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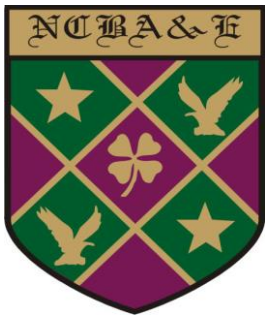

EXPLORING THE ANTECEDENTS AND CONSEQUENCES OF CYBERLOAFING AT THE WORKPLACE: AN EMPIRICAL STUDY OF FIRMS IN PAKISTAN

BY

AMNA TANVEER

MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION

SEPTEMBER, 2021

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION & ECONOMICS

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A dissertation submitted to
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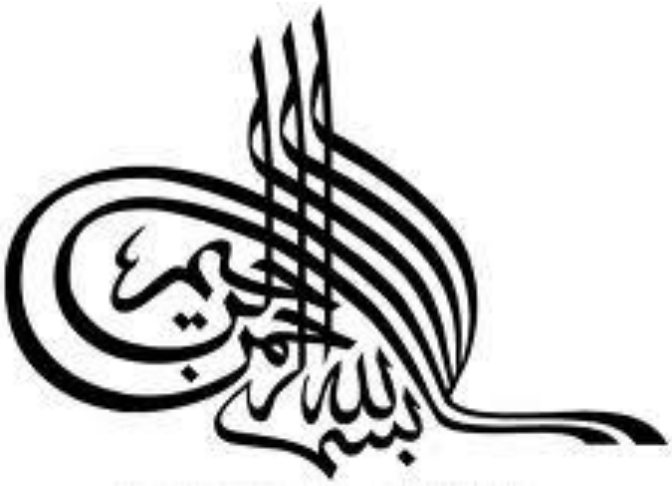

In the name of ALLAH,

The Most Beneficial,

The Most Merciful,

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION & ECONOMICS LAHORE

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Dissertation Committee:

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Chairman

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Member

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Member

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Director Research
National College of Business Administration and Economics

DECLARATION

It is to declare that this research work has not been submitted for obtaining similar degree from any other university/college.

AMNA TANVEER
SEPTEMBER, 2021

DEDICATION

Dedicated me to my parents, & respected supervisor, who supported me throughout my journey and inspired me to keep moving forward no matter the obstacle or challenge. I owe you a debt of gratitude for all that you have done for me.

ACKNOWLEDGEMENT

I am highly thankful to Almighty Allah whose eternal blessings facilitate me to complete this massive task. I feel immense pleasure in expressing my cordial gratitude to my respected supervisor ***Dr. Umar Safdar Kiyani***, for prudent advice, sympathetic attitude, moral support, inspiring comments, and strong motivation to address the problems encountered during my research work. This thesis could not have been finished without his full support, encouragement, and guidance; therefore, I am very thankful to him.

RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled **"Exploring the Antecedents and Consequences of Cyberloafing at the Workplace: An Empirical Study of Firms in Pakistan"** has been carried out and completed by **Amna Tanveer** under my supervision during her **M.Phil. Business Administration** Programme.

(Dr. Umar Safdar Kiyani)
Supervisor

SUMMARY

In the content of the theory of planned behavior (TPB). This study is important of job demand and resources (JD-R) at cyberloafing activities or cyberloafing behavior. Furthermore, this study also examines the impact of cyberloafing activities or behaviors on the employee's job performance in form of creativity or learning. This study also explores the moderator role of individual absorptive capacity between the relationships of cyberloafing activities with job performance.

Data from 500 employees from Pakistan shows that the JD-R has a positive impact upon following cyberloafing activities or behavior like, JD-R positive with development behavior, recovery behavior, and informational act ivies, and has shown negative impact upon following cyberloafing activities or behavior like, JD-R deviant behavior, addiction behavior, and social activities. Interference work-family has a positive impact upon following cyberloafing activities and behaviors deviant behavior, recovery behavior, social activities, leisure activities, informational activities with interference work-family, and negative impact with development behavior, and addictive behavior. Moreover, following cyberloafing activities or behaviors has a positive impact upon job learning and creativity; following has a negative impact upon job learning and creativity. Play role of individual absorptive capacity positive between cyberloafing activities and job performance. In presence of higher absorptive capacity enhance job performance.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Internet is common to use at the workplace has provided several opportunities for companies to enhanced corporate efficiency, minimizing cost, and promoting services. Another side of the picture is access use of the internet at workplace caused some problem about worker performance and productivity, company security when employee misuses of organization internet resources. In the industry with new trends, the competition is so high. Now every firm needs to use the resource effectively. So, workers work to achieve their goals. They need to use their working time properly and avoid deviant behavior, which is detrimental to the company and itself while fulfilling its duties (Novitasari et al., 2020). Deviance behavior in the workplace ‘’cyberloafing’’ had received much interest related to worker involves work based activates that are not related to work it has a great effect on employees and organization. The study found that worker spends 60% of their time on the other activities through internet that is not related to work (Usman et al., 2021). Cyberloafing is defined as *‘‘employees voluntary non-work-related use of company-provided email and internet while working’’.* (Blanchard & Henle, 2008)

Accessing the internet and engaging the employee in other activated during work has a major effect on the organization and increase counterproductive work behavior (CWB). Counterproductive work behavior is *“Voluntary behavior that significant organizational norms and in so doing threatens the well-being of an organization, its members, or both”(Fine et al., 2010).* There are two types of CWB, interpersonal and organizational. Interpersonal, in which behavior affects the employee physically and mentally. Organizational in which due to behavior organization lose productivity (SZOSTEK et al., 2020). Cyberloafing is a set of planned behavior and activities in which workers are involved, such as surfing time on the internet; check websites, playing games, online shopping, email, and chatting (Lim et al., 2020). The planned behavior theory is focused on the idea that it can be the result of an individual’s desire to behave in a specific way, and that decision is up to the individual. According to the theory of planned behavior (TPB), the desire to engage in a specific behavior is particularly affected by three factors: personal behavior (Do I need to do this?), subjective norms (Do other people want me to do the same want?), and perceived behavior control (Do I have a right way to do this?) (Ajzen & Schmidt, 2020). Researchers studied the theory

of cyberloafing and relevant design and determine that the theory of planned behavior is a valid cyberloafing theory (Ajzen & Schmidt, 2020)

The loss of productivity, according to a study 50% of internet activities are non-work related in an organization (Ahmed et al., 2021; Cheng et al., 2020; Yu & Sussman, 2020). Study indicates the worker spend minimum 3 to 4 hour each day on cyberloafing that effect on both employee performance and organizational productivity. Studies show recorded thirty-four million employees of the United State involve in cyberloafing which leads to losing millions of productivity per week (Gökçearslan et al., 2018). Cyberloafing at the workplace is an important issue that every origination has been faced. In past studies, cyberloafing discusses with one-dimension construct describe the antecedents of cyberloafing, but now cyberloafing has been on the multi-dimension construct. The multi-dimension construct describes the consequences of cyberloafing (Coskun & Gokcearslan, 2019; Weissenfeld et al., 2019).

