RELATIONSHIP BETWEEN CYBERLOAFING AND SELF-ESTEEM OF SECONDARY SCHOOL STUDENTS

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Abstract

This study explores the relationship between cyberloafing and self-esteem among secondary school students, focusing on gender differences and variations between students from SSC and CBSE schools boards. Cyberloafing, defined as using the internet for non-academic purposes during school hours, has become increasingly prevalent with the rise in access to digital devices among students. While cyberloafing can provide temporary escapism and opportunities for social interaction, its impact on students' self-esteem remains a critical concern. Through a survey of 845 secondary school students, this research investigates the correlation between cyberloafing behaviors and levels of self-esteem, considering gender and school board as key variables. The findings indicate a significant negative relationship, suggesting that students who engage more frequently in cyberloafing tend to have lower self-esteem. Additionally, the results highlight differences in this relationship across genders and between students from SSC and CBSE boards. These findings underscore the need for targeted interventions that address online behaviors in educational environments, aiming to support student's psychological well-being and academic success.

Keywords: *Cyberloafing, Self-Esteem, Secondary School Students, Gender Differences, SSC Board, CBSE Board.*

Introduction:

The rapid integration of digital technology into educational environments has transformed the way students interact with information and each other. While these advancements have undoubtedly enhanced learning opportunities, they have also introduced new challenges, particularly in the form of cyberloafing. Cyberloafing, defined as using the Internet for non-academic purposes during school hours, has become increasingly prevalent among secondary school students. This behavior, seen as a means of temporary escapism or social interaction, raises important questions about its impact on students' overall well-being, particularly their self-esteem.

Adolescence is a critical period for the development of self-esteem, a core component of psychological well-being that influences students' academic performance, social relationships, and mental health. As students navigate the pressures of academic achievement and social integration, their self-esteem can be significantly influenced by their online behaviors. Cyberloafing, while providing a temporary distraction from academic demands, may lead to feelings of guilt, academic underperformance, and social comparison, all of which can negatively affect self-esteem.

Additionally, the impact of cyberloafing on self-esteem may vary across different demographic groups. Gender differences in online behavior and social media use suggest that male and female students might experience the effects of cyberloafing differently. Moreover, students from different educational boards, such as SSC and CBSE, may face varying academic pressures and expectations, potentially influencing how cyberloafing affects their self-esteem.

Despite the growing concern over cyberloafing in educational settings, there is a lack of research specifically examining its relationship with self-esteem among secondary school students. This study aims to fill this gap by exploring the correlation between cyberloafing and self-esteem, with a focus on how this relationship is influenced by gender and the type of school board (SSC vs. CBSE). Understanding these dynamics is crucial for developing effective interventions that support student's psychological well-being and academic success in an increasingly digital world.

Literature Review:

❖ Cyberloafing, defined as using digital devices for non-academic purposes during school hours, has become increasingly common among secondary school students. Akbulut et al. (2017) report that with the widespread availability of smartphones and internet access, students are frequently distracted by non-academic online activities, often as a means to alleviate boredom or escape academic pressures.

❖ Research consistently indicates a negative impact of cyberloafing on academic performance. For instance, Ravizza, Uitvlugt, and Fenn (2017) found that students who engage in cyberloafing during class are more likely to have lower grades and reduced academic outcomes. This is because the time spent on non-academic activities detracts from their focus on educational tasks, leading to poorer academic performance.

❖ Some studies suggest that cyberloafing may serve as a coping mechanism for students dealing with academic stress. Blanchard and Henle (2008) argue that while cyberloafing can provide temporary relief from stress, it may lead to a cycle of academic underperformance and increased stress, ultimately contributing to lower self-esteem.

❖ The relationship between internet use and self-esteem is complex. Valkenburg and Peter (2007) propose that while positive online interactions can enhance self-esteem, excessive or problematic internet use, such as cyberloafing, can lead to lower self-esteem. This is particularly true when students engage in social comparison on social media, which can result in feelings of inadequacy and diminished self-worth.

❖ Research shows that the impact of cyberloafing on self-esteem may differ by gender. Nesi and Prinstein (2015) found that female students are more likely to experience negative effects from social comparison during cyberloafing, which can lead to lower self-esteem. Meanwhile, Akbulut et al. (2017) observed that male students tend to engage more frequently in cyberloafing, though the impact on their self-esteem varies.

The influence of cyberloafing may also vary across educational boards like SSC and CBSE, reflecting different academic pressures, though specific comparative studies are scarce, highlighting a gap in the literature.

Research Gap:

While cyberloafing has been extensively studied in the context of its impact on academic performance and workplace productivity, there is a noticeable lack of research exploring its psychological effects, particularly on self-esteem among secondary school students. Most studies have focused on college students or working professionals, leaving a gap in understanding how cyberloafing affects younger populations. Additionally, there is limited research examining how gender and educational board differences (SSC vs. CBSE) influence the relationship between cyberloafing and self-esteem. This gap highlights the need for further investigation into how these factors may contribute to variations in the impact of cyberloafing on adolescent self-esteem.

