06	,63
	2nd grade	,144	,130	,682	-,19	,48
	3rd grade	-,013	,126	1,000	-,34	,31

*. P< 0.05

As a result of the ANOVA analysis conducted to understand whether there is a difference between the indifference behaviors of the 167 students who participated in the survey and collected data from different 4 classes of Çanakkale 18 Mart University according to their classes, it was determined that there was a statistically significant difference between the average of 1st year students (\bar{x} 1st grade=2.49) and the average of 3rd year students (\bar{x} 3rd grade=2.79) ($F(3-163) = 2.685, p < 0.05$). The effect size calculated as a result of the test ($\eta^2 = (2,44/51,819) = 0,047$) shows that this difference is at a moderate level. As a result of the Tukey multiple comparison test, it was seen that the significant difference was between 1st and 3rd grade students. Based on these findings, the sub-problem "SP5: Does organizational indifference behavior differ according to the class of the students?" is accepted.

Table 14

ANOVA Test

ANOVA						
FoMO						
		Sum of Squares	df	Mean Square	F	P
Between groups		5,087	3	1,696	3,820	,011
Within groups		72,339	163	,444		
Total		77,425	166			

Multiple Comparison						
Dependent Variable: FoMO						
Tukey HSD						
(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	P	95% Confidence Interval	
					Lower limit	Upper limit
1st grade	2nd grade	,393*	,145	,037	,02	,77
	3rd grade	,063	,140	,970	-,30	,43
	4th grade	,368	,161	,106	-,05	,79
2nd grade	1st grade	-,393*	,145	,037	-,77	-,02
	3rd grade	-,330	,136	,074	-,68	,02
	4th grade	-,025	,157	,998	-,43	,38
3rd grade	1st grade	-,063	,140	,970	-,43	,30
	2nd grade	,330	,136	,074	-,02	,68
	4th grade	,305	,153	,193	-,09	,70
4th grade	1st grade	-,368	,161	,106	-,79	,05

2nd grade	,025	,157	,998	-,38	,43
3rd grade	-,305	,153	,193	-,70	,09

*. P< 0.05

As a result of the ANOVA analysis conducted to understand whether there is a difference between the fear of missing the developments according to the classes of the 167 students who participated in the survey and collected data from different 4 classes of Çanakkale 18 Mart University, it was determined that there was a statistically significant difference between the average of 1st year students (\bar{x} 1st grade=3,14) and the average of 2nd year students (\bar{x} 2nd grade=2,74) ($F(3-163) = 3,82, p < 0,05$). The effect size calculated as a result of the test ($\eta^2 = (5,87/77,425) = 0,075$) shows that this difference is at a moderate level. As a result of the Tukey multiple comparison test, it was seen that the significant difference was between 1st and 3rd grade students. Based on these findings, the sub-problem "SP6: Does fear of missing out on developments differ according to the grade of the students?" is accepted.

Correlation Analysis

Correlation analysis is a statistical method that reveals the direction, degree and importance of the relationship between variables. The coefficient that determines the direction and degree of the relationship is called the correlation coefficient and is denoted by r (Kalaycı, 2014, pp.115). This coefficient takes values between -1 and +1. If the correlation coefficient takes values close to -1, it is determined that there is a negative relationship between variables; if it takes values close to plus 1, it is determined that there is a positive relationship between variables (Tutar and Erdem 2020, pp. 510). The closer the correlation coefficient is to plus minus 1, the more or stronger the relationship between the variables (Can 2018, pp.367).

Table 15

Correlation Analysis

		Cyberloafing	Organization Indifference	FoMO
Cyberloafing	Pearson Correlation	1	,162*	,231**
	P (2-tailed)		,037	,003
	N	167	167	167

Organization Indiffirence	Pearson Correlation	,162*	1	,099
	P (2-tailed)	,037		,205
	N	167	167	167
FoMO	Pearson Correlation	,231**	,099	1
	P (2-tailed)	,003	,205	
	N	167	167	167

*. P< 0.05 **. P<.01

According to the results of the correlation analysis given in Table 15, a very weak relationship of ,162 was observed between CB and OI and a weak relationship of ,231 was observed between CB and FoMO. However, there is no statistically significant relationship between FoMO and OI.

Regression Analysis

Regression analysis is defined as "the process of explaining the relationships between a dependent variable and an independent (simple regression) or more than one independent (multiple regression) variable with a mathematical equation" (Küçüksille, 2014).