Cyberloafing is helpful and supportive for workers and the company. Besides that, this can be negative as it keeps workers from becoming efficient. The consequences of cyberloafing and discussed factors that lead the way for cyberloafing are studied in this literature. Previous studies found that, researchers give attention to the activities of cyberloafing, but in recent studies, researchers focus on the behavior of cyberloafing. The study examines the regular use of the internet strongly related with cyberloafing behavior (Dursun et al., 2018; Koay, 2018). Studies examine the positive and negative consequences of cyberloafing at the workplace link to behavior and activities. Different behavior or activities encourage cyberloafing. Every person has different activities and behavior. People use the internet for searching, reading, checking mail, online shopping, and doing different activities.

The Behavior of cyberloafing is beneficial for the organization in terms of improving job performance, encourage the worker to be more innovative, which results to improve the performance of an employee and increase the productivity of the organization (Ivarsson & Larsson, 2011; Koay, 2018). Other hands, several studies show the detrimental view of cyberloafing, which results from employees losing interest in work, and misuse of the internet could company to lose productivity (Gökçearslan et al., 2018). In addition, the activities of employees create risk for the organization's information system, as well as increase the operational cost. In recent years, the growth rate of cyberloafing at the workplace has been increased. Not only do workers involve in cyberloafing using company resources but they also use individual devices to engage in cyberloafing activities (Saraç & Çiftçioğlu, 2014).

Existing studies focused on the consequences of cyberloafing. This study explores why workers engage in cyberloafing and even how cyberloafing affects worker performance and organization with the construct of multi-dimension through the theory of planned behavior. This study explores the role of the JD-R model and how job demand and job resources affect cyberloafing. Further how cyberloafing effect worker job performance

1.2 SIGNIFICANCE OF STUDY

This research explores the factors that influence cyberloafing at the workplace. The study explores which behavior and activities of the employee engaging in cyberloafing. In addition, this research helps to examine the antecedents and consequences of cyberloafing. It helps the organization to develop policies regarding cyberloafing to minimize the negative effect of CL which maintains the positive effect in parallel.

1.3 PROBLEM STATEMENT

Cyberloafing can harm employee performance, so there is a need to explore cyberloafing phenomena and to identify the antecedents and outcomes of CL in the context of a theory of planned behavior.

1.4 OBJECTIVES OF STUDY

- To explore cyberloafing phenomena.
- To find the antecedents of cyberloafing.
- To explore the effects of cyberloafing upon employee job performance.

1.5 RESEARCH QUESTIONS

1) What are the antecedents of cyberloafing?
2) What are the consequences of cyberloafing?
3) How do two dimensions of cyberloafing i.e., behavior and activities act differently?
4) Role of individual absorptive capacity as a moderator?

CHAPTER 2

LITERATURE REVIEW

A theoretical framework of cyberloafing (CL) is developed in this literature. Firstly, this study discusses the concept of cyberloafing. Next, discuss the behaviors and activities of CL. Third; explain the antecedents and consequences of cyberloafing. Further, explain the Theory of Planned Behavior (TPB). Finally, it also presents the theoretical structure of cyberloafing used in this study.

2.1 CYBERLOAFING

Cyberloafing is the concept of CS (cyber sciences) and WWW (World Wide Web). Tony Cummins and Daily News of New York introduced the word of cyberloafing in the 1990s. Word cyberloafing is divided into two parts. "*Loafing*" word is derived from "*loafer*'' means "*a person who wastes his/her time''*. "*Cyber*'' word related to technology in which computer used as a tool. *"Employee "voluntary non-work-related use of company-provided email and internet while working''* (Blanchard & Henle, 2008). Nowadays, CL is the major issue that every organization must be faced. Before the use of technology in the organization. Employee wasted their time in different ways. Researchers, (Koay et al., 2017) discussed offline loafing activities like smoking breaks and chat around the water cooler.

Different terminologies are used for cyberloafing like "*Cyberslacking*''(Beugré, 2003), and "Personal internet usage"(Lee et al., 2004). Cyberslacking *"The usage of e-mail and internet opportunity unrelated to a job in office hours for the aims that are supplied to workers''* (Phillips & Reddie, 2007). Personal Web Usage *"Voluntary online Web behaviors during work time using any of the organization's resources for activities outside current customary job/work requirements"(Anandarajan et al., 2000).* Cyberloafing is related to the organization devices but, the evolution of technology employee engages in cyberloafing use different other devices like mobile devices, wearable devices, and tablets (Baturay & Toker, 2015; KASAP, 2019; Koay, 2018; Lim et al., 2020), and (Sheikh et al., 2015) states that CL is a "Double- edge sword". According to Statista, the total number of Smartphone subscribers worldwide will reach 24.88 billion in 2021. This research shows that the rate of cyberloafing has increased due to the advancement of technologies, in which not only organization equipment is

used. Employees also use personal devices to engage in cyberloafing (Askew, 2012; Busch & McCarthy, 2021).

A recent report from Salary.com (2018) states that sixty-four percent of working people say they use the internet daily for a non-work-related purpose. It turned out that employees use company internet resources and spend time on other non-work activities like chatting, checking personal emails, check news updates, and doing other things. (Lim et al., 2020) describes cyberloafing in this study as *"any voluntary act of employee using their company's internet access during office hours to surf non-work-related web sites for non-work purpose, and access non-work-related emails".*

2.2 BEHAVIORS AND ACTIVITIES OF CYBERLOAFING

Every person has different activities and behavior. People use the internet for searching, reading, checking mail, online shopping, and doing different activities. CL is classified into different behaviors and activities. Four behaviors and activities of cyberloafing are discussed in this literature.

2.3 CYBERLOAFING BEHAVIORS (CLB)

Two kinds of CLB were suggested by (Lim et al., 2020) are "browsing" (e.g. visiting not related work websites and "e-mailing" activities (e.g. checking, mailing, and receiving personal mail). Moreover, two forms of cyberloafing behaviors stated by (Blanchard & Henle, 2008) are "minor" (e.g. online shopping, chatting, news) and "serious" (e.g. gambling, visit adult sites) cyberloafing.