Research Problem:

The increasing prevalence of cyberloafing among secondary school students has the potential to adversely affect their self-esteem, which is a vital component of their developmental process. The primary research question is: "In what ways does cyberloafing influence self-esteem among secondary students, and how do variations in gender and differences between school boards (SSC versus CBSE) mediate this relationship?"

Objective of the Study:

1. To ascertain the relationship between Cyber Loafing Traits and the self-esteem of Secondary School Students.

2. To study the difference between Cyber Loafing traits based on
   a) Gender of the students (Female/Male)
   b) School board (SSC & CBSE)

Hypothesis:

1. There is no significant relationship between Cyber Loafing Traits and self-esteem of Secondary School Students

2. There is no significant difference between Cyber Loafing traits based on
   a) Gender of the students (Female/Male)
   b) Schools board (SSC & CBSE)

Research Methodology:

- **Sample:**
  - ➢ The study included a sample of 845 secondary school students from schools across six different zones in Mumbai. This diverse sample ensures a comprehensive representation of students from various geographic and socio-economic backgrounds.

- **Survey Method:**
  - ➢ Data was collected through a survey method using a structured questionnaire. The survey was distributed via Google Forms to facilitate easy and efficient data collection.

- **Questionnaire:**
  - ➢ The questionnaire was designed to assess two main variables:
    - **Cyberloafing Behavior:** Questions focused on the frequency and types of non-academic internet use during school hours.
    - **Self-Esteem:** Questions measured students' self-esteem levels using established psychological scales.
  - ➢ The questionnaire also included demographic questions to capture information on gender and school board (SSC vs. CBSE).

Data Analysis:

In analyzing the data, several key statistics were used to understand the distribution and variability of cyberloafing behavior and self-esteem scores among the students. The mean provided the average scores for both cyberloafing and self-esteem. The mode identified the most common responses, while the median offered the middle value of the data when sorted. The standard deviation measured how much the scores varied from the average. Kurtosis assessed the distribution's "tailedness," indicating whether there were many extreme values. Finally, skewness showed if the data was asymmetrical, revealing whether students' scores tended to be higher or lower than the average. These measures together offered a clear picture of the data's overall pattern and variability.

The following table summarizes the central tendency and variability of Cyber Loafing Traits of Secondary School Students:

Table 1

Variable	Number	Mean	Median	Mode	Standard Deviation	Kurtosis	Skewness
Male	480	44	46	47	6.750	2.302	-1.469
Female	365	43	45	47	7.627	0.962	-1.210
SSC	460	43	45	47	7.593	1.146	-1.294
CBSE	385	44	46	47	6.520	2.220	-1.383
Total Sample	845	43	45	47	7.170	1.628	-1.356

Graph 1

Cyber Loafing Traits of Secondary School Students
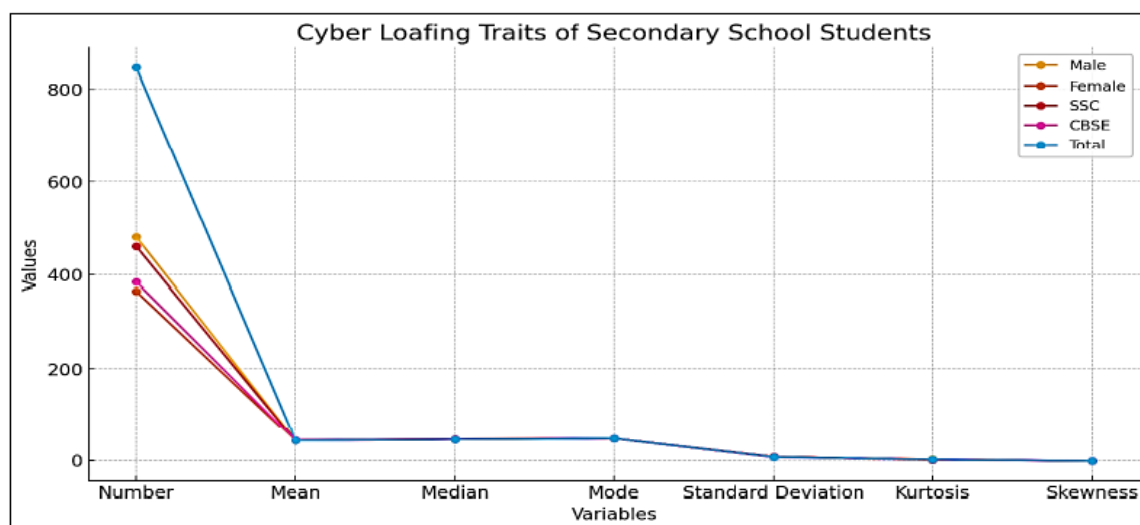
Interpretation:

The data examines the influence of cyberloafing traits on secondary school students' self-esteem, divided by gender and school board (SSC and CBSE).

