Teachers' Views on Cyberloafing and Impression Management Tactics

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Abstract
The aim of this study is to identify secondary school teachers' employed in Nevşehir central district views on impression management tactics and cyberloafing. It also aims to determine whether there is a significant relationship between their views. The study was conducted in relational screening model. On the other hand, the universe of the study consisted of 316 secondary school teachers employed in Nevşehir central district during 2015-2016 academic year. Of the participants 55,4 % were females and 44.6 % were males. 40.5 % of them had 1-10 years experience, 50 % of them had 11-20 years experience and 9.5 % had 21 and more years experience. 18 % of the participants aged between 20-30; 62.3 % of them aged between 31-40; 17.1 % aged between 41-50 and finally 2.2% were 51 and over. Considering their graduation 94.3 % had undergraduate while only 5.7 % of them had graduate degree. Data were collected through Impression Management Tactics Scale and Cyberloafing Scale. In the analysis of the data, means and standard deviations were calculated; Mann Whitney U, Kruskal Wallis H and Spearman's Rho correlation analysis were conducted. According to results of the study, teachers apply to impression management tactics but not very frequently and the level of cyberloafing behavior was "occasionally". A positive low level significant relationship was found between teachers' views on impression management and cyberloafing.
Keywords: Impression management, cyberloafing, teacher.

1. Introduction

In a rapidly changing world, technological inventions have become an indispensable part of daily and organizational lives. People have tried to keep up with these new advances which brought about some advantages and disadvantages as well. One of the aforementioned disadvantages is cyberloafing. It can be defined as spending time online on activities unrelated to work. If occurs very frequently, it can affect employee's social interactions. The people spending over time in virtual environments can experience difficulty in becoming socialized. As for impression management, it is the behaviors aimed at being honored in social environments or adaptation in such environments and creating impression that one behaves according to expectations of others or universal norms. Cyberloafing and impression management have also become noteworthy research interest in organizational field.

1.1 Cyberloafing

While advances in technology have led to evolutionary changes in the way things are done in organizations and in the efficiency and performance of employees, these advances have also offered some opportunities for individuals to display undesirable organizational behaviors (Lim, 2002). Lim also stresses that slacking, one of these undesirable behaviors, have been totally changed in nature by technology. This new type of slacking is called cyberloafing which is defined as the use of mobile technologies and internet for personal purposes during work hours (O'Neill, Hambley & Bercovich, 2014; Vitak, Crouse & LaRose, 2011; Liberman, Seidman, McKenna & Buffardi, 2011; Kuschnaroff & Bayma, 2014). Another aspect of cyberloafing is that it is unproductive time spent online (Ugrin, Pearson & Odom, 2007).

Shopping online, visiting new websites, sending e-mails to friends and family members, sharing photos on social media (Glassman, Proschn& Shao, 2014), following news on the internet, playing online games, managing and reading personal websites, downloading music, visiting adult websites, chatting online (Blanchard & Henle, 2008) are among the examples of cyberloafing. It is expected that the frequency of cyberloafing will increase depending on the advances in instant access to internet and mobile devices (Akbulut, Dursun, Dönmez & Şahin, 2016).

Contrary to common belief, it has been revealed that the ones occupying higher positions display cyberloafing behavior more than others (Garret & Dangizer, 2008). On the other hand, as expected younger employees apply this behavior more than their older colleagues do (Ugrin, Pearson & Odom, 2007). Blanchard & Henle classify cyberloafing as minor (sending and receiving e-mails at work) and major (online gambling and visiting adult site). Another classification made by Beugre & Kim (2006) addresses the term as destructive and constructive for organization. They claim that cyberloafing can be regarded as an opportunity to learn the technology better, escape from the monotonous organizational practices and to reduce the anxiety level.

Mastrangelo, Everton & Everton (2006) divide cyberloafing into two categories which are nonproductive and counterproductive. Additionally, they present that nonproductive cyberloafing of which examples are visiting social networks and activities unrelated to work is more common than counterproductive cyberloafing. As for the outcomes of cyberloafing, Liberman et al (2011) state that in addition to its cost to the employer, cyberloafing brings about some negative consequences for the employees as well.   It reduces organizational productivity (Wagner et al, 2012; Hernandez-Castro, 2016; Lim, 2002), leads to legislative enforcement and damages the organizational network (Hernandez-Castro, 2016). However, Lim & Chen (2012) claims that it has a positive effect on the employees emotionally. According to Mahatanankoon & Igbaria (2004), cyberloafing does not necessarily mean unproductiveness. In some cases, it can positively affect job satisfaction.