CLB is divided into four categories such as:

- Deviant behavior
- Development behavior
- Addiction behavior
- Recovery behavior

2.3.1 Development Behavior

In cyberloafing, development behavior is a way of learning where workers use the internet to improve their skills and enhance their knowledge

(Brakel, 2016; KASAP, 2019). This form of CL can help the employee perform their duties and has a positive effect on a company.

2.3.2 Recovery Behavior

The recovery behavior of cyberloafing helps employees to reduce job stress and make their minds easier to work. These activities can help the worker to improve mental well-being, job efficiency, and performance (Koay, 2018; Lim et al., 2020; V Lim & D Chen, 2009).

2.3.3 Addiction Behavior

Addiction is an activity involved in CL that leads to negative behavior. Addiction can cause the problem in their personal and professional lives.(KASAP, 2019; Yellowlees & Marks, 2007) stated the internet addiction poses a serious employment problem. Generally, social interaction causes problematic internet use (Brand et al., 2019). In addition, stress and loss of production are associated with the effect of addictive behavior (DiClemente, 2018; Yellowlees & Marks, 2007).

2.3.4 Deviant Behavior

Deviant behavior of CL is found to be unacceptable behavior. The purpose of which is against the corporation. This practice describes CL as an activity with a negative effect on an organization (Weatherbee, 2010; Young, 2010).

2.4 CYBERLOAFING ACTIVITIES (CLA)

According to Blanchard and Henle (2008) cyberloafing activates in two parts focused on the workplace deviance defined by (Robinson & Bennett, 1995) are “minor” (e.g. online shopping, chatting, news) and “serious” (e.g. gambling, visit adult sites) cyberloafing.

Minor cyberloafing *“sending and receiving private email at work as well as surfing mainstream news and financial web sites and shopping online”* (Blanchard & Henle, 2008).

Serious cyberloafing is *"visiting adult-oriented web sites, maintaining one's web site and interaction with other online through chat rooms, blogs, and personals ads, gambling online and downloading music"* (Blanchard & Henle, 2008).

The activities of cyberloafing are associated with the role of CL. Employees use the internet, in which (Li & Chung, 2006) discussed four activities.

These activities are:

- Social activity
- Leisure activity
- Informational activity
- Virtual emotional activity

2.4.1 Social Activity

"The social activity involves expressing yourself (e.g., Facebook, Twitter) or share information via blogs (e.g. Bloggers)."

2.4.2 Informational Activity

"The informational activities consist of searching information like news sites (CNN)."

2.4.3 Leisure Activity

"The leisure activity contains activities playing games online or downloading music (e.g., YouTube) or software (torrent-sites) for leisure purposes."

2.4.4 Virtual Emotional Activity

"The virtual emotion activities describe online activities that cannot be categorized within the other activities. An example of these activities is shopping online or searching for a relationship online."

2.5 THE LINK BETWEEN BEHAVIORS AND ACTIVITIES

The impulse of the internet was clarified by (Pyles, 2020). The internet provides employees a variety of ways to cope with job stress. The analysis of (Pyles, 2020; Young et al., 1999), also links the addiction behavior and development behavior to the multi-dimension concept. A study by (Brand et al., 2019; Li & Chung, 2006) examined the association between social activity and internet addiction. Li and Chung (2006) derived from the relation that social activities are linked to addiction use of the internet, which indicates the relationship between social activity and addictive behavior. Reinecke (2009) the study showed a link between recovery behavior and leisure activity when playing games at work and indicate significant recovery opportunities. These relationships were discussed in the previous research and suggested the positional relation between the recently formed multi-dimension construction of CLB and CLA.

2.6 ANTECEDENTS OF CYBERLOAFING

Cyberloafing can be counterproductive as it keeps workers from becoming effective. Organizations must consider why workers involve in cyberloafing during working hours, and what elements that lead to this activity's (Liberman et al., 2011). From easy access to dealing with depression, the factors for participating that are not related to work internet activities are around the globe (Kim & Byrne, 2011). The researcher stated that both rational and irrational methods lead to the usage of the internet (Vitak et al., 2011). The antecedents of cyberloafing and discussed factors that lead the way for cyberloafing are studied in this literature.

2.7 WORK FACTORS

Job and work-related concerns influence personal use of the internet at work. Job demands and resources and interference of work-life are work factors.

2.7.1 Job Demands (JD)

"Those physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are, therefore, associated with physical and/or psychological costs" (Bakker & Demerouti, 2007).

Studies of cyberloafing have shown that when workers face lower job demands, their free time increases their risk of involvement in cyberloafing. If workers do not have sufficient work to do, they take part in cyberloafing exercises to fill the time. (Blanchard & Henle, 2008) indicated that the strong demands of work increase the risk of cyberloafing. Researchers proposed obtaining a degree of employment for workers that would reduce cyberloafing (Kidwell, 2010). Studies expect that the involvement of a highly stressful working environment puts down the employee's capability (Bakker & Demerouti, 2007) and that there is also a negative effect on work (Van den Broeck et al., 2010). Job demands are a risk to the emotional and physical well-being of employees, which leads to cyberloafing (Bakker & Demerouti, 2007; Bakker & Demerouti, 2018; Bakker et al., 2003). Job demands are divided into physical, emotional, and cognitive demands.

Physical job demand involves these factors of work that particularly affect employee duties (such as length and nature of work), resources are used in the workplace, or the severity of work performed during an assigned task. Physical demand for work put pressure on the execution of their work. An example of this when worker finds that difficult to maintain the level of work, when time is limited, and when they have to work very hard (Bakker & Demerouti, 2007; Bakker & Demerouti, 2018). Second, emotional demand is the psychological demand, which means that to the extent the job adheres to the rules of handling their emotions, behavior, and actions to influence their work activities **(Grandey, 2000; Hakanen et al., 2006)**. Cognitive demand is based on the mental process involved in the processing of information (Hockey, 2000). Level of difficulties in the job which requires mental ability, especially multitasks, un-routine or unplanned tasks. If job requires cognitive ability the employee managed different sources of knowledge which may lead the employee to explore internet sources, which enhances the cyberloafing activities at the workplace.

2.7.2 Job Resources (JR)

"*Those physical, psychological, social, or organizational aspects of the job that either/or (1) reduce job demands, and the associated physiological and psychological costs; (2) are functional in achieving work goals; (3) stimulate personal growth, learning, and development"* (Schaufeli & Bakker, 2004).