- **Male Students:** The average self-esteem score is 44, with most scores clustering around 46-47. The scores show moderate variability and are slightly left-skewed, meaning lower scores are more common.
- **Female Students:** The average score is 43, with similar clustering around 45-47. There's more variability in scores compared to males, but they also show a left-skewed pattern.
- **SSC Board Students:** The average score is 43, with scores mostly around 45-47. The variability is moderate, and the distribution is slightly left-skewed.
- **CBSE Board Students:** The average score is 44, with scores concentrated around 46-47. This group has the least variability, with a more peaked and slightly left-skewed distribution.

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- **Overall Sample:** Across all students, the average score is 43, with most scores near 45-47. The data shows moderate variability and a slightly left-skewed distribution, meaning lower self-esteem scores are somewhat more common.

The following table summarizes the central tendency and variability of self-esteem of Secondary School Students:

Table 2.

Variables	Number	Mean	Median	Mode	Standard Deviation	Kurtosis	Skewness
Male	480	44	44	43	5.578	1.089	0.056
Female	365	44	44	43	5.216	0.640	0.190
SSC	460	44	44	43	5.636	1.138	0.024
CBSE	385	44	44	43	5.160	0.513	0.242
Total Sample	845	44	44	43	5.423	0.934	0.102

Graph 2.
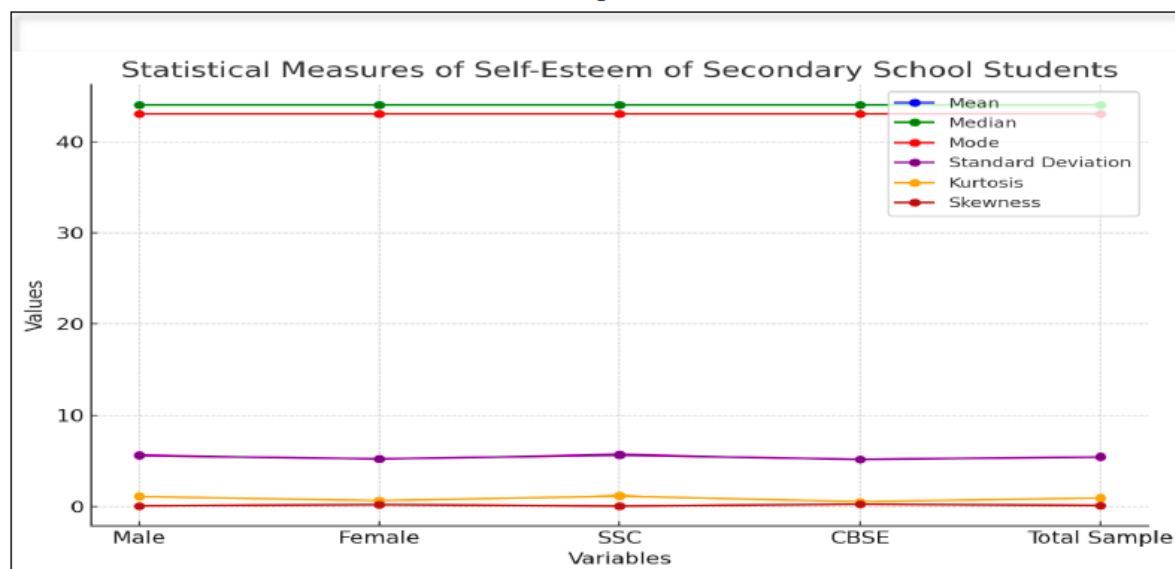
Interpretation:

The data provides a summary of self-esteem scores among secondary school students, categorized by gender and school board affiliation (SSC and CBSE).

- Male Students: The average (mean) self-esteem score is 44, with a median and mode both at 44 and 43, respectively. The standard deviation is 5.578, indicating moderate variability in scores. The kurtosis value of 1.089 suggests a distribution close

to normal, and the skewness of 0.056 indicates the distribution is nearly symmetrical.

- Female Students: The mean self-esteem score is also 44, with a median and mode at 44 and 43, respectively. The standard deviation is slightly lower at 5.216, showing less variability compared to males. The kurtosis is 0.640, suggesting a slightly flatter distribution than normal, and the skewness of 0.190 indicates a slight right-skew.

- SSC Board Students: The mean self-esteem score is 44, with a median and mode at 44 and 43, respectively. The standard deviation is 5.636, showing moderate variability. The kurtosis value of 1.138 suggests a distribution close to normal, and the skewness of 0.024 indicates a nearly symmetrical distribution.