1.2 Impression Management Tactics
Interactions with others shape the individuals' self perceptions and later this is reflected in the way individuals present themselves (Rosenberg & Egbert, 2011). Impression management, one of the most important skills in social life and the ability to present oneself effectively (Vohs, Baumeister & Ciarocco, 2005), can be defined as the process to control others' impression about oneself (Leary & Kowalski, 1990). In another definition, impression management is explained as the behaviors displayed to create an image to be recognized in social environments, to adapt to these environments and to act according to universal norms and others' expectations (Peleckis, Peleckiene & Mazeikiene, 2013). Impression management is needed because aforementioned impression affects the way individuals are perceived, evaluated and treated (Leary & Kowalski, 1990). As can be understood from the definitions generally, the underlying rationale of impression management is that the individual tries to catch a harmony between self perception and the feedback he gets from the social group he belongs to (Schulz, 2012). The achievement of impression management is situational. The success of impression management tactics that the individual applies with the aim of creating the image he desires in his environment, to empower or sustain his social status depends on his ability, his habit and situational factors (Peleckis et al, 2013). Shortly, the way people perceive the situation they are in and their characteristics may have an effect on the process of impression management (Mueller-Hanson, Heggestad & Thornton, 2006). When the individuals in interaction change, the purposes of impression management may change as well (Levine & Feldman, 1997). In this sense, it can be said that people do not always apply to same tactics and similarly different people faced with the same situation can apply to different tactics (Yılmaz, 2014).

In some studies impression management tactics are listed as intimidation, exemplification, ingratiation, self-promotion and supplication (Jones & Pittman, 1982; cited in Harris, Kacmar, Zivnuska & Shaw, 2007). Bolino, Varela, Bande & Turnley (2006) classify impression management tactics as director oriented, self oriented and work oriented tactics. The first one consists of behaviors such as ingratiation and participation director's views. The second one consists of behaviors such as seeming sincere, acting as a reference employee and giving the impression that one is a hard worker when there is a superior. The last one are the words and acts about the one's performance and these aim to form the impression that he has a impressive performance.

1.3 *The Relationship Between Cyberloafing and Impression Management Tactics*
Since it does not require being physically away from the office, realization of cyberloafing is more difficult than traditional slacking and employees may give the impression that they work hard while they are visiting websites unrelated to their work (Wagner, Barnes, Lim & Ferris, 2012). Today, access to the internet is very easy but, on the other hand, it forges a problem for administrators and employees. Since Turkish Ministry of National Education does not want teachers and administrators to waste time on the internet, schools can use limited internet (Secure Internet).   This drives teachers to use mobile internet and makes it difficult to determine / monitor whether teachers and administrators display cyberloafing behavior or not.   On the other hand, cyberloafing can be associated with the need of resting (Kuschnaroff & Bayma, 2014). It is important to identify to what level cyberloafing affects teachers' performance and the realization of educational objectives. It should also be provided that teachers and administrators do not apply to impression management tactics to cover cyberloafing and do their job without retarding.

In this sense, the aim of this study is to determine secondary school teachers' in Nevşehir central district views on impression management tactics and cyberloafing. It also aims to determine whether there is a significant relationship between impression management tactics and cyberloafing or not. Accordingly, the study aims to answer these questions.
1. What are the teachers' views on impression management and cyberloafing?
2. Do teachers views on impression management tactics and cyberloafing present significant differences based on (gender, seniority)?
3. Is there a significant relationship between teachers' views on impression management tactics and cyberloafing?

2. Method

This study utilized relational screening model which aims to identify the existence and/or degree of simultaneous change between two or more variables (Karasar, 2011).

2.1 Population

The universe of the study was composed of 316 teachers employed in Nevşehir central district secondary schools. They participated in the study voluntarily. 55% of the participants are female and 45% of them are males. 18 % of the participants were aged between 20-30; 62 % of them were between 31-40; 17 % of them were 41-50; 2 % of them were 51 and over. As for seniority, 40.5 % of them had an experience of 1-10 years; 50 % of them 11-20 years and 9.5 of them had an experience of 21 and over. 94.3 % of them had a graduate degree and 5.7 % of them had postgraduate degree.