Job resources definitions proposed by (Bakker & Demerouti, 2018; Schaufeli & Bakker, 2004) refer to the three categories: physical,

organizational, and cognitive resources. Physical resources are functional like computers and computing equipment that directly support workers accomplish job-related activities more efficiently. The corporation offers a variety of organizational resources including financial rewards and recognition(Gordon et al., 2018). Motivation and self-control are an example of cultural characteristics are cognitive resources that come from the workforce themselves. Job resources help the employee, success range, capability range, flexibility, and learning opportunities are favorably linked to work participation, according to (Bakker et al., 2011).

The Bakker et al. (2011) found that work resources are important factors in employee motivation and performance and that raising these resources enhances productivity. Consequently, (Czarnowsky, 2008) concluded that providing workers with the resources they need to do their works correctly increases employee motivation.

On another side of the study, found that due to fewer job resources cyberloafing is more common among workers. When staffs are short of resources, they pass the time by engaging in cyberloafing activities. According to (Bakker & Demerouti, 2018; Blanchard & Henle, 2008), the high demand for resources increases the possibility of cyberloafing. Researchers recommended that employees receive a degree of job that would eliminate cyberloafing (Kidwell, 2010). According to studies, working in a high-stress setting reduces an employee's personal potential (Bakker & Demerouti, 2007), and harms their jobs (Van den Broeck et al., 2010).

2.7.3 Job Demand-Resource Model (JD-R)

In the past few years, the series of studies has consistently encouraged the job demand-resources model (Bakker et al., 2011; Bakker & Demerouti, 2007; Bakker & Demerouti, 2018; Demerouti et al., 2001). This model was used to determine company engagement, job satisfaction (Oettingen et al., 2010) (Van den Broeck et al., 2010), communication (Lewig & Dollard, 2003), and work engagement (Bakker & Demerouti, 2007; Hakanen et al., 2006). In general, the Job Demand-Resource model was developed to examine the results of these activities, such as absenteeism (Bakker et al., 2003; Clausen et al., 2010; Schaufeli et al., 2009), or job performance (Bakker & Demerouti, 2007; Bakker et al., 2004). **I**n addition, many studies, new ideas, and a variety of analyses of the JD-R model (Crawford et al., 2010; Halbesleben, 2010; Nahrgang et al., 2011) from which this model has evolved into theory.

Through the job Demand-Resource model, we can identify and predict worker's prosperity and work efficiency (Di Marco et al., 2018). The JD-R model identifies both positive and negative factors in the workplace (Schaufeli & Taris, 2014). In the job demand-resource model, the job demand is "*Those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort and are therefore associated with certain physiological and/or psychological costs"* (Bakker et al., 2004). On the other side, job resource refers to the certain factors of job that are, "*Functional in achieving work goals, reduce job demands, and the associated physiological and psychological costs, or stimulate personal growth, learning, and development"* (Bakker & Demerouti, 2007).

The JD-R model indicates that workplace factors are divided into two sections, job demand and job resources these two parts refer to two separate, but psychological attachments (Shin & Mo, 2018). High Job demand leads to all factors of work, including personal or physical condition, and is also correlated with both the mental and emotional consequences (Bakker & Demerouti, 2007; Bakker & Demerouti, 2018). **I**nstability of work, which is perceived negatively (Judge et al., 1998), and also workers are fed-up with long-term efforts due to high job demands (Demerouti & Bakker, 2011). This may lead to negative consequences such as increased absences. Also, high job resources enhance the engagement of work and also lead to positive well-begin and flexible results **(Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004)**. Furthermore, where job expectations and resources are limited, this may lead to negative performance and poor well-begin.

Related to the behaviors and activates of cyberloafing, findings indicate that the involvement of cyberloafing increases when workers are faced with low job demands. It has to do with the employee's free time. If worker's have not enough work to do, they kill the time by participating in cyberloafing practices. (Henle & Blanchard, 2008) also indicate that cyberloafing increases due to high job demand. According to the literature on counterproductive work behavior (Lim, 2002; Robinson & Bennett, 1995), if job demand transcends the job resources, workers participate in cyberloafing to get rid of work activities. Inside the same case of the worker's wellbeing can be affected in such a manner that a rehabilitation time is required for the recovery of resources. Suggestions in the studies on the prevention of reducing employee wellbeing are to reduce work requirements (Schaufeli & Bakker, 2004)**.** As consequence, a potential association between cyberloafing and job, demands can be seen in both counterproductive work behavior and rehabilitation literature.

2.7.4 Interference Work and Family

"The shared assumptions, beliefs, and values regarding the extent to which an organization supports and values the integration of employees' work and family lives'' (Andreassi & Thompson, 2008).

Interference in work-family relations is derived from a focus on responsibilities in both areas (Carlson et al., 2000). The boundaries between family and work are changed; Cyberloafing is linked to the relationship between work and family. The development of the internet at the workplace and even in the private environment allows workers to work from home, but also to conduct activities at work that are connected to family matters, and it is, therefore, important to recognize. (Carlson et al., 2000) stated that all forms of time-related between family and work must be viewed. On one hand, interference is induced when workers spend more attention on family affairs than on their work duties, known as interference family-work. On the other hand, the potential difference between work and family occurring from more time spent on work compare to the family is known as work-family interference. (Janssen et al., 2004) stated that increased psychological demands harm the work-life relationship and could contribute to a higher probability of failure.

While (Janssen et al., 2004) show the potential substantial; effect of a work-family intervention on cyberloafing as a recovery behavior. Interference with job and family both ways had never been related to cyberloafing in past studies. The research would find all ways of interference. In addition, all approaches are incorporated within the system and checked for the interaction between cyberloafing practices and behavior.

2.8 CONSEQUENCES OF CYBERLOAFING

Cyberloafing may helpful and supportive for workers and the company. Besides that, this can be negative as it keeps workers from becoming efficient. Some studies state that cyberloafing is inefficient and exposes the company to litigation. Consequently, some scholars may not assume that cyberloafing is awful or even unacceptable. They suggest that the internet offers many ways that can relate to innovation, efficiency, and make productivity (Henle & Blanchard, 2008). The consequences of cyberloafing and discussed factors that lead the way for cyberloafing are studied in this literature.

2.8.1 Job Performance (JP)

"Work-related outcome referring to the aim to attain organizational objectives measured by the evaluation of performance on job-related tasks" (Sharma et al., 2009).