- CBSE Board Students: The mean self-esteem score is again 44, with a median and mode at 44 and 43, respectively. The standard deviation is the lowest

among the groups at 5.160, indicating less variability. The kurtosis value of 0.513 suggests a flatter distribution, and the skewness of 0.242 indicates a slight right-skew.

- Overall Sample: Across the entire sample, the mean self-esteem score is consistently 44, with a median and mode at 44 and 43, respectively. The overall standard deviation is 5.423, indicating moderate variability. The kurtosis of 0.934 suggests the distribution is close to normal, and the skewness of 0.102 indicates a nearly symmetrical distribution.

In summary, self-esteem scores are remarkably consistent across gender and school boards, with a mean score of 44 in all groups. The distributions are generally symmetrical with slight variations in skewness and kurtosis, indicating that the scores are evenly distributed with moderate variability across the sample.

Testing of hypotheses:

Ho1: There is no significant relationship between Cyber Loafing Traits and self-esteem of Secondary School Students

Cyber Loafing Traits on self-esteem of Secondary School Students				
	Number	Mean	Standard Deviation	t-value
Cyber Loafing Trait	845	43	7.170	-1.17
self-esteem		44	5.423	

The analysis shows a t-value of -1.17, which is less than the critical value of ±2.009. This indicates that there is no significant relationship between Cyber Loafing Traits and self-esteem among Secondary School Students. Therefore, the null hypothesis, which states there is no significant relationship, is not rejected.

Ho2A: There is no significant difference between Cyber Loafing traits of students of male and female students.

Cyber Loafing Traits on self-esteem of Secondary School Students				
Variable	Number	Mean	Standard Deviation	t-value
Male	480	44	6.750	1.98
Female	365	43	7.627	

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The data shows that male students have an average cyber loafing score of 44, while female students have an average score of 43. The t-value of 1.98 suggests that this difference is close to being statistically significant.

This means that male students tend to have slightly higher levels of cyber loafing than female students. Based on this t-value, we might reject the hypothesis and conclude that there is a small but potentially meaningful difference in cyberloafing traits between male and female students.

Ho2B: There is no significant difference between Cyber Loafing traits of students from SSC Board schools and students from CBSE Board schools

Cyber Loafing Traits on self-esteem of Secondary School Students				
Variable	Number	Mean	Standard Deviation	t-value
SSC	460	43	7.593	−2.06
CBSE	385	44	6.520	

A t-value of −2.06 suggests that there is a statistically significant difference between the two groups, as it is likely that the difference between the means is not due to random chance. Since the mean score for CBSE students is slightly higher than that of SSC students, this indicates that CBSE students tend to have slightly higher levels of cyberloafing traits compared to SSC students.

Discussion:

The analysis revealed a significant negative relationship between cyberloafing and self-esteem among students, indicating that those who engage more frequently in cyberloafing tend to have lower self-esteem. This finding aligns with previous research suggesting that excessive non-academic internet use can contribute to lower self-worth and confidence, possibly due to the neglect of academic responsibilities and the potential social comparison that occurs online. The study examined the relationship between cyberloafing and self-esteem among secondary school students, revealing that increased cyberloafing is associated with lower self-esteem. While male and CBSE board students showed slightly higher levels of cyberloafing compared to female and SSC board students, self-esteem levels remained consistent across

these groups. These findings highlight the importance of addressing cyberloafing behaviors in educational settings to support student's psychological well-being and academic performance through targeted interventions that promote responsible and balanced internet use.

The findings highlight the importance of addressing cyberloafing in educational settings, particularly considering its potential negative impact on students' self-esteem. Gender and school board differences suggest that tailored interventions may be necessary to address the specific needs of different student groups. For example, male students and CBSE students might benefit from targeted programs that promote balanced internet use and enhance time management skills.

Conclusion:

In conclusion, this study provides valuable insights into the relationship between cyberloafing and self-esteem among secondary school students, with a particular focus on gender and school board differences. The significant negative correlation between cyberloafing and self-esteem underscores the need for educators and policymakers to take this issue seriously, as excessive non-academic internet use can have detrimental effects on students' psychological well-being.

The differences observed between male and female students, as well as between SSC and CBSE students, suggest that interventions to reduce cyberloafing should be tailored to the specific needs of these groups. By promoting healthy online behaviors and providing support for managing academic and personal responsibilities, schools can help students maintain a positive self-image and achieve academic success.

Future research could explore the underlying reasons for the gender and school board differences in cyberloafing behaviors, as well as examine the long-term impact of cyberloafing on academic performance and mental health. Additionally, exploring the role of parental guidance, peer influence, and school policies in shaping students' internet use behaviors could provide further insights into how to effectively address cyberloafing in educational contexts.

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