Table 17

Regression Analysis Table For Fear of Missing Out and Cyberloafing

Independent Variable	Dependent Variable	Adj.R²	B	Std.Error	t	P	β	F
FoMO	CB	,048	,188	,062	3,049	,003	,231	9,295

As a result of the simple linear regression analysis conducted to reveal the effect of fear of missing out on cyberloafing behaviors, a significant relationship was observed between fear of missing out and cyberloafing behaviors (R=.231 and R²=0.048), and fear of missing out was found to be a significant predictor of cyberloafing behavior (F(1-166) =9.295, p< 0.05). Fear of missing out explains 18.8% of the change in cyberloafing behavior. The significance test of the coefficient of the main predictor variable of the regression equation B=0.231 also shows that fear of missing out is a significant predictor (p<.005).

According to the results of the regression analysis, the regression equation predicting virtual logging behavior is as follows: $VDR = 0.188 \times FoMO + 2,674$. Based on these findings, the sub-problem "SP7: Fear of missing out affects cyberloafing behaviors" is accepted.

Discussion and Results

The purpose of this study is to examine the relationships between fear of missing out, cyberloafing behavior and organizational indifference. The research was conducted due to the fact that technology is taking more and more place in human life. As a result of the positive impact of technological advances on production activities, the amount of production has increased and human labor has been replaced by advanced technological machines. Although the importance of technological advances is undeniable, the most important factor of production is still human. This is because the capacities of machinery, vehicles, tools and equipment are limited due to the fact that they are manufactured. However, human capacity can be continuously increased through training, and in parallel, it is possible to increase their efficiency and productivity by increasing their motivation. Technological innovations have caused a great change, especially in terms of communication with other people.

With the use of the Internet, the concept of distance has disappeared from human life and the world has turned into a global village. However, the fact that the internet has become much more easily accessible through mobile phones has both facilitated access to information and made it a medium through which people carry out leisure activities. Especially with social media tools, people have had the opportunity to constantly interact with other people. At this point, it is seen that people spend the time they need to spend for production activities in schools, factories or businesses for social media, virtual gambling and similar activities due to their easy access to the internet, which can lead to both a decrease in production and a decrease in productivity. Therefore, cyberloafing behaviors are extremely important in terms of productivity and efficiency.

Fear of missing out and indifference behaviors are related concepts with cyberloafing behavior. Whether these variables differ according to people's demographic characteristics is important for business owners, managers and educational institutions. In addition, it is also important to reveal the relationships between cyberloafing behavior, fear of missing out and indifference behaviors through statistical analysis.

The sub-problems tested within the scope of the research and the sub-problems test results are shown in Table 19.

Table 19

Sub-Problems Results

Sub-Problems	Acceptance	Reject
SP1: Does cyberloafing behavior differs according to gender?	Acceptance	
SP2: Does organizational indifference behavior differ according to gender?	Acceptance	
SP3: Does fear of missing out differ by gender?	Acceptance	
SP4: Does cyberloafing behavior differ according to the class of the students?	Acceptance	
SP5: Does organizational indifference behavior differ according to the class of the students?	Acceptance	
SP6: Does fear of missing out differ according to the class of the students?	Acceptance	
SP7: Fear of missing out affects cyberloafing behaviors.	Acceptance	
SP8: Organizational indifference behavior affects cyberloafing behaviors.	Acceptance	

In this study, as a result of the analysis conducted to test whether cyberloafing behaviors differ according to gender, it was found that there was a statistically significant difference in cyberloafing behaviors according to the gender of the students and that male students showed higher cyberloafing behaviors than female students ($\square=3.47$ and $p<0.01$). This result is consistent with previous studies (Fallows, 2005; Teo & Lim, 2000; Vitak et al. 2011; O'Neil et al. 2014).

As a result of the analysis conducted to test whether indifference behaviors differ according to gender, it was found that there was a statistically significant difference in indifference behaviors according to the gender of the students and that male students showed higher indifference behaviors than female students ($\square=2.90$ and $p<0.01$). This result differs from the study of Aydođdu and Çakıcı (2018).

Another outcome conducted to test whether the fear of missing out behaviors differed according to gender, it was found that there was a statistically significant difference in the fear of missing out behaviors according to the gender of the students and that female students

showed higher fear of missing out behaviors than male students ($\eta^2=2.99$ and $p<0.01$). This result is a contrasting finding with Gezgin et al. (2017).