2.2 Data Collection Tools

In this study, Impression Management Tactics Scale and Cyberloafing Scale were used. Cyberloafing Scale consists of items measuring perceptions of minor and major cyberloafing activities. Items 1,3,7,10 and 11 were borrowed from Blanchard and Henle (2008); items 12, 13 and 14 were borrowed from Lim (2002); items 4,5,6,8,9 were borrowed from Özkalp, Aydın & Tekeli (2012) and item 2 were added to scale by Yıldız, Yıldız & Ateş (2015). And the final version of the scale was obtained. Cronbach's Alpha coefficient of the scale was found to be .89 by Yıldız, Yıldız & Ateş (2015). While items from 1 to 8 measure major cyberloafing activities, items from 9 to 14 measure minor ones. On the other hand, in this study Cronbach's Alpha coefficient was found to be .83. It is a 5 point Likert type scale and options were from "Never" to "Always".

Impression Management Tactics Scale was developed by Bolino & Turnley (1999) based on the impression management tactics put forward by (Jones & Pittman, 1982). The scale was adapted into Turkish culture by Basım, Tatar & Şahin (2006). The scale has 5 subscales and 22 items. Self-promotion subscale has 4 items (Items 1,6,11,16), ingratiation subscale has 4 items (Items 2,7,12,17), exemplification subscale has 4 items (Items 3,8,13,18), intimidation subscale has 5 items (Items 4,9,14,19,21), supplication subscale has 5 items (Items 5, 10,15,22). The participants responded on a range from "Never" to "Always". Cronbach's Alpha coefficient of the scale in the original study was .91 while Cronbach's Alpha coefficient was found to be .90 in this study.

2.3 Data Analysis

Before analyzing the data, the normality of data set was tested through Kolmogorov-Smirnov test and the result indicated that it did not have a normal distribution. So, in this study non-parametric tests were utilized. The tests used in the study are means, standard deviation, Mann Whitney U Test and Kruskall Wallis H Test. Also, to determine the relationship between impression management tactics and cyberloafing Spearman's Rho test was conducted. The significance level was accepted as .05.

3. Findings

3.1 Teacher Views' on Impression Management Tactics and Cyberloafing

Table 1. Descriptive statistics of impression management tactics

Scales and Subscales		$\overline{\mathrm{x}}$	N	SS
Impression Management Tactics	Self-promotion	316	1.91	0.67
	Ingratiation	316	1.56	0.65
	Exemplification	316	1.18	0.44
	Intimidation	316	1.39	0.50
	Supplication	316	1.20	0.46
	Total	316	1.43	0.44
Cyberloafing	Major Cyberloafing Activities	316	2.47	0.64
	Minor Cyberloafing Activities	316	2.97	0.80
	Total	316	2.69	0.62

As shown in Table 1, teachers' scores on impression management tactics scale and its subscales are as follows; self promotion $\overline{\mathrm{x}}$ =1,91; ingratiation $\overline{\mathrm{x}}$ =1,56; exemplification $\overline{\mathrm{x}}$ =1,18; intimidation $\overline{\mathrm{x}}$ =1,39; supplication $\overline{\mathrm{x}}$ =1,20 and in total $\overline{\mathrm{x}}$ = 1,43. These findings indicate that teacher' views on impression management tactics in general and its subscales except for self-promotion are "Never". Different from the general of the scale and its subscales, teachers' view on self-promotion is "Rarely". This indicates that the most applied impression management tactic by the teachers is self-promotion.

When we consider scores on cyberloafing scale in general and its subscales, they are as follows; major

cyberloafing activities $\overline{x}$ =2.47 which means that teachers "rarely" apply to major cyberloafing activities; minor cyberloafing activities $\overline{x}$ =2,97 which means that teachers "sometimes" apply to minor cyberloafing activities and in total $\overline{x}$ =2.69 which means that teachers "sometimes" apply to cyberloafing activities as in the minor cyberloafing subscale. Teachers have the highest mean scores in minor cyberloafing activities while they have the lowest mean scores in major cyberloafing activities.

