

## A STUDY ON CYBERLOAFING BEHAVIOUR AND ITS IMPACT ON ACADEMIC PERFORMANCE AMONG GRADE 8 STUDENTS OF VASAI SCHOOLS

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### **Abstract:**

*The present study aims to find the level of cyberloafing behaviours of 8th Grade students and to examine its impact on their academic performance. Increasing use of the internet and various digital devices for non-academic purposes during study time refers to the cyberloafing behaviour. With the increasing integration of technology in education, understanding how such behaviour influences learning outcomes has become essential. By using a structured questionnaire, data is collected from grade 8 students of a selected school in Vasai for measuring the cyberloafing behaviour of the students. The findings of the study are expected to provide insights into the extent of cyberloafing among middle school students and its possible effects on their academic performance. The study may also help teachers, parents, and school authorities to develop effective strategies to minimise cyberloafing behaviour and promote better academic outcomes.*

**Keywords:** Cyberloafing, Academic Performance

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### **Introduction:**

From last past two decades, it is been witnessed that there has been rapid development in technology and internet availability. Due to unlimited internet access, the use of smartphones has become an integral part of life. As it offers a vast amount of information, games, social media, and communication applications. It has become the main source for entertainment, education and communication not only for adults but also for teenagers and children. These developments make people's lives easier, but it also leads to negative effects on students' academic performance. It is said that the comfort of accessing the internet and easy access to these tools with devices such as smartphones, tablets and computers have increased this problem (Akbulut, Dursun, Donmez, & Sahin, 2016). Cyberloafing was originally used to describe the phenomenon of employees at work making use of the network provided by the organisation to browse websites, sending and receiving personal emails using social media, and

websites for their personal work rather than work-related tasks. Similarly, it has been found that the use of electronic media by students not for the learning purpose but for gaming, entertaining and using social media is referred to as cyberloafing behaviour.

### **Review of related studies:**

K. Jagdeesh, EDUTRACKS August 2022 Vol 21 No.12, titled Smartphone Addiction of Educational Stakeholders during the COVID-19 Pandemic in India. This research study focused on the smartphone addiction of educational stakeholders during the COVID-19 pandemic in India. A survey method has been employed to collect the data. 226 stakeholders were taken as the sample for the study, such as academicians, students, teachers and research scholars from 20 states in India. The objective of the study is to assess the level of smartphone addiction of educational stakeholders and to find out whether any significant difference exists in smartphone addiction of educational stakeholders with respect to Region and

Designation. The result indicates that the level of smartphone addiction of educational stakeholders is moderate in nature. The findings of the study showed a significant difference in smartphone addiction of educational stakeholders with respect to Designation and there is no significant difference in smartphone addiction of educational stakeholders with respect to region.

Nweke, G.E., Jarrar, Y. & Horoub, I. *Humanit Soc Sci Commun* 11, 419 (2024). titled Academic stress and cyberloafing among university students: the mediating role of fatigue and self-control. This study aims to fill a gap in existing literature by investigating the relationship between academic stress and cyberloafing behavior among university students. By examining 415 final-year undergraduate students from various faculties at Girne American University, the research utilizes a correlational design to analyze the impact of academic stress on cyberloafing, considering the mediating effect of fatigue and the moderating influence of self-control. The findings reveal a significant positive association between academic stress and cyberloafing, with fatigue partially mediating this relationship and self-control moderating the influence.

Savita Bansal 1, Deepthy C. Sahadevan 2, Shakila Mahesh 3, Prachi Saffar Aneja 4, Manish Aneja J. *Evolution Med. Dent. Sci./eISSN- 2278-4802, pISSN-2278-4748/ Vol. 9/ Issue 01/ Jan. 06, 2020* titled Smartphones- Help or Hindrance in Advancing Medical/Dental Education The survey was undertaken as a preliminary step to discern the stance of medical and dental students towards smartphone and its integration as an aid to promote teaching and learning. Cross sectional study was conducted in SGT University and Manav Rachna Dental College. Sample consisted 750 students from MBBS and BDS. A semi structured questionnaire was developed based on the relevant and desired information and literature available from work

of past researchers. It was found that though the merits of incorporating smartphones in our education system definitely outnumber the demerits, one cannot ignore the challenges facing us today. Addressing the limitations, especially devising a method to keep the smartphones in the campus but out of our lectures is of utmost importance.

