

Cyberloafing Behaviors Among Preschool Teachers: The Effects of Intrinsic, Extrinsic, and Administrative Teacher Motivation *

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Abstract

This study examines the relationship between preschool teachers' cyberloafing levels and teacher motivation. The study group consisted of 209 preschool teachers. Conducted using the relational survey model, one of the quantitative research methods, the study involved independent samples t-tests, Pearson correlation coefficients, one-way analysis of variance, and linear regression analyses. The findings indicate that male teachers and those working in private schools engaged in cyberloafing more frequently. Additionally, a negative and significant relationship was found between cyberloafing and both overall their motivation and its sub-dimensions. No significant relationship was observed with age or years of experience. Regression analyses revealed that intrinsic motivation was the only significant predictor of cyberloafing. The results suggest that a decline in intrinsic motivation may lead to increased cyberloafing among preschool teachers. It is believed that these findings will contribute to the development of preventive and supportive approaches aimed at strengthening their motivation for school administrators and policymakers.

Keywords: Cyberloafing, preschool teachers, teacher motivation, relational research.

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Okul Öncesi Öğretmenleri Arasında Siber Aylaklık Davranışları: İçsel, Dışsal ve Yönetimsel Öğretmen Motivasyonunun Etkisi*

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Öz

Bu çalışma, okul öncesi öğretmenlerinin siber aylaklık düzeyleri ile öğretmen motivasyonu arasındaki ilişkiyi incelemektedir. Çalışma grubunu 209 okul öncesi öğretmeni oluşturmaktadır. Nicel araştırma yöntemlerinden biri olan ilişkisel tarama modeli kullanılarak yürütülen çalışmada, analiz sürecinde bağımsız örnek t-testleri, Pearson korelasyon katsayıları, tek yönlü varyans analizi ve doğrusal regresyon analizleri kullanılmıştır. Bulgular, erkek ve özel okulda çalışan öğretmenlerin daha sık siber aylaklık yaptığını göstermiştir. Ayrıca, siber aylaklık ile genel ve alt boyut düzeyinde öğretmen motivasyonu arasında negatif ve anlamlı ilişkiler bulunmuştur. Yaş ve kıdem yılı ile anlamlı bir ilişki tespit edilmemiştir. Regresyon analizleri, içsel motivasyonun siber aylaklığı anlamlı düzeyde yordayan tek değişken olduğunu ortaya koymuştur. Sonuçlar, içsel motivasyondaki azalmaların siber aylaklık düzeylerini artırabileceğini göstermektedir. Elde edilen sonuçların, okul yöneticileri ve politika yapıcılar için öğretmen motivasyonunu güçlendirmeye yönelik önleyici ve destekleyici yaklaşımların geliştirilmesine katkı sunacağı düşünülmektedir.

Anahtar Sözcükler: Siber aylaklık, okul öncesi öğretmenleri, öğretmen motivasyonu, ilişkisel çalışma.

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Introduction

Cyberloafing refers to the unproductive use of work time in professional and academic settings through non-work-related internet activities (Lim, 2002). It involves diverting attention from tasks to personal interests, including social media use, content consumption, gaming, shopping, and news browsing (D'Abate & Eddy, 2007). Although a relatively recent phenomenon, research on cyberloafing has expanded, focusing on its causes and negative outcomes. Studies indicate that non-work-related internet use reduces productivity and hinders task completion (Garrett & Danziger, 2008), while also posing security risks by exposing systems to malware (Willison & Warkentin, 2013). Additionally, excessive cyberloafing may lower job satisfaction, weaken organizational commitment (Vitak et al., 2011), and create workplace tensions by shifting workloads onto colleagues, leading to perceptions of inequity (Lim & Teo, 2005). Collectively, these findings suggest that cyberloafing undermines workplace discipline, reduces efficiency, and negatively affects the organizational climate.

The increasing integration of technology in education has contributed to the emergence of cyberloafing behaviors in classrooms (Gezgin & Sarsar, 2020; Yıldız-Durak & Şen, 2018). Consequently, research on cyberloafing tendencies and their effects during classroom activities has steadily increased (Ergün & Altan, 2012; Gürbüz et al., 2023; Kesici et al., 2024; Saryıldız, 2023; Sinap, 2024). This growing interest is driven by the rising frequency of cyberloafing in educational environments and concerns that its negative effects—such as productivity loss in workplaces—may similarly impact educational quality. Engaging in non-academic activities during lessons can reduce motivation, impair concentration, and hinder learning.