As a result of the ANOVA analysis conducted to test whether the cyberloafing behaviors differed according to the class of the students, it was determined that there was a statistically significant difference between the mean of 2 class students (η^2 2nd grade=3,03) and the mean of 3 class students (η^2 3rd grade=3,34) ($F(3-163) =3.228$, $p<0,05$). The effect size calculated as a result of the test ($\eta^2 = (2,82/51,324)=0,054$) shows that this difference is at a moderate level. It was found that 3rd grade students exhibited more cyberloafing behaviors than 2nd grade students.

Another consequence of the ANOVA analysis conducted to test whether indifference behaviors differed according to the grade of the students, it was determined that there was a statistically significant difference between the mean of 1st grade students (η^2 1st grade=2.49) and the mean of 3rd grade students (η^2 3rd grade=2.79) ($F(3-163) =2,685$, $p<0,05$). The effect size calculated as a result of the test ($\eta^2 = (2,44/51,819)=0,047$) shows that this difference is at a moderate level. It was found that 3rd grade students exhibited more indifference behavior than 1st grade students.

The last result of the ANOVA analysis conducted to test whether the fear of missing out on developments differed according to the grade of the students, it was determined that there was a statistically significant difference between the mean of the 1st grade students (η^2 1st grade=3,14) and the mean of the 2nd grade students (η^2 2nd grade=2,74) ($F(3-163)=3,82$, $p<0,05$). The effect size calculated as a result of the test ($\eta^2 = (5,87/77,425)=0,075$) shows that this difference is at a moderate level. It was found that 1st grade students exhibited more fear of missing the developments behavior than 2nd grade students.

According to the results of the correlation analysis conducted to determine the relationship between the variables used in this study, it was concluded that there is a relationship between cyberloafing behavior and both fear of missing out ($R=,231$; $P<0.05$) and indifference behavior ($R=,162$; $P<0.05$). This result is consistent with previous studies (Tozkoparan & Kuzu, 2019; Özcan, 2019; Gezgin et al., 2017; Hoşgör et al., 2017; Blackwell et al., 2017; Przybylski et al., 2013).

As a result of the simple linear regression analysis conducted to reveal the effect of fear of missing out on cyberloafing behaviors, a significant relationship was observed between fear of missing out and cyberloafing behaviors ($R=,231$ and $R^2=0.048$), and fear of missing out was found to be a significant predictor of cyberloafing behavior ($F(1-166)=9.295$,

$p < 0.05$). Fear of missing out explains 18.8% of the change in cyberloafing behavior. The significance test of the coefficient of the main predictor variable of the regression equation $B = 0.231$ also shows that fear of missing out is a significant predictor ($p < 0.003$).

Consequence of the simple linear regression analysis conducted to reveal the effect of indifference behavior on cyberloafing behaviors, a significant relationship was observed between indifference behavior and cyberloafing behaviors ($R = .162$ and $R^2 = 0.02$), and fear of missing out was found to be a significant predictor of cyberloafing behavior ($F(1-166) = 4,422$, $p < 0.05$). Fear of missing out explains 16.2% of the change in cyberloafing behavior. The significance test of the coefficient of the main predictor variable of the regression equation $B = 0.161$ also shows that the fear of missing out is a significant predictor ($p < 0.05$).

Recommendations

Our suggestion for the future researches is to conduct studies in which concepts such as organizational justice and organizational commitment, which may be antecedents of cyberloafing behavior, can be examined together in order to prevent cyberloafing behavior.

Measures should be taken to strengthen the institutional belonging of pre-service teachers. For this purpose, universities, faculties of education, departments and academics can implement theoretical and practical applications that will attract the interest of pre-service teachers. Since this is also a form of behavior that requires sacrifice, those involved should not hesitate to make sacrifices.

Awareness trainings, technology trainings and addiction trainings, especially focusing on social media addiction, can be provided to increase the level of awareness of pre-service teachers who are fear of missing out and engage in cyberloafing behaviors and to support them to ensure self-control.

Considering the disruptive effect of the Internet and social media on concentration and focus, guidance services and psychological support units can be put into operation to help pre-service teachers regulate their behaviors or lifestyles that negatively affect their focus.

Compliance with Ethical Standard

The study was ethically approved by the decision of Çanakkale Onsekiz Mart University School of Graduate Studies Scientific Research Ethics Committee dated 30.03.2023 and numbered 04/72.

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