3.2 Findings on Impression Management Tactics and Cyberloafing According to Demographic Variables
3.2.1 Gender Variable

Table 2. Mann Whitney U Test Results for Impression Management Tactics Scale and Cyberloafing Scale Based on Gender

Scale	Subscale	Gender	N	Mean Rank	Sum of Squares	U	P
Impression Management Tactics	Self Promotion	Female	175	157.18	27506	12106	0.77
		Male	141	160.14	22569		
	Ingratiation	Female	175	149.85	26224	10824	0.06
		Male	141	169.23	23861		
	Exemplification	Female	175	146.05	25558	10158	0.00*
		Male	141	173.96	24528		
	Intimidation	Female	175	141.31	24730	9330	0.00*
		Male	141	179.83	25356		
	Supplication	Female	141	143.86	25176	9776	0.00*
		Male	175	176.67	24910		
	Total	Female	175	146.75	25681	10281	0.01*
		Male	141	173.09	24405		
Cyberloafing	Major Cyberloafing Activities	Female	175	158.01	27652	12252	0.91
		Male	141	159.11	22434		
	Minor Cyberloafing Activities	Female	175	136.23	23839	8439	0.00*
		Male	141	186.15	26246		
	Total	Female	175	145.25	25418	10018	0.04*
		Male	141	174.95	24667		

* p<.05

As shown in Table 2, there is not a statistically significant difference between teachers' views on the subscales of self promotion and ingratiation according to gender (U=12106; 10824, p>.05). On the other hand, gender has created a statistically significant difference between teachers' views on the subscales of exemplification, intimidation, supplication and for the total of the scale (U=10158; 9330; 9776; 10281, p<.05). Considering the mean ranks, it can be said that male teachers apply to impression management tactics except for the intimidation more than female teachers do.

As for the cyberloafing scale and minor cyberloafing activities subscale, gender has created a statistically significant difference between teachers' views (U=8439; 10018, p<.05); for the major cyberloafing activities subscale gender has not created a statistically significant difference between teachers' views (U=12252, p>.05). Considering the mean ranks, it can be said that male teachers display cyberloafing behavior in general and minor cyberloafing activities in particular more than female teachers do.

3.2.2. Seniority Variable

Table 3. Kruskal Wallis H Test Results for Impression Management Tactics Scale and Cyberloafing Scale Scores Based on Seniority

	Subscale	Seniority	N	Mean Ranks	Sd	X²	P	
Impression Management Tactics Scale	Self Promotion	1-10 years	128	158.89	2	2.5	0.27	
		11-20 years	158	153.64				
		21 year and over	30	182.43				
	Ingratiation	1-10 years	128	155.83	2	13	0.01*	3-1;3-2
		11-20 years	158	150.04				
		21 years and over	30	214.45				
	Exemplification	1-10 years	128	160.10	2	3.2	0.19	
		11-20 years	158	153.38				
		21 years and over	30	178.65				
	Intimidation	1-10 years	128	153.84	2	0.7	0.68	
		11-20 years	158	160.50				
		21 years and over	30	167.87				
	Supplication	1-10 years	128	157.62	2	3.5	0.17	
		11-20 years	158	154.52				
		21 years and over	30	183.22				
	Total	1-10 years	128	157.30	2	6.0	0.50	
		11-20 years	158	152.23				
		21 years and over	30	196.63				
Cyberloafing Scale	Major Cyberloafing Activities	1-10 years	128	184.04	2	17	0.00*	1-2;1-3
		11-20 years	158	142.12				
		21 years and over	30	135.77				
	Minor Cyberloafing Activities	1-10 years	128	177.44	2	9.6	0.08	
		11-20 years	158	147.34				
		21 years and over	30	136.48				
	Total	1-10 years	128	183.36	2	16	0.00*	1-2;1-3
		11-20 years	158	143.29				
		21 years and over	30	132.53				

* p<.05

As Table 3 shows, seniority does not create a statistically significant difference between teachers'' views on impression management tactics in general and subscales of self promotion, exemplification, intimidation, supplication; and subscale of minor cyberloafing activities (respectively $\chi^2_{(2)}$= 6,0; 2,5; 3,2; 0,7; 3,5;9,6, p>.05). This finding indicates that teachers' views on impression management tactics in general, self promotion, exemplification, intimidation, supplication and minor cyberloafing activities are similar. On the other hand, seniority has created a statistically significant difference between teachers' views on the subscale of ingratiation ($\chi^2_{(2)}$= 13, p<.05), cyberloafing in general ($\chi^2_{(2)}$ = 16, p<.05) and subscale of major cyberloafing activities ($\chi^2_{(2)}$ = 17, p<.05).