In educational settings, cyberloafing is most associated with teachers and students (Yazgan & Yıldırım, 2020), though empirical studies indicate that students engage in it more frequently (Gezgin et al., 2018; Metin-Orta & Demirtepe-Saygılı, 2023; Kibona & Mğaya, 2015; Li et al., 2022; Olufadi, 2015; Özcan et al., 2018; Sivrikova et al., 2019; Şenel et al., 2019; Wu et al., 2018; Yılmaz et al., 2023). However, the widespread use of mobile technologies has also influenced teachers' work habits and professional performance (Sarica, 2019). The constant connectivity provided by smartphones and the internet has increased teachers' engagement in non-work-related activities during class and working hours (Dağlı et al., 2017). While cyberloafing may have individual consequences for teachers, it can also disrupt professional responsibilities, reduce lesson effectiveness, and negatively impact the teaching-learning process (Günşen, 2022; Palladan, 2018). Thus, cyberloafing emerges as a critical factor affecting teachers' professional motivation and instructional performance (Ertürk, 2016).

Cyberloafing Studies with Teachers

In the literature, studies on teachers primarily examine the prevalence, socio-demographic differences, and types of cyberloafing behaviors. Tüzer (2022) found no gender or age differences in overall cyberloafing levels; however, female teachers were more inclined toward accessing online content, while male teachers engaged more in gaming and gambling. Information Technology teachers and those using the internet for over five hours daily exhibited higher cyberloafing levels. Similarly, Katier (2019) reported no significant differences based on gender or daily social media use but found variations by age, professional experience, school type, and smartphone usage. Günşen (2022) found that special education teachers had lower cyberloafing levels, with accessing online content being the most common behavior. Meanwhile, Yıldız Durak and Şen (2018) reported high cyberloafing levels among teachers. Studies on academics suggest a preference for minor cyberloafing behaviors, though some engage in activities such as online shopping, chatting, gaming, and media downloads, with younger academics displaying higher tendencies (Ulusoy & Gültekin Benli, 2017). These findings highlight the need for further research on the prevalence and determinants of cyberloafing among teachers.

Although limited, some studies explore the underlying causes of cyberloafing in teachers. Correlational analyses reveal a significant positive relationship between burnout and cyberloafing (Yıldız-Durak & Şen, 2018), while self-control and self-management appear to have no impact (Tüzer, 2022). Cyberloafing is also linked to stress and burnout, particularly among teachers with heavy workloads (Durak & Saritepeci, 2019). Such behaviors may further exacerbate stress and reduce job satisfaction. Additionally, Katier (2019) identified a weak but negative relationship between cyberloafing and school climate, suggesting that improved school environments correspond to lower

cyberloafing levels. These findings indicate that both intrinsic and extrinsic factors—such as burnout, workload, job stress, and school climate—contribute to cyberloafing. Given the limited research on the motivational factors influencing cyberloafing, further studies are warranted.

In this context, teacher motivation emerges as a key factor linked to workload, school climate, and burnout. Support from administrators, job satisfaction from teaching, and financial incentives may enhance teachers' performance while reducing cyberloafing behaviors. Motivation plays a crucial role in shaping employees' performance and overall organizational effectiveness (Ada et al., 2013). According to Heider's theory, performance is determined by an individual's abilities and motivation (Berkowitz, 1974). Therefore, managers seeking to enhance performance must consider factors affecting employees' attitudes and behaviors (İzmirli, 2000). This study posits that higher teacher motivation may reduce distracting behaviors like cyberloafing, whereas lower motivation may increase them.

Teacher Motivation and Cyberloafing

Motivation is a core driver of human behavior, directing individuals toward goals and sustaining effort (Eren, 2013). It encompasses expectations, needs, goals, behaviors, and self-awareness (Karaköse & Kocabaş, 2006) and is commonly discussed in terms of intrinsic, extrinsic, and administrative motivation (Kılıç & Yılmaz, 2019). Intrinsic motivation refers to engagement driven by internal satisfaction (e.g., professional fulfillment), whereas extrinsic motivation reflects incentives such as salary, promotion, and recognition (Ryan & Deci, 2000). Accordingly, intrinsically motivated teachers tend to be energized by the work itself without requiring external control mechanisms, while extrinsically motivated teachers may persist in tasks despite low interest due to anticipated rewards (Çınar, 2024). Administrative motivation, in turn, highlights leadership practices that foster motivation through supportive working conditions, fair evaluation, appreciation, encouragement, and opportunities for professional development (Kılıç & Yılmaz, 2019). Consistent with this view, prior work has reported significant associations between management behaviors and multiple dimensions of teacher motivation (Yakışıklı et al., 2023).