Employees are a key resource for the development and sustainability of an organization. In addition, workers must work hard and sincerely for the development of the organization (Kim et al., 2008; Kim, 2020; Mathis & Jackson, 2006) explained that job performance is defined by reliable and efficient work done throughout the time. In the study, the performance of the organization workers is considered an important factor that has led to the organization's progress **(Ali-Hassan et al., 2015; Armstrong, 1977; Huang, 2019)**. Employees need to work diligently and passionately for the growth of organizations (Kim, 2020).

Mathis and Jackson (Mathis & Jackson, 2006) study that job performance is characterized by the amount and quality of work done during a given period, efficiently and effectively. Researchers consider employees' performance as a key factor to the success of the organization (Ali-Hassan et al., 2015; Armstrong, 1977)**.** The use of internet resources increases the efficiency and output of a worker. However, researchers stated that cyberloafing decreased the performance of workers at the workplace. (Henle et al., 2009) are discussed that the efficiency of work decreases 30 to 40 % due to cyberloafing. (Lim et al., 2020; Lim, 2002) regarded that cyberloafing is a problem for the companies as it induces unnecessarily internet use, legal and safety risks.

Cyberloafing activities are found to be important indicators of job incompetence. (Ramayah, 2010) describes 4 kinds of CLA identified "personal downloading", "personal e-commerce" or "personal knowledge" they'd all have a favorable connection to job incompetence. Nevertheless, personal communication has not found significant associations to job inefficiency, which means the various cyberloafing activities have different effects on job performance. In addition, the study showed that email and chat were negatively linked to success due to the addictive aspect or demanded a high degree of commitment from the worker (Bock & Ho, 2009; De Clercq et al., 2018; Li & Chung, 2006). Although, favorable outcomes associated with job factors are stated by the study of Belanger and (Belanger & Van Slyke, 2002). The findings showed that cyberloafing can contribute to increased knowledge of current information as well as reliability of the information. Moreover, CL activities may "*serve to open blocked creative channels" (Oravec, 2002)*. This suggests the improvement in productivity due to cyberloafing activities (De

Clercq et al., 2018). That being said, the study carried out by (Belanger & Van Slyke, 2002; Oravec, 2002) did not address particular activities that would contribute to enhancing learning or creativity.

2.9 MODERATOR

2.9.1 Individual Absorptive Capacity

According to (Cohen & Levinthal, 1990; Tian & Soo, 2018) "*the ability to value new external information, to assimilate it and to apply it to commercial ends*". Keeping in view the above definition individuals versus in their absorptive capacity, and they absorb the different levels of knowledge from some sources. A person having a higher level of absorptive capacity can gain more knowledge from the source in lesser time as compared to a person having lower absorptive capacity (Knudsen & Schleimer, 2020). An employee with a higher absorptive capacity can get benefits from cyberloafing in form of more knowledge from internet sources and these sources can help him to improve his job performance by applying that knowledge (Morelos-Gómez et al., 2021). We can argue that an employee with higher absorptive capacity can be beneficial by cyberloafing and vice versa.

2.10 RESEARCH HYPOTHESIS

H1(a): JD-R is negatively associated with deviant behavior.

H1(b): JD-R is positively associated with development behavior.

H1(c): JD-R is negatively associated with addictive behavior.

H1(d): JD-R is positively associated with recovery behavior.

H1(e): IWF is positively associated with deviant behavior.

H1(f): IWF is associated with development behavior.

H1(g): IWF is associated with addictive behavior.

H1(h): IWF is positively associated with recovery behavior.

H2(a): JD-R is negatively associated with social activities.

H2(b): JD-R is negatively associated with leisure actives.

H2(c): JD-R is positively associated with informational activities.

H2d): JD-R is negatively associated with virtual emotions.

H2(e): IWF is positively associated with social activates.

H2(f): IWF is positively associated with leisure activates.

H2(g): IWF is positively associated with informational activates.

H2(h): IWF is positively associated with virtual emotional activates.

H3(a): Deviant behavior is negatively associated with job performance.

H3(b): Development behavior is positively associated with job performance.

H3(c): Addictive behavior is negatively associated with job performance.

H3(d): Recovery behavior is positively associated with job performance.

H4(a): Social activities are associated with job performance.

H4(b): Leisure activities are negatively associated with job performance.

H4(c): Informational activities are positively associated with job performance.

H4(d): Virtual emotional activities are negatively associated with job performance.

H5(a): Individual absorptive capacity moderates relational between social activities and job performance.

H5(b): Individual absorptive capacity moderates relational between leisure activities and job performance.

H5(c): Individual absorptive capacity moderates relational between virtual emotion activities and job performance

H5(d): Individual absorptive capacity moderates relational between informational activities and job performance.

