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The Investigation of Moderating Impact of Cyberloafing on Burnout and Work Engagement of private college faculty working in India

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Abstract

This study investigates the moderating impact of cyberloafing on burnout and work engagement of private college faculty working in India. The study had a quantitative research design and collected data from 300 faculty members using a self-administered questionnaire. The results of the survey indicate that cyberloafing has a significant moderating impact on the relationship between burnout and work engagement. Specifically, the negative relationship between burnout and work engagement is stronger for faculty members who engage in cyberloafing. The study concludes that cyberloafing is essential to understanding the relationship between burnout and work engagement among private college faculty members in India.

Keywords: Cyberloafing, Burnout, Indian Teacher, engagement, MBI-GS.

1. Introduction

Higher education institutions (HEIs) play a critical role in the development of any country. The faculty members of HEIs are responsible for imparting knowledge and skills to students, conducting research, and contributing to the overall development of society. However, the work of faculty members in HEIs is often characterized by high stress levels, burnout, and low work engagement (Maslach & Leiter, 2016). Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). On the other hand, work engagement is a positive work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli et al., 2002).The personal use of the internet by employees poses various threats to organizations, such as reduced productivity, security concerns, potential for sexual harassment, and misuse of organizational resources (Sheikh et al., 2015). Cyberloafing, which is a significant problem, can be challenging to address once it becomes ingrained. In educational settings, cyberloafing has a detrimental impact on the efficiency and productivity of teaching and learning activities (Saritepeci, 2020). Existing literature confirms that while cyberloafing behaviour may benefit individual employees, it is detrimental to organizations (Rehman, Dhiman, Nguyen, et al., 2024). Research conducted by Restubog et al. (2011) revealed that workers engage in cyberloafing for approximately 192 minutes per day, while Lim & Chen (2012) reported that employees waste approximately 300 minutes daily on personal tasks. There are several factors contributing to workers' engagement in

cyberloafing behaviour, including job demands, job resources, increased job stress, and weaker attachment to work (Jiang et al., 2020a, b; Syrek et al., 2018).According to border theory, individuals actively strive to achieve a balance between their work and personal lives by frequently crossing the boundaries between these domains in order to fulfill both sets of needs(Rehman, Dhiman, & Cheema, 2024).This theory can be applied to explain the relationship between job demands and cyberloafing behavior, as workers often traverse the border between work and non-work realms to alleviate the demands of their job (Clark, 2000). Previous studies have employed job demands as indicators to assess various aspects of employees' well-being (Nauman et al., 2019), authenticity at work (Metin et al., 2016), exhaustion (Beraldin et al., 2019), and burnout (Kim & Wang, 2018). Job resources have been utilized to gauge turnover intention (Agarwal & Gupta, 2018), burnout (Adil & Baig, 2018; Kotze, 2018), and job satisfaction (Elanain, 2009). However, limited attention has been given in previous research to the utilization of job demands and job resources as measures of cyberloafing behavior.

Cyberloafing is a phenomenon that refers to the use of the internet for non-work-related activities during work hours (Lim, 2002). Cyberloafing has become a common problem in many organizations, including HEIs(Akula et al., 2024). Cyberloafing can have negative consequences for the individual and the organization, including reduced productivity, increased stress, and decreased job satisfaction (Lim, 2002).This study investigates the moderating impact of cyberloafing on burnout and work engagement of private collegefaculty members working in India. The study aims to contribute to the existing literature on burnout and work engagement by examining the role of cyberloafing in the relationship between burnout and work engagement.

2. Background Literature

2.1 Burnout

Burnout comes into existence in the 1970s. It was first introduced by American psychologist Herbert Freudenberger (1974) during clinical trials as he discovered 'burnout'. Researchers in the past three decades explored the lengths and breadths of burnout research, but still, there is an ocean of research opportunities in this field(Nagpal et al., 2024). Maslach and her colleagues work extensively to develop the concept in research. Maslach and Leiter (1997) defined burnout as an emotional reaction to prolonged stressors on the job in three dimensions: exhaustion, cynicism, and inefficacy. It has three aspects exhaustion, professional inefficacy, and cynicism which are scales of the Maslach Burnout Inventory (MBI) used to measure burnout (Maslach et al., 2001; Maslach and Leiter,2008). The second aspect, emotional exhaustion defined as "tired and fatigued feelings that develop as emotional energies are drained" (Maslach et al.,1996, p.28). exhaustion is a widely discussed aspect of stress (Maslach et al., 2001). Cynicism (or depersonalization), characterized by negative, cynical attitudes and feelings among clients, is directly related to exhaustion at work (Maslach et al., 2001). Professional inefficacy or reduced personal accomplishment refers to evaluating one's work negatively regarding working with clients (Maslach & Jackson,1981).