In educational settings, teacher motivation is closely linked to commitment and performance. Teachers with higher intrinsic motivation typically demonstrate greater enthusiasm and resilience, whereas lower motivation is associated with weaker professional engagement (Gümüştas & Gülbahar, 2022). Although extrinsic incentives can enhance performance, their sustainability appears to depend on their alignment with intrinsic motives (Ertürk & Aydın, 2016). Moreover, administrative support that improves working conditions and promotes professional growth has been linked to stronger motivation. In organizational contexts, employee motivation is associated with overall performance (Lee & Raschke, 2016) and may contribute to organizational success (Yakışıklı et al., 2023). For teachers specifically, higher professional motivation has been associated with greater contributions to students and a stronger sense of institutional belonging (Maviş & Çelik, 2025).

Conversely, lower motivation may relate to a greater tendency to engage in non-work-related online activities, including cyberloafing. Prior studies suggest that younger teachers, often characterized as digital natives, may be more susceptible to technology-based distractions (Alp et al., 2019; Gezgin et al., 2020; Yalçın, 2021; Yıldız et al., 2020). Given that this cohort may place strong emphasis on career concerns, financial security, and autonomy (Altuntuğ, 2012; Karadoğan, 2019), both intrinsic and extrinsic motivation may be particularly relevant. In addition, perceived unfair evaluation practices can undermine motivation, which in turn may increase cyberloafing tendencies (Ekici, 2020; Kılıç, 2017). Supporting this perspective, Kaya et al. (2021) reported that teacher cyberloafing can contribute to workplace conflicts, potentially reinforcing dissatisfaction and burnout in a cyclical manner.

Aim of the study

Teachers play a vital role in education, making it essential to examine their internet use during lessons, analyze cyberloafing behaviors from a socio-demographic perspective, and understand their underlying causes. While cyberloafing is observed across all teaching levels, this study focuses on preschool teachers due to their foundational role in children's education. Preschool education (ages 0–6) supports children's physical, emotional, cognitive, linguistic, and social development, laying the

groundwork for future learning (Hirsh, 2004; Oktay, 2007). Despite its significance, research on the link between cyberloafing and teacher motivation among preschool teachers is limited. Addressing this gap is crucial, as preschoolers' short attention spans make teacher distractions particularly problematic for classroom management (Marzano & Marzano, 2003; Pianta et al., 2008). Maintaining high professional motivation is essential for both job performance and reducing cyberloafing. In this context, this study seeks to answer the following research questions:

1. What are the levels of cyberloafing and teacher motivation among preschool teachers?
2. Do preschool teachers' cyberloafing and teacher motivation levels differ based on:
 - a. Gender,
 - b. Marital status,
 - c. Income level,
 - d. School type?
3. What is the relationship between cyberloafing and age, professional tenure, and motivation levels among preschool teachers?
4. To what extent does teacher motivation predict preschool teachers' cyberloafing levels?
5. What is the combined effect of intrinsic, extrinsic, and administrative motivation on preschool teachers' cyberloafing levels?

Method

This quantitative study employed a relational survey model to examine the relationship between preschool teachers' levels of cyberloafing and their motivation levels. In relational survey research, a situation or phenomenon is described as it exists, and the relationships between variables, their effects, and the strength of these associations are determined. This approach also allows for predicting unknown values of one variable based on known values of another (Fraenkel & Wallen, 2006).

Participants

This study included 209 preschool teachers from public and private schools in Türkiye selected using a convenience sampling method. Data were collected through an online survey on a voluntary basis. Among the participants, 169 (80.9%) were female, and 40 (19.1%) were male. The average age was 33.59 years, with a mean professional experience of 10.33 years. The majority of participants were from Edirne (43.1%, n = 90), followed by İstanbul (25.9%, n = 54) and Bursa (6.2%, n = 13). Table 1 presents the participants' socio-demographic characteristics.