2.11 FRAMEWORK

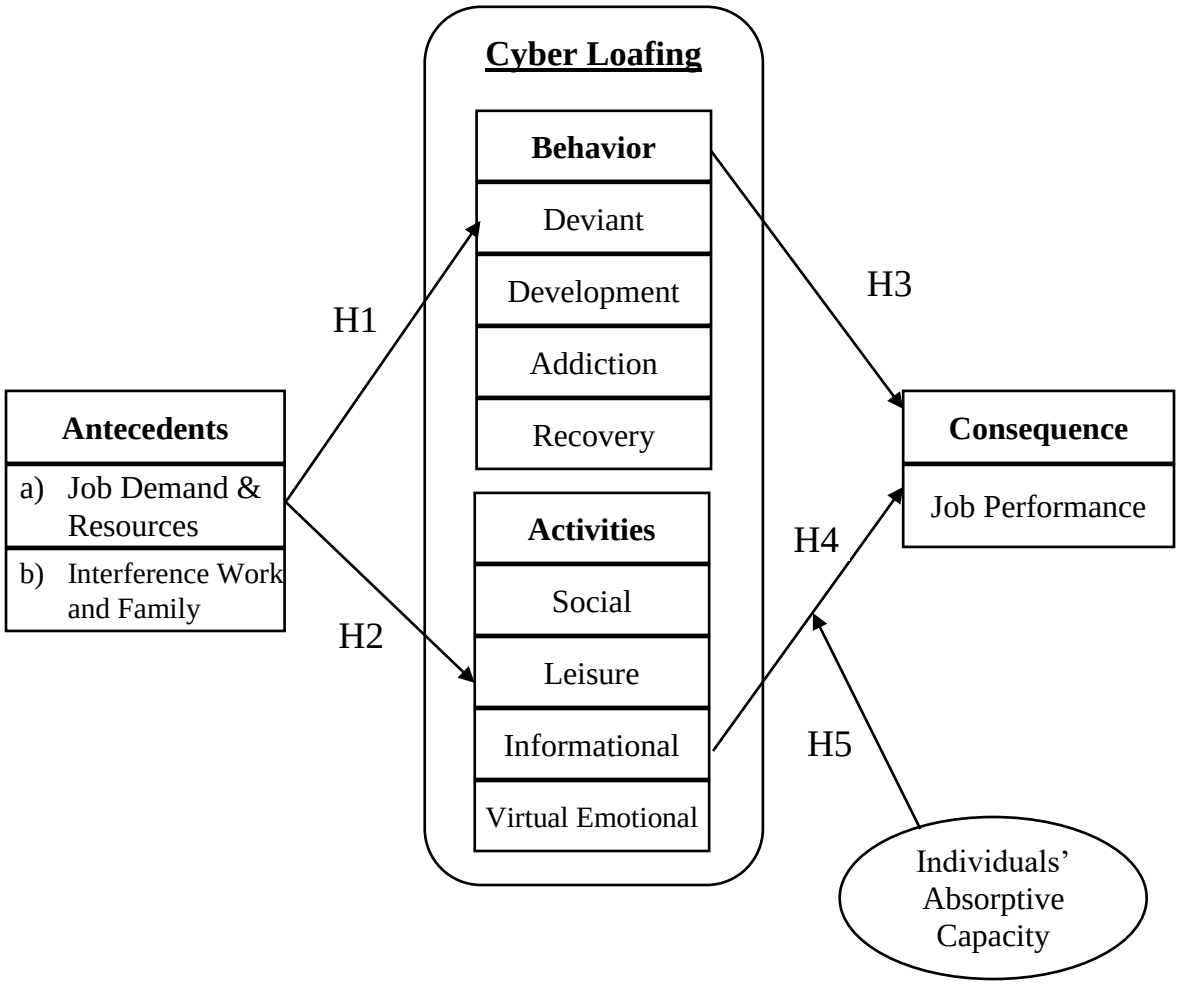

Figure 1: Framework

CHAPTER 3

METHODOLOGY

This chapter explains the research methodology and a course of action for conducting research analysis. The study background, demographic and sample size, research philosophies, sampling procedure, research strategy, research approach, time horizon are all explained in this research methodology section.

3.1 RESEARCH ONION

According to Saunders et al. (2009) a research onion to identify various phases in different research methodologies. The research onion has multiple layers; the first layer describes theoretical perspectives or philosophies. The research methods used in the study are identified in the second layer. Followed by strategies in the third layer. Further, in the fourth layer, the collection or research choice is classified. Time horizon is identified in the fifth layer, and finally, data collection approaches and techniques are studied in the sixth layer of the research onion.

Figure 2: Research Onion

Philosophy theory describes the researcher's beliefs regarding the environment, which are useful in determining research policy and methodology (Saunders et al., 2009). In line with this, researchers, mainly those employed in the fields of management and industry should be well-knowing in research philosophy (Clarke et al., 2004). However, there are four fundamental research theories in the area of management and business i.e., pragmatism, interpretivism, realism, and positivism. Positivism is a research approach based on a well-organized research plan that supports the abstraction and characterization of facts or observations, as well as the statistical evaluation of every study's findings(Saunders et al., 2003).

The realism philosophy is based on the concept that reality is different from the conscious imagination. This philosophy is founded on the idea that knowledge is developed scientifically. Theories that support action are considered important by the pragmatism approach. Pragmatism "recognizes that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there multiple realities"(Saunders et al., 2009). Interpretivism entails researchers analyzing study aspects, as a result, interpretivism involves a human interest in the study. Accordingly, "interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments" (Myers, 2019). "Positivism" is the most common philosophy used in organizational study. The majority of empirical studies in organizational sciences used the positivism approach (Aguinis et al., 2009). In the nineteenth century, a French philosopher was the first to coin the phrase "positivism". Studies based on the positivist research philosophy often use a quantitative research technique to investigate reality, which offers several advantages, and it is also useful for examining the difference in time, group, and location. In the organizational and social sciences positivism, philosophy is commonly used. So, for these reasons positivism research philosophy **is** used in this research review.

3.1.1 Research Approaches

In the second layer of the research onion, there are two approaches research approaches deductive and inductive approaches. The deductive approach deals with theories extract from theory evaluating the hypothesis, and them making inference by examining the findings of the tested theory. An inductive analysis follows a step-by-step process that includes observation, sequence, tentative conclusion, and eventually theory. According (List, 2005) an inductive approach is linked with "intuitive" approaches in future research,

whereas deductive reasoning, regarding physical arguments, is meant to regulate processes and direct information. In this research, the deductive approach is used. Whereas a conceptual model is built with the support of literature reviews and hypotheses, the development research framework is put to the test using primary data and methodological techniques.

3.1.2 Research Design

The term "research design" refers to a technique that begins with the development of hypotheses and continues until a conclusion is reached. The research methodology, research strategies, and the procedure used to collect data from the population so that a legitimate conclusion is obtained are all parts of the research design (Ghauri & Gronhaug, 2002). According to Parhoo (1997) "plan that describes how, when and where data are to be collected and analyzed".

This research aims to look at the relationship between variables and as well as to examine our hypotheses. As a result, this study uses survey strategy/ quantities research, which is a highly effective tool for gathering data from many populations. This research approach gathers data and using explanatory statistics to analyze it. Instead of considering the whole population, findings can be obtained using data gathered from convincing sampling techniques these results reflect the entire population (Saunders et al., 2009). The study explains to participants the questionnaire items and the purpose of the study.

3.2.3 Time Horizon

This study Saunders and Aragón-Zavala (2007) shows time horizon is the time in which the research design to complete research In the research literature, this concept is divided into two categories longitudinal research, and cross-sectional study (Becker et al., 2012). The longitudinal timeline study collects data over a while, while the cross-sectional study collects data at a single point in time. To remove common method bias, the time-lagged structure is being used by following (Podsakoff et al., 2003) suggestions to gather data on the criteria and predictor variables at different time durations. Furthermore, since the data was gathered from respondents at a different point in time this analysis was longitudinal (Sekaran & Bougie, 2003). Individuals the units of analysis since the participants of our sample would be workers in the service sector.