2.2 Work Engagement

Work engagement has been gaining momentum in the research. Kahn (1990) defines employee engagement as the "harnessing of organizational members' selves to work roles. Schaufeli et al. (2002) define "engagement" as a "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption". It is viewed as positive psychology at work (Maslach and Leiter,1997). In the last two decades, research on burnout found ways to reduce employee wellbeing at work, and the level of burnout materialized the concept of work engagement. Schaufeli and Bakker's (2010) definition of "a positive, fulfilling, work-related state of mind that is characterized by vigour,

dedication, and absorption" was commonly used. Work engagement is " a growing consensus that engagement can be defined in terms of high levels of energy and high levels of involvement in work" (Bakker, Albrecht, & Leiter, 2011, p. 22).Hakanen et al. (2006), Saks (2006), Xanthopoulou et al. (2007), and Antoinette (2012) reported positive and direct relationships between work engagement and job resources in cross-sectional studies.

Objective of the Study

The main objective of the current study is to ascertain how cyberloafing influences burnout and workengagement of private college faculty working in India.

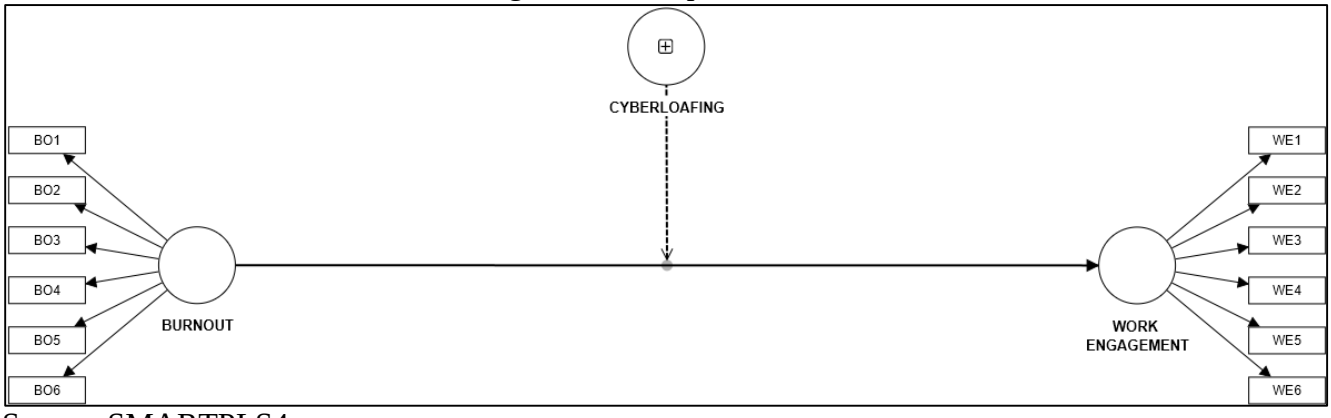
3. Methodology

The study used a quantitative research design and collected data from three hundred HEI faculty members working in India using a self-administered questionnaire. The questionnaire consisted of three sections.The first section collected demographic information, including age, gender, and years of experience. The second section measured burnout using the Maslach Burnout Inventory (Maslach & Jackson, 1981). The third section measured work engagement using the Utrecht Work Engagement Scale (Schaufeli et al., 2002). The questionnaire also included a measure of cyberloafing adapted from Lim (2002).

4. Data analysis

The data were analyzed using the partial least square structural equation modelling (PLS-SEM) technique as a nonparametric second-generation multivariate analysis. This was mainly to assess the measurement instrument's psychometric properties and to statistically test the proposed hypotheses in the research model (Hair et al., 2016). PLS-SEM is much more appropriate for research on technology acceptance, emphasizing predictive modelling (Venkatesh and Bala, 2008; Venkatesh and Davis, 2000). Compared with CB-SEM (covariance based), the PLS approach is suitable for incremental studies, i.e., constructing new measures and structural paths, particularly in information systems research (Hair et al., 2011). Therefore, PLS-SEM was appropriate for this study, which involved constructing new structural paths. The Smart-PLS statistical software package version 4.0 (Ringle et al., 2015) was used to run the analysis to validate the structural model after confirming the appropriateness of the measurement model.

Figure 1. Conceptual Model



Source: SMARTPLS4

4.1 Measurement Model Analysis

Based on Hair Jr. et al. (2016) recommendations, a measurement model assessment is an essential step in the PLS approach, as it helps to advise that several observed indicator variables may be unreliable, which restricts the researcher from moving into analyzing the structural model. Analysis of the reflective measurement models involves checking the composite reliability and Cronbach's alpha to

evaluate internal consistency, individual indicator reliability and average variance extracted (AVE) to evaluate convergent validity(Rehman et al., 2023). Furthermore, the Egrnell-Larcker criterion and Heterotrait-Monotrait (HTMT) tests were used to examine discriminant validity.