Table 1. *Sociodemographic data of participants*

Variables	Categories	N	%
Gender	Female	169	80.9
	Male	40	19.1
Marital Status	Single	83	39.7
	Married	126	60.3
Income Level (TL)	10000-14999	55	26.3
	15000-19999	109	52.2
	20000 and above	45	21.5
School Type	Public	101	48.3
	Private	108	51.7
Total		209	100.0

Data Collection Instruments

The data collection form consisted of three parts: two scales and a section for socio-demographic information. The demographic information section included questions regarding participants' gender, age, marital status, tenure, income level, school type, and the city in which they work.

Cyberloafing in Educational Setting Scale

The Cyberloafing in Educational Setting Scale, developed by Akbulut et al., (2016) is a 5-point Likert-type instrument with 30 items and five factors (sharing, shopping, real-time updating, accessing online content, and gaming/gambling). A high score on the scale indicates a high level of cyberloafing. Some sample items from the scale are as follows: ‘I check my friends' social networking profiles’ and ‘I visit online shops for second-hand goods.’ In the original study, Cronbach’s alpha was .95, with subdimension reliabilities of sharing (.85), shopping (.87), real-time updates (.93), accessing online content (.87), and gaming/betting (.73). In this study, Cronbach’s alpha was .96, with subdimension reliabilities of sharing (.96), shopping (.85), real-time updates (.92), accessing online content (.89), and gaming/betting (.84).

Teacher Motivation Scale

The Teacher Motivation Scale was developed by Kılıç and Yılmaz (2019). The five-point Likert-type scale consists of 18 items and three sub-dimensions (intrinsic motivation, extrinsic motivation, and administrative motivation). Responses range from strongly disagree (1) to strongly agree (5). The scale contains no reverse-scored items. Some examples from the scale are ‘The teaching profession gives me respect in society’ and ‘My relationships with my manager and colleagues are very good.’ The original scale's reliability coefficient was .74, while in this study, Cronbach’s alpha was .93. Subdimension reliability coefficients were .86 (intrinsic), .77 (extrinsic), and .79 (administrative), respectively.

Data Collection and Analysis Process

Data were collected via an online survey over a two-month period (August–September 2023, 2023–2024 academic year), with 209 preschool teachers participating voluntarily. Completion time ranged from 15 to 20 minutes. Normality was assessed using the Shapiro–Wilk test, which yielded significant results ($p < .05$). However, given the sensitivity of normality tests in moderate-to-large samples, and because skewness and kurtosis values were within the acceptable range (-1.96 to +1.96; Tabachnick & Fidell, 2013), parametric analyses were considered appropriate. For group comparisons, homogeneity of variances was evaluated using Levene’s test (for one-way ANOVA, $p = .08$), indicating that the assumption was met. Prior to regression analyses, key assumptions were examined. Independence of errors was assessed using the Durbin–Watson statistic ($DW = 1.637$), which falls within the commonly accepted range of 1.5 to 2.5. In addition, multicollinearity diagnostics indicated no severe multicollinearity (tolerance = .128–.228; VIF = 4.39–6.84), although the motivation subscales showed moderate overlap, which is expected given their conceptual relatedness; therefore, regression coefficients were interpreted with appropriate caution. Linearity, homoscedasticity, and normality of residuals were evaluated using residual plots and normal probability plots. Independent-samples t-tests and one-way ANOVA were used to compare cyberloafing levels across categorical variables, while Pearson correlation analysis examined relationships between continuous variables. Finally, simple and multiple linear regression analyses were conducted to examine whether teacher motivation predicts cyberloafing. Ethical approval for this study was granted by the Ethics Committee for Social Sciences and Humanities Research at Trakya University on March 27, 2023 (Approval No: 2023/03).

Findings

This study examined cyberloafing and teacher motivation levels among preschool teachers and their relationship. The findings contribute to understanding cyberloafing in the context of teacher motivation. This section presents results according to the research questions.

Levels of Cyberloafing and Teacher Motivation

Descriptive statistics indicate that preschool teachers’ mean score on the Cyberloafing Scale was $M=2.80$, with accessing online content during lessons being the most frequent behavior ($M=3.41$), followed by sharing, shopping, real-time updates, and gaming/gambling. The Teacher Motivation Scale had a mean score of $M=3.99$, with extrinsic motivation scoring highest ($M=4.04$), followed by intrinsic and administrative motivation. Unlike cyberloafing, teacher motivation subscales showed minimal variation. Detailed descriptive statistics are presented in Table 2.