3.2 SCALES TO BE USED

3.2.1 Job Performance

Active learning and employee creativity are two constructs that represent job performance. The term is described by two structures. Workplace performance (Karasek, 1990) define active learning as the desire to improve at work, for example, *"I am constantly looking for new challenges in my job"* Active learning is assessed using three items that range from (1) "strongly disagree" to (5) "strongly agree" on a five-point Likert scale (Taris et al., 2003). Employee creativity is based on (Scott & Bruce, 1994) article and explains the degree to which workers use creativity in their jobs, for example, *"Suggests new ways to achieve goals or objectives"*. Creativity employee is assessed using 13 items that range from (strongly disagree=1 to strongly agree=5) on a five-point Likert scale

3.2.2 Job Demand and Resources

The JD-R model takes into consideration both job demands and job resources. Used (Antonenkov et al., 1997) questionnaire to evaluate three work demands and four job resources. There are 4 items of mental load *"Does your work demand a lot of concentration?".* There are four items of emotional load *"Does your work demand a lot from you emotionally?".* There are four items of change in the task *"Have the proposed changes in your tasks been introduced well? (Reversed item)*". There are four items of information *"Does your work allow you to check on how well you are doing your work?*". There are four items of communication *"Is the company's decision-making process clear to you?*". There are four items of participation *"Can you participate in decisions about what your job does or does not entail?*" There are four items of independence in the work *"Do you influence the pace of work?"*. All items were rated from 5 points Likert scale from (1= strongly disagree to 5= strongly agree).

3.2.3 Interference Work-Family

The article of (Brough et al., 2009) used the interference work-family scale. Four items describe the interference work-family, for example, "*I currently have a good balance between the time I spend at work and the time I have available for non-work activities".* All 4 items were rated by a 5-point Likert scale range from (strongly disagree=1 to strongly agree=5).

3.2.4 Cyberloafing Activities

Stated that Li and Chung (2006) came up with the four activities of Cyberloafing. The “social activity” refers to behaviors that include contact with the employee's social network, such as *“I use the Internet during work for private purposes to extend my social network”.* The term "informational activity" applies to activities such as Cyberloafing to find information, such as *“I use the Internet during work for private purposes to search information”.* Listening to music or playing a game online is an example of a “leisure activity”, as in *“I use the Internet during work for private purposes to play a game online”.* The fourth activity simulated “emotional activity” refers to the Internet's existing opportunities, such as *“I use the Internet during work for private purposes to buy goods”.* On a five-point Likert scale, each of the four activities is represented by 3 items ranging from (1) "(strongly disagree" to (5) "strongly agree."

3.2.5 Cyberloafing Behaviors

The four behaviors of cyberloafing measure by the generated scale of (Li & Chung, 2006). Personal growth is referred to as “development behavior”, for example, *“I use the Internet during work for private purposes to obtain skills”.* The term "recovery behavior" refers to how people recover from job activities, such as *“I use the Internet during work for private purposes to recovery from tasks”.* “Deviant behavior” includes behaviors targeted at escaping work assignments, such as *“I use the Internet during work for private purposes to postpone work tasks”.* Visited habitual website is referred to as “addictive behavior”, For example, *“I use the Internet during work for private purposes to visit one or multiple websites out of habit”.* On a five-point Likert scale each of four behavior represents 3 items and used range form (1=strongly disagree to 5=strongly agree)

3.2.6 Individual Absorptive Capacity

The article of Tsai (2021) used the individual absorptive capacity scale. 14 items describe the individual absorptive capacity, for example, “*I work hard to critically assess the potential value of external knowledge against our business needs.* All the 14 items were rated by a 5-point Likert scale range from (strongly disagree=1 to strongly agree=5).

Table 1.1
Study Variable

Variable name	Variable type	Source	Number of Items	Sample Item	Time Lag
Job performance	Dependent	(Scott & Bruce, 1994; Theorell et al., 1990)	16 items	*"I am constantly looking for new challenges in my job". "Suggests new ways to achieve goals or objectives".*	**T2**
Job demand & resources	Independent	(Li & Chung, 2006)	28 items	*"Does your work demand a lot of concentration?".*	**T1**
Interference work-family	Independent	(Brough et al., 2009)	4 items	"*I currently have a good balance between the time I spend at work and the time I have available for non-work activities".*	**T1**
Cyberloafing (activity)	Mediator	Li and Chung (2006).	12 items	*"I use the Internet during work for private purposes to extend my social network".*	**T1**
Cyberloafing (Behavior)	Mediating	(Li & Chung, 2006)	12 items	"*I used the internet during work for private purposes to obtain skills"*	**T1**
Individual Absorptive Capacity	Moderator	(Tsai, 2021)	14 items	*"I work hard to critically assess the potential value of external knowledge against our business needs".*	**T2**

3.2.7 Targeted Population

Data was collected from academics and software companies in two major cities of the Punjab province of Pakistan. Lahore and Rawalpindi. The reason for focusing on Lahore, Rawalpindi is that it is the most populated city. In addition, it acts as the central focus for a variety of service activities. 500 employees would be among the target respondents.

3.2.8 Sampling Technique

"*A complete set of observations from which the sample is drawn for doing an analysis depending upon certain sampling techniques".*

According to (Narehan et al., 2014) when selecting a sample, it is recommended that the sample be representative of the entire population. Previous studies have established two methods for selecting a sample from any reference population. These methods are the two types of sampling techniques: probability sampling and non-probability sampling. In this study, use the convenience sampling technique (non-probability sampling). Convenience sampling is also known as Haphazard sampling or accidental sampling is a form of non-probability or non-random sampling in which individuals of the sampling population match certain functional requirements, such as ease of access, cultural affinity, availability at a certain time, or desire to participate, are included in the survey (Dörnyei & Csizér, 2012). It may also apply to population research subjects that are readily available to the researcher (Sandelowski & Given, 2008). A convenience sample is often referred to as "accidental samples" because elements can be chosen in the study merely because they are located near where the researchers are collecting evidence, either spatially or administratively.

3.2.9 Target Sample

Data was collected from services sectors (education institutes and software companies). Data was gathered from the first line and middle-level manager. Study use convinces sampling techniques (non-probably sampling). Data was gathered from 500 target populations.

3.2.10 Sample Size

The sample size for this analysis is determined using (Kline, 2015) and (Field, 2013) criteria, such as 5 respondents from a population where NO of the

items exist in a questionnaire. The data collection instruments in this study included a total of 98 items, for generalizing our finding, 500 samples are sufficient.