To determine between which groups these differences according to Kruskall Wallis H Test are, Mann Whitney U Test has been carried out. According to the results of this test, it has been found that there is a statistically significant difference between teachers' views with the seniority of 1-10 years and 11-20 years for cyberloafing in general and major cyberloafing activities (U=7513; 7380, p<.05). It can be said that teachers with lower seniority are prone to cyberlaofing. As for the ingratiation and major cyberloafing activities and cyberloafing in genral, between teachers with a seniority of 1-10 years and 21 years and over there is a statistically significant difference (U= 1209; 1382; 1336, p<.05). Teachers with higher seniority display ingratiation more than others. On the other hand, teachers with lower seniority display cyberloafing in general and major cyberloafing activities in particular more than others. Also, the only statistically significant difference between teachers' views with seniority of 11-20 years and 20 years and over is on the subscale of ingratiation (U= 1402, p<.05). It is the teachers with higher seniority who apply to ingratiation more than others.

3.3. Relationship Between Impression Management Tactics and Cyberloafing

Table 4. Correlation Analysis (Spearman's Rho) for the Relationship between Teachers Views on Impression Management Tactics and Cyberloafing

		Impression Management Tactics	Self Promotion	Ingratiation	Exemplification	Intimidation	Supplication
Cyberloafing	r	.135**	.119**	.159**	.091**	.105**	.095**
Major Cyberloafing Activities	r	.100**	.118**	.131**	.082**	.050**	.062**
Minor Cyberloafing Activities	r	.141**	.100**	.146**	.071**	.135**	.098**

** p<.05

As shown in Table 4, there are positive low level significant relationships between impression management and cyberloafing in general (r=,135; p<.05); impression management tactics in general and minor cyberloafing activities (r=,141; p<.05); cyberloafing in general and self promotion (r=,119; p<.05); cyberloafing in general and ingratiation (r=,159; p<.05); self promotion and major cyberloafing (r=,118; p<.05); ingratiation and major cyberloafing activities (r=,131; p<.05); ingratiation and minor cyberloafing activities (r=,146; p<.05); exemplification and minor cyberloafing activities (r=,071; p<.05). On the other hand, as can be understood from the table there are not statistically significant relationships between other subscales and scales in general.

4. Discussion, Results And Suggestions

Individuals' tendency in organizational and interpersonal behaviors is not always understandable and clear. They sometimes behave to take advantage of. Because of their nature, impression management tactics can be deceptive and they also house some personal interest. Individuals sometimes express themselves different from they really are because they want to get prizes, avoid from punishments or negative perceptions (Doğan & Kılıç, 2009). There is a common belief that the ones who apply to impression management tactics are rewarded directly or indirectly (Demiral, 2016). In addition to this, to be successful in communication networks employees apply to impression management tactics what form others knowledge and expectations of themselves (Akdoğan & Aykan, 2008). In this sense, teachers' views on impression management tactics and its subscales except for the self promotion subscale are "Never". On the other hand, teachers' views on self promotion is "Rarely" which means that teachers apply to self promotion most compared to other subscales. Oğuzhan & Sığrı (2015) found that supplication and intimidation are the least applied tactics while self promotion and exemplification are the tactics which are rarely applied. Teachers' displaying these behaviors even at a low frequency may stem from their thought of adaptation.

Impression management tactics which fatigued teachers apply to change their relations with others may differ (Meydan, 2011). Additionally, organizational and individualistic morals that teachers have an effect on their behaviors and this lead to using different impression management tactics (Karakuş & Alev, 2016). As for low level and middle level managers, their socio-cultural perceptions have an effect on their impression management tactics and for this reason their impression management tactics differ (Rosenfeld, 2002; Şeşen, Soran & Balkan, 2014). Either an employee or a manager may apply to impression management tactics for any reason. For example, employees facing with exploiter management may apply to impression management tactics to get rid of this situation. They manage impressions to avoid from being exploited (Ülbeği, Özgen & Özgen, 2013).

However, applying to impression management tactics is not always self-interested and ill intentioned. Employees with high self-confidence stake a claim on their job, apply to self promotion, avoid from supplication and intimidation more than others (Çetin & Basım, 2010). In this sense, individuals can be influential on others' impressions about themselves through verbal or nonverbal tactics (Meydan, 2011). Generally, it can be said that exhaustion level is influential on impression management tactics (Meydan, 2011). In addition to these, the ones who do not or cannot use impression management tactics face with a negative performance evaluation which stimulates their organizational cynicism and injustice perceptions. This is an managerial and individualistic reason why they apply to aforementioned tactics (Demiral, 2016).