Table 2. *Descriptive statistics*

Scales and Sub-dimensions	N	Min.	Max.	Mean	Std.			Cronbach
					Dev.	Skewness	Kurtosis	Alfa
Cyberloafing	209	1.00	4.43	2.80	.909	-.404	-.598	.96
1. Sharing	209	1.00	5.00	3.13	1.181	-.396	-.957	.96
2. Shopping	209	1.00	5.00	2.87	.984	-.339	-.595	.85
3. Real time updating	209	1.00	5.00	2.35	1.157	.454	-.887	.92
4. Access to online context	209	1.00	5.00	3.41	1.147	-.578	-.484	.89
5. Gaming/betting	209	1.00	5.00	1.70	.976	1.796	1.552	.84
Teacher Motivation	209	2.28	5.00	3.99	.719	-1.001	1.447	.93
1.Intrinsic	209	1.75	5.00	3.99	.748	-1.072	1.596	.86
2.Extrinsic	209	2.00	5.00	4.04	.751	-1.004	1.175	.77
3.Administrative	209	2.00	5.00	3.94	.758	-.789	.725	.79

Gender

An independent samples t-test examined whether preschool teachers' cyberloafing levels differed by gender. Results indicated a significant difference (*p <F.05), with male teachers (M = 3.07) exhibiting higher cyberloafing levels than female teachers (M = 2.73). Table 3 presents the results.

Table 3. *t-test results*

Categories	N	Mean	Standard Deviation	t	df	p
Female	169	2.73	.903	-2.181	207	.03*
Male	40	3.07	.893			

Marital Status

An independent samples t-test examined whether preschool teachers' cyberloafing levels differed by marital status. Results indicated no significant difference (p = .52). Table 4 presents the results.

Table 4. *t-test results*

Categories	N	Mean	Standard Deviation	t	df	p
Married	126	2.77	.880	-.646	207	.52
Single	83	2.85	.955			

Income Level

A one-way ANOVA was conducted to examine whether preschool teachers' cyberloafing levels differed by income level. Results indicated no significant difference (p = .08). Table 5 presents the results.

Table 5. *ANOVA results*

Categories (TL)	N	Mean	Standard Deviation	F	p
10000-14999	55	3.00	.824	2.533	.08
15000-19999	109	2.79	.909		
20000 and above	45	2.59	.975		

School Type

An independent samples t-test examined whether teachers' cyberloafing levels differed by institution type. Results indicated a significant difference (**p <.01), with private school teachers (M = 2.96) exhibiting higher cyberloafing levels than those in public schools (M = 2.63). Table 6 presents the results.

Table 6. *t*-test results

Categories	N	Mean	Standard Deviation	t	df	p
Public	101	2.63	.948	-2.677	207	.00**
Private	108	2.96	.845			

Relationships Between Cyberloafing, Teacher Motivation, Age, and Tenure

A Pearson correlation analysis examined the relationships between cyberloafing, teacher motivation, age, and professional tenure. Results indicated a significant but weak negative correlation between cyberloafing and overall teacher motivation ($r = -.188, p = .00$), as well as its subscales: intrinsic motivation ($r = -.211, p = .00$), extrinsic motivation ($r = -.187, p = .01$), and administrative motivation ($r = -.124, p < .05$). However, no significant relationship was found between cyberloafing and age or tenure. Teacher motivation showed a weak positive correlation with age ($r = .161, p < .05$) and tenure ($r = .166, p < .05$), particularly in the administrative motivation subdimension ($r = .197, p = .00$ for age, $r = .203, p = .00$ for tenure). Among cyberloafing subscales, online shopping was negatively correlated with teacher motivation ($r = -.248, p = .00$) and its subscales, as well as age ($r = -.140, p = .04$) and tenure ($r = -.160, p < .05$). Similarly, gaming/gambling showed negative correlations with teacher motivation ($r = -.272, p = .00$) and its subscales. Accessing online content correlated negatively with intrinsic motivation ($r = -.146, p = .00$), while real-time updates had weak negative correlations with intrinsic ($r = -.143, p = .00$) and extrinsic motivation ($r = -.136, p = .00$). These findings suggest that lower teacher motivation levels are associated with higher cyberloafing, particularly in online shopping and gaming/gambling behaviors. Table 7 presents the results.