**Statement of the research problem:** “A Study on Cyberloafing Behaviour and Its Impact on Academic Performance Among Grade 8 Students of Vasai Schools”

**Operational definitions:**

**Cyberloafing Behaviour:** In the present study, cyberloafing behaviour refers to the use of digital devices such as mobile phones, tablets, or computers by Grade 8 students for non-academic purposes (e.g., social media, online games, videos, chatting) during study time, class time, or homework hours. It is measured using the Cyberloafing Behaviour Questionnaire developed by the researcher.

**Academic Performance:** Academic performance refers to the level of achievement of Grade 8 students in their school subjects. In this study, it is operationally defined as the scores or grades obtained by students in unit tests, term examinations, or school assessments, and/or as reflected through responses related to study habits and academic outcomes in the questionnaire.

**Grade 8 students:** Grade 8 students refer to learners studying in Class VIII in the selected school(s) during the academic year in which the study is conducted.

**Impact:** Impact refers to the effect or influence of cyberloafing behaviour on the academic performance and study habits of Grade 8 students. In this study, impact is measured through students’ responses indicating changes in concentration, homework completion, test preparation, and overall academic achievement.

**Digital devices:** Digital devices refer to electronic tools such as smartphones, tablets, laptops, and desktop

computers used by students for learning as well as non-learning purposes.

### Need of the Study:

Teachers assume that students will put the computers and other digital devices they have access to in the classroom or at home to good academic use, such as researching projects and taking online tests. But it was found that students make use of smartphones more for entertainment purposes rather than for studies. With the widespread availability of computers and mobile phones in schools, students are increasingly using the web for non-school-related activities, and it has emerged as a serious issue for the education system. Many educators worry that students' lack of attention in class due to excessive internet use is causing them to fall behind academically (Gokler & Turan, 2020). By reviewing the above situations, it's not surprising that removing Cyber loafing has proven to be a difficult challenge. Treatment solutions are needed at multiple levels of prevention. Therefore, research into cyberloafing among today's "digital native" students was deemed necessary. The goal of this study is to gain insight into Cyberloafing Behaviour and Its Impact on the Academic Performance of school students.

### Objectives of the Study:

1. To study the level of cyberloafing behaviour among Grade 8 students.
2. To study the impact of cyberloafing behaviour on academic performance of Grade 8 Students.
3. To identify the study habits affected due to excessive use of internet.
4. To suggest strategies for improving academic performance by reducing cyberloafing

### Hypotheses:

1. There is no significant difference in the level of cyberloafing behaviour among Grade 8 students.
2. There is no significant impact of cyberloafing behaviour on the academic performance of Grade 8 students.

3. There is no significant difference between cyberloafing behaviour and study habits of Grade 8 students.

### Research Methodology:

For the present study, the researcher used the Descriptive Survey Method. The survey method was considered appropriate as it enabled the collection of quantitative data from participants in a relatively short time and allowed comparison across genders.

**Sample:** The sample consisted of 48 adolescent students enrolled in a secondary school in Vasai, Maharashtra. Out of 48 students, 14 were males, and 34 were females. A convenience sampling approach was used, employing an intact class of students in Grade VIII. In this non-probability procedure, the whole class that was accessible to the researcher was selected rather than selecting individual students randomly.

### Testing of Hypotheses:

H1: There is no significant difference in the level of cyberloafing behaviour among Grade 8 students.

**Table 1 Comparison of Cyberloafing Behaviour of Grade 8 Students on the Basis of Gender**

Students	N	Mean	SD	T-Value
Girls	34	35.53	5.44	0.42
Boys	14	36.29	5.48	

**Interpretation:** Table 1 presents the comparison of cyberloafing behaviour among Grade 8 students based on gender. The mean score for girls (N = 34) is 35.53 with a standard deviation of 5.44, while the mean score for boys (N = 14) is slightly higher at 36.29 with a standard deviation of 5.48. The computed t-value is 0.42, which is very low. This indicates that the difference between the mean scores of boys and girls is minimal and not statistically significant.

Therefore, the null hypothesis (H1) stating that there is no significant difference in the level of cyberloafing behaviour among Grade 8 students on the basis of gender is accepted. This means that gender does not

have a significant influence on the cyberloafing behaviour of Grade 8 students in this study.