Considering teachers' views on cyberloafing, it can be seen that teachers rarely apply to major cyberloafing activities. On the other hand, for cyberloafing in general and minor cyberloafing activities teachers sometimes apply to them. Özkalp, Aydın & Tekeli (2012) found that minor cyberlaofing is more frequent and employees in private sector apply to cyberloafing less than employees in public sector. Also, Özdem & Demir (2015) found that school administrators display minor cyberloafing activites more during working hours.

According to teachers' views, there are positive low level significant relationships between impression management tactics and cyberloafing; impression management tactics and minor cyberloafing activities; cyberloafing and self promotion; cyberloafing and ingratiation; major cyberbloafing activities and self promotion;

major cyberloafing and ingratiation; minor cyberloafing activities and ingratiation; minor cyberloafing activities and exemplification. These findings indicate that the more teachers display cyberloafing behavior, the more they apply to impression management tactics.

Computers, internet, smart phones etc. used in organizations make the organizations interactive with the environment they are in and they urge organizations to be in an organic structure (Kaplan &Çetinkaya, 2014). Schools, in particular, which are very sensitive to the environment, are affected by the advances of information age. What is expected of teachers is increasing day by day while teachers interest in technological devices turn into action during school hours. To avoid negative words or evaluations, teachers try to influence impressions of others form about them.   Their impression management effort should not always be considered ill intentioned. Contrary to this, it should be considered inevitable in our age. In this sense, it has been found that cyberloafing, which causes a loss of productivity in organizations, can have positive influences on employees' organizational learning capacity (Keklik, Kılıç, Yıldız & Yıldız, 2015). Studies in the literature have conflicting results. Lim (2002) found that there is a relationship between perception of organizational justice and cyberloafing. Employees apply to cyberloafing to compensate perceived injustice.   Niaei, Peidaei & Nasiripour (2014) claimed that as the commitment to the organization decreases, the level of cyberloafing increases. On the other hand, the study carried by Yıldız, Yıldız & Ateş (2015) showed that perceived organizational justice is not a predictor of cyberloafing. Kaplan &Öğüt (2012) distributive justice has a negative effect on both minor and major cyberloafing activities. Considering all these discussions, it would be wrong to regard cyberloafing and impression management tactics stemming only from individuals. The role of the administration and organization should be determined.

As for the demographic variables, it has been found that gender does not create a statistically significant difference between teachers' views on self promotion and ingratiation. However, gender creates a statistically significant difference between teachers' views on exemplification, intimidation, supplication and impression management tactics in general. Male teachers apply to impression management tactics more than females do. On the other hand, according to results of the study gender creates a statistically significant difference between teachers' views on cyberloafing and minor cyberlaofing activities, but it does not create a statistically significant difference between the views on major cyberloafing activities.   In other words, male teachers display cyberloafing behavior in general and minor cyberlaofing activities more than their female counterparts do. While there are studies conflicting these findings (Akça, 2013; Kaplan & Çetinkaya, 2014; Özkalp Aydın & Tekeli, 2012; Örücü & Yıldız, 2014; Restubog, 2011; Ugrin et al, 2007; Ünal, Tekdemir & Yaldızbaş, 2015; Vitak et al,2011), there are findings in the literature supporting this study (Andreassen- Torsheim et al., 2014; Lim-Chen, 2012; Garrett-Danziger, 2008)

Seniority has created a statistically significant difference between teachers' views on ingratiation, one of the subscales of impression management tactics,majorcyberloafing activities and   cyberloafing in general. The difference is between the teachers with the seniority of 1-10 years and 11-20 years. It can be said that teachers with a lower seniority are prone to cyberloafing. Teachers with higher seniority apply to ingratiation more than others and they also display cyberloafing in general and major cyberloafing activities more than others do. Candan & İnce (2016) and Özdem & Demir (2015) have similar findings. A low level positive relationship has been found between teachers' views on cyberloafing and impression management tactics. This means that these behaviors do not influence each other much. In this sense, the following recommendations can be made:

1. School administrators should direct the teachers to use technology in line with the organizational objectives.
2. There should a control mechanism at schools on the use of technological devices.
3. Teachers' cyberloafing activities should be studied with other stakeholders. Students or auxiliary staff should be asked about cyberloafing activities of teachers.

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