Table 7. *Pearson results*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Cyberloafing (1)	1	.892**	.903**	.750**	.891**	.545**	-.188**	-.211**	-.187**	-.124*	-.073	-.075
Sharing (2)		1	.734**	.498**	.805**	.296**	-.094	-.101	-.108	-.055	.013	.008
Shopping (3)			1	.635**	.779**	.456**	-.248**	-.277**	-.219**	-.192**	-.140*	-.160*
Real time updating (4)				1	.563**	.450**	-.124	-.143*	-.136*	-.063	-.123	-.122
Access to online context (5)					1	.359**	-.113	-.146*	-.110	-.047	-.020	-.004
Gaming/Betting (6)						1	-.272**	-.285**	-.262**	-.220**	-.087	-.073
Motivation (7)							1	.971**	.943**	.946**	.161*	.166*
Intrinsic (8)								1	.869**	.875**	.154*	.154*
Extrinsic (9)									1	.855**	.113	.122
Administrative (10)										1	.197**	.203**
Age (11)											1	.906**
Tenure (12)												1
Mean	2.80	3.13	2.87	2.36	3.42	1.70	3.99	3.99	4.04	3.94	33.59	10.33
SD	.909	1.181	.984	1.157	1.147	.976	.719	.749	.752	.758	7.454	7.252

**0.01, *0.05.

Effect of Motivation on Cyberloafing

A simple linear regression analysis examined the effect of teacher motivation on cyberloafing levels among preschool teachers. The results showed that teacher motivation explained 3.6% of the variance in cyberloafing. These findings indicate that higher motivation is associated with lower cyberloafing levels, though the effect is relatively weak. Table 8 presents the results.

Table 8. *Simple linear regression results*

Variables	B	SE _B	β	t	p	R	R ²	F
Constant	3.751	.350	-	10.710	.00**	.188	.036	7.620
Teacher Motivation	-.238	.086	-.188	-2.760	.00**			

$R = 0.188; R^2 = 0.036; B = -0.238; SE_B = 0.086; t = -2.760; p < .01$

Combined Effect of Motivation on Cyberloafing

A multiple regression analysis was performed to examine the combined effect of intrinsic, extrinsic, and administrative motivation on preschool teachers' cyberloafing levels. The model explained 6.4% of the variance in cyberloafing. Results indicated that intrinsic motivation had a significant negative effect, while extrinsic and administrative motivation did not show a statistically significant impact ($p > .05$). Table 9 presents the results.

Table 9. *Multiple linear regression results*

Variables	B	SE _B	β	t	p	R	R ²	F
Constant	3.763	.348	-	10.822	.00**	.253	.064	4.679
Intrinsic	-.447	.194	-.368	-2.312	.02*			
Extrinsic	-.164	.180	-.135	-.912	.36			
Administrative	-.377	.183	-.314	-2.063	.07			

$R=0.253$; $R^2=0.064$; $B=-0.447$; $SEB = 0.194$; $\beta = -0.368$, $t = -2.312$; $p < .05$.

Conclusion and Discussion

This study examined the effects of intrinsic, extrinsic, and administrative teacher motivation on the cyberloafing behaviors of preschool teachers in Turkey. The findings indicate that teachers exhibited moderate levels of cyberloafing, with "accessing online content" being the most common behavior, consistent with prior research (Gezgin & Sarsar, 2020; Kattier, 2019). However, cyberloafing levels may vary across different professional groups (Örücü & Yıldız, 2014). Regarding teacher motivation, results suggest that preschool teachers generally had high motivation levels, with extrinsic motivation scoring higher than other subscales. Financial rewards, recognition, and salary emerged as strong influences. However, the literature offers limited support for this finding, as previous studies (Ertürk, 2016; Urhan, 2018) indicate that teachers typically have higher intrinsic motivation. This discrepancy raises concerns about the long-term impact of relying on extrinsic rewards, particularly regarding job satisfaction and professional commitment. The balance between intrinsic and extrinsic motivation is critical, as it affects both teaching performance and cyberloafing tendencies. Although this study suggests that extrinsic motivation may help reduce cyberloafing, the relatively lower levels of intrinsic motivation highlight an important issue. These findings underscore the need for further research on the interplay between teacher motivation and cyberloafing behaviors.