Table 1 - Results of the measurement model: Convergent validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Burnout	0.871	1.13	0.883	0.566
Cyberloafing	0.947	0.871	0.939	0.513
Work Engagement	0.862	0.902	0.896	0.635

Table 1 presents the convergent validity results as the first step in assessing the measurement model. First, for the items level, the analysis shows that the indicator loadings and communality surpassed the threshold levels of 0.7 and 0.5, respectively. Secondly, the constructs level analysis indicates that Cronbach's alpha, composite reliability, and AVE exceeded the threshold levels of 0.7, 0.7, and 0.5, respectively, which suggests that the convergent validity was met. Consequently, the Eornell-Larcker analysis shows that the square root of the AVEs for each construct was more significant than the correlations with other constructs (see Table 1). Thus, the discriminant validity of all constructs was established. Likewise, all HeteroTrait-MonoTrait (HTMT) values were lower than the threshold of 0.85 (Henseler et al., 2015), which confirms discriminant validity (see Table 2). As a result, convergent and discriminant validity was met, allowing us to proceed to assess the structural model.

Table 2 – HTMT Results

	Burnout	Cyberloafing	Work Engagement
Burnout			
Cyberloafing	0.408		
Work Engagement	0.212	0.138	
Cyberloafing x Burnout	0.052	0.096	0.347

Table3. Total Effects (Direct and Indirect relationships)

Hypotheses	Paths	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	f2
H1	Cyberloafing -> Job Resources	0.163	0.167	0.072	2.259	0.024	0.023
H2	Cyberloafing -> Burnout	-0.04	-0.041	0.019	2.105	0.035	0.033
H3	Cyberloafing -> Work Engagement	0.109	0.112	0.049	2.221	0.026	-

Cyber= Cyberloafing Behaviour, JR= Job Resources, OO= Organisational Outcome, B0=Burnout, WE=Work Engagement, JD= Job Demands

The results of the study indicate that cyberloafing has a significant moderating impact on the relationship between burnout and work engagement. Specifically, the negative relationship between burnout and work engagement is stronger for faculty members who engage in cyberloafing. The

results also indicate that burnout is negatively related to work engagement, and cyberloafing is negatively associated with work engagement.

5. Limitation

The main aim of this study is to investigate the relationship between job demands, job resources, and cyberloafing behavior within university faculty, while also considering the mediating effects of job stress and work engagement. Additionally, the study explores the moderating role of university faculty motivation in the connection between job stress and cyberloafing behavior. The results indicate that job demands, including factors like unclear roles, conflicting responsibilities, and excessive workload, significantly contribute to an increase in faculty engagement in cyberloafing. These findings align with a previous study by Koay et al. (2017), which also showed that employees' personal demands can lead to a higher likelihood of engaging in cyberloafing. Moreover, the results support the idea proposed by the border theory, which suggests that work and personal life often influence each other (Clark, 2000). The study suggests that employees' non-work-related responsibilities have a significant impact on their tendency to engage in cyberloafing, as they try to fulfill their job demands. Another reason for the increase in cyberloafing behavior is employees' attempt to find a balance between their personal and professional lives by utilizing work hours instead of their own time. Furthermore, job demands have a significant effect on elevating job stress among employees, which is consistent with the findings of Bakker et al. (2003). According to Bakker and Demerouti's JD-R model (2007), job demands create strain among workers, especially when organizations do not provide sufficient resources to meet those demands. The results emphasize that individuals have limited time, money, attention, and energy to meet their job requirements, ultimately leading to job stress.

6. Conclusion

The findings of our study have important implications for university management, particularly in addressing the issue of cyberloafing behavior. The research model aims to provide guidance to both public and private universities on how job resources, job demands, job stress, work engagement, and employee motivation influence the occurrence of cyberloafing. University management can take several measures to discourage teachers from engaging in cyberloafing and shifting their focus from work to non-work domains. These measures may include implementing penalties, establishing internet usage policies, blocking access to non-work-related websites during working hours, and investing in internet monitoring systems to reduce instances of cyberloafing. Management can also issue warnings to teachers who frequently engage in cyberloafing, although certain allowances should be made for essential activities where mobile phone or internet use is necessary. By allowing such flexibility, job stress during working hours can be reduced, thereby minimizing cyberloafing behavior. It is worth noting that in Pakistan, long working hours have been shown to increase job stress and decrease job satisfaction (Khan & Imtiaz, 2015). Therefore, university management should strive to strike a balance between work and non-work domains to alleviate job stress, which ultimately benefits the university environment.

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