H2: There is no significant impact of cyberloafing behaviour on the academic performance of Grade 8 students.

**Table 2 Comparison of Study Habits of Grade 8 Students on the Basis of Gender**

Students	N	Mean	SD	T-Value
Girls	34	29.53	4.86	0.64
Boys	14	30.64	5.43	

The mean score of girls (N = 34) is 29.53 with a standard deviation of 4.86, whereas the mean score of boys (N = 14) is 30.64 with a standard deviation of 5.43. The mean score of boys is slightly higher than that of girls, but the difference between the two groups is very small.

The calculated t-value is 0.64, which is low and does not indicate a statistically significant difference between boys and girls in their study habits. Therefore, the null hypothesis (H2) stating that there is no significant impact of cyberloafing behaviour on the academic performance of Grade 8 students is accepted (not rejected). This suggests that cyberloafing behaviour does not significantly affect the academic performance of Grade 8 students in the present study.

H3: There is no significant difference between cyberloafing behaviour and study habits of Grade 8 students.

**Table 3 Comparison of Academic Performance of Grade 8 Students on the Basis of Gender**

Students	N	Mean	SD	T-Value
Girls	34	25.74	3.61	1.07
Boys	14	26.86	3.18	

The mean score of girls (N = 34) is 25.74 with a standard deviation of 3.61, while the mean score of boys (N = 14) is 26.86 with a standard deviation of 3.18. The mean score of boys is slightly higher than that

of girls; however, the difference between the two groups is small.

The calculated t-value is 1.07, which is lower than the critical t-value at the 0.05 level of significance (approximately 2.01 for df = 46). This indicates that the difference between boys and girls in academic performance is not statistically significant. Therefore, the null hypothesis (H3) stating that there is no significant difference between cyberloafing behaviour and study habits of Grade 8 students is accepted (not rejected). This suggests that there is no significant difference observed in the present study.

#### Findings:

The major findings of the study are as follows:

1. There is no significant difference in the level of cyberloafing behaviour among Grade 8 students on the basis of gender. The calculated t-value was lower than the critical value at the 0.05 level of significance.
2. There is no significant difference in the study habits of Grade 8 students based on gender. Although boys showed a slightly higher mean score than girls, the difference was not statistically significant.
3. There is no significant difference in the academic performance of Grade 8 students on the basis of gender. The obtained t-value was less than the table value, indicating that gender does not significantly influence academic performance.
4. The study indicates that cyberloafing behaviour does not show a statistically significant impact on the academic performance of Grade 8 students in the present sample.

#### Discussion :

The present study examined cyberloafing behaviour and its impact on the academic performance of Grade 8 students of Vasai schools. The findings revealed that there is no significant difference in cyberloafing behaviour, study habits, or academic performance based on gender. Although slight differences were

observed in the mean scores of boys and girls, these differences were not statistically significant.

The results suggest that both boys and girls engage in cyberloafing behaviour at a similar level. This may be due to equal access to digital devices such as smartphones, tablets, and computers among students. In today's digital era, technology has become an integral part of students' daily lives, which may explain why gender does not play a significant role in determining cyberloafing behaviour.

Furthermore, the study found no significant impact of cyberloafing behaviour on academic performance. This may indicate that moderate use of the internet for non-academic purposes does not necessarily harm students' academic outcomes. It is possible that students are able to balance their online activities with their academic responsibilities.

However, the findings are limited to the selected sample and schools in Vasai. The results may vary with a larger sample size, different age groups, or different educational settings.

**Suggestions:** Based on the findings of the study, the following suggestions are recommended:

1. **Awareness Programs:** Schools should organise awareness programs to educate students about responsible and productive use of the internet and digital devices.
2. **Digital Discipline:** Teachers may establish clear classroom rules regarding the appropriate use of technology during school hours.
3. **Parental Guidance:** Parents should monitor and guide their children's internet usage at home to ensure a healthy balance between study and recreational activities.
4. **Counselling Support:** School counsellors can guide students on time management and self-control

strategies to reduce excessive cyberloafing.

5. **Further Research:** Future researchers may conduct similar studies with a larger sample size, include different grade levels, or use advanced statistical techniques to explore deeper relationships between cyberloafing behaviour and academic performance.
6. **Integration of Technology in Learning:** Schools may incorporate structured and supervised digital learning activities so that students use technology more for academic purposes rather than non-academic activities.

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