The analysis revealed that male teachers exhibited higher cyberloafing levels than their female counterparts, aligning with previous studies indicating that men engage in cyberloafing more frequently (Baturay & Toker, 2015; Blanchard & Henle, 2008; Güngör, 2016; Kalaycı, 2010; Lim & Chen, 2012; Serttaş & Şimşek, 2017). However, conflicting findings exist, with some studies reporting no significant gender differences (Akca, 2013; Bağrıaçık-Yılmaz, 2017; Doğusoy et al., 2020; Gezgin et al., 2018; Kattier, 2019), while others suggest that women engage in cyberloafing more than men (Rahimnia & Mazidi, 2015; Özkalp et al., 2012). These discrepancies indicate that gender-related cyberloafing tendencies may be context-dependent. In this study, male teachers were more inclined toward cyberloafing during class time, potentially due to differences in role stress, professional development experiences, and social support perceptions. As a minority in a predominantly female profession, male teachers may face unique stressors, influencing their work behaviors and technology use patterns, thereby increasing their likelihood of cyberloafing.

This study found no significant differences in cyberloafing levels based on marital status, aligning with Cohen and Özsoy (2024), who reported only a partial relationship. However, some studies suggest that single individuals engage in cyberloafing more frequently, possibly due to higher loneliness levels (Niaei et al., 2014; Örücü & Yıldız, 2014), while others argue that married individuals exhibit more problematic or ambiguous internet use (Yıldız & Gümüş, 2017). These conflicting findings indicate that the impact of marital status on cyberloafing may be context-dependent, though specific cyberloafing behaviors could still vary by marital status.

This study found no significant differences in cyberloafing levels across income groups, consistent with Yıldız and Biçim (2020). However, descriptively, teachers in the lowest income group exhibited higher cyberloafing levels. While some studies suggest higher-income individuals engage in more

cyberloafing (Garrett & Danziger, 2008; İşgüzar & Ayden, 2017; Vitak et al., 2011), others indicate that lower-income individuals may also engage in cyberloafing (Örücü & Yıldız, 2014). These conflicting findings may be due to variations in job roles, income brackets, and recent salary improvements.

Preschool teachers in private schools exhibited higher cyberloafing levels than those in public schools. This may stem from greater access to technology, innovative teaching approaches, and administrative pressures in private institutions. Research indicates that technologically proficient teachers engage in more non-work-related internet use (Kılıç & Kocabaş, 2017), and teachers in private schools may engage in more cyberloafing due to resource availability (Giordano & Mercado, 2023). Additionally, organizational justice, job satisfaction, and workload differences between public and private schools may influence cyberloafing. While prior research suggests higher cyberloafing in public universities (Hussain et al., 2016), this study highlights that private school teachers may engage in more cyberloafing due to technological accessibility and workplace stress.

The analysis revealed a negative but weak significant relationship between preschool teachers' cyberloafing levels and teacher motivation. Specifically, lower levels of intrinsic, extrinsic, and administrative motivation were associated with higher cyberloafing tendencies. However, no significant relationship was found between cyberloafing levels and age or tenure. Among subscales, intrinsic motivation emerged as the only significant predictor of cyberloafing. Negative but weak relationships were observed between online shopping behaviors and teacher motivation, age, and tenure, while gaming/gambling behaviors showed a similar relationship with teacher motivation. Accessing online content was negatively related to intrinsic motivation, and real-time updates were linked to both intrinsic and extrinsic motivation. Although extrinsic and administrative motivation did not show a direct significant effect, fair management practices and favourable working conditions may indirectly boost intrinsic motivation by enhancing professional commitment. These findings underscore the importance of intrinsic motivation in reducing cyberloafing and highlight the need for systematic strategies to enhance teacher motivation, such as professional development programs and fair management policies.

Limitations

This study has several limitations. First, the findings are limited to preschool teachers in Turkey, which restricts generalizability to other educational levels and cultural contexts. Second, the sample was recruited via convenience sampling, which may limit representativeness. Third, data were collected through online self-report surveys; although efficient, this approach may increase the risk of response biases (e.g., social desirability, inattentive responding) and common method variance, which may pose threats to internal validity. Future research should use larger and more diverse samples, consider probability-based sampling where feasible, and incorporate multiple data sources or mixed-methods designs to strengthen validity.

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