3.2.11 Data Collection Procedure

The process of gathering data to evaluate the impact of variables specified in the problem statement, research question, and hypothesis is referred to as the data collection procedure (Pope et al., 2013). The data for the study is collected from respondents using a standardized questionnaire. A systematic questionnaire is used to obtain primary data. The questionnaire which includes a five-point Likert scale is used to gather data. The Likert scale is a standardized rating scale comprised of several statements indicating a negative or positive attitude about the study (Bam, 1992). Using a 5-point Likert scale to measure cyberloafing from strongly disagree to strongly agree. The job performance is measured on 5 points Liker scale from (1) Strongly Disagree to (5) Strongly Agree (Scott & Bruce, 1994; Theorell et al., 1990). The job demand and job resources measured on 5 points Likert scale from on (1) Strongly Disagree (5) Strongly Agree (Li & Chung, 2006). The interference work-family measured on 5 points Likert scale from on (1) Strongly Disagree to (5) Strongly Agree (Brough et al., 2009). the cyberloafing activities and cyberloafing behavior measured on 5 points Likert scale from (1) Strongly Disagree (5) Strongly Agree (Li & Chung, 2006). The individual absorptive capacity was measured on 5 points Likert scale from (1) Strongly Disagree (5) Strongly Agree (Tsai, 2021).

3.2.12 Control Variables

Since demographic variables such as age, gender, education level, relationship status, job type, employing organization, and work tenure may affect research variables such as job demand and resources, interference work-family, cyberloafing activities, cyberloafing behavior, job performance, individual absorptive capacity. Some of the control variables are linked to cyberloafing or similar concerns such as internet use like gender, age, and education, relation status (de Freitas et al., 2019). These variables, which have unknown effects on cyberloafing e.g., job type, organizational employing, and work tenure that controlled in this research to prevent the influence of the relations in the study of the framework. Ten items were used to measure name, age, gender, education level, relationship status, job type, employing organization, and work tenure. Such ten items describe the population of the study and function.

3.2.13 Techniques and Procedures

Data was gathered from academic institutions and software companies. Structured equation modeling (SEM) is feasible since the data for this analysis was collected from a time-lagged survey. This study uses pre-determined measurements to clarify the methods to our participants and is ensure their privacy. Primary data is collected from service sector workers through a self-administered questionnaire. The questionnaire is divided into two parts. Participants' details, such as name, age, gender, education level, relationship status, job type, employing organization, and work tenure, is addressed in Section A. Job resources, job demand, work-family interference, cyberloafing behaviors, cyberloafing activities, job performance, individual absorptive capacity is all be addressed in Section B.

As previously said, the data was gathered in two waves to reduce the study's same source bias. Data for job demand and job resources, interference work family, cyberloafing activities, and cyberloafing behavior would be measure at time 1 (T1), while data for job performance, individual absorptive capacity would be measure at time 2 (T2). During working hours, the data is collected one time. The well-known and most used scales are used to measure analysis variables. For all research factors, a five-point Likert scale ranging from 1 to 5 is used.

3.2.14 Administrative Procedure

An authority letter from NCBA&E was used for permission of the authority in each organization and an authorization letter described the purpose of the institute’s study. They were told just what the research goals are. After receiving approval, the participants were given questionnaires to fill out. Time-logged surveys were used to collect data. An employee from the service sector in Lahore and Rawalpindi were provided questionnaires.

3.2.15 Ethical Concerns

All organizations involved authorities were asked for approval in advance. The respondent’s approval was obtained in the future before they answered the survey. The research attempted to protect the privacy and secrecy of the respondents. The gathered information was not manipulated.

CHAPTER 4

DATA ANALYSIS

This section aims to provide the data analysis conducted with the statistical package of social sciences (SPSS) and analysis of moment structure (AMOS), to test the entire concept under discussion. The use of basic advancement for examination to perform, such as data screening, treatment and identifying missing values, multivariate abnormalities, section profile of the exploration members, and correlation relation. Structural equation modeling (SEM) is also used to determine the reliability of variables. This section also includes structural modeling and model suitability for research multi-dimensionality analysis.

Table 1.2
Data Analysis Techniques

Objective	Data Analysis Techniques
Normality test for data	Normal Curve Distribution
Data Reliability Test	Cronbach Alpha
Outlier test	Skewness and Kurtosis
Hypothesis Testing	SEM, mediation analysis using AMOS, Moderation
Correlation Analysis	Pearson Correlation Coefficient
Data trend, Mean, Standard Deviation	Descriptive Statistics

4.1 DESCRIPTIVE STATISTIC OF STUDY VARIABLE

Table 1.3 shows descriptive statistics on job demand and job resources, interference work-family, cyberloafing activities, cyberloafing behavior, job performance, and individual absorptive capacity. All the study variables had a mean value range from 3.96 to 4.08**,** with a standard deviation value of .14 to .70.

Table 1.3
Descriptive Analysis

	Minimum	Maximum	Mean	Std. Deviation
Job Demand Resources	1.00	4.25	3.06	.28
interference work family	1.00	5.00	3.47	.42
Social	1.52	5.00	4.02	.15
Informational	1.00	5.00	4.03	.21
Leisure	1.00	4.33	3.82	.54
Virtual	1.00	5.00	2.93	.63
Recovery	1.83	5.00	3.86	.37
Deviant	1.00	5.00	2.88	.61
Development	1.54	5.00	4.01	.29
Addiction	1.00	5.00	2.95	.70
JP Learning	1.00	5.00	3.96	.48
JP Creativity	1.00	5.00	4.08	.17
Individual Absorptive Capacity	1.00	4.75	3.24	.14

4.2 FREQUENCY ANALYSIS OF DEMOGRAPHIC VARIABLE

Frequency analysis was used to examine the demographic features of respondents, such as gender, education, job function, and the number of working hours. Out of 500 respondents, the majority 66% were male, whereas 33% were female, according to the frequency analysis. 20% of respondents work in human resources, 25% of respondents work in customer support. 39% of respondents work in marketing and 14% of people work in finance. Out of 500 survey respondents, 19% had a master’s degree, 4% had a doctorate, 26% had an associate degree, and 56% had a bachelor's degree. Respondent responds that they work 26 hours a week, 32 respondents work 25 hours, and 29 respondents that they work 31 hours a week, out of 500 respondents.

4.3 MULTIVARIATE OUTLIERS

Identification and treatment of outliers are necessary when examining distinct statistical findings to prevent their influence on the variables, such as standard errors and model fit. Irregularities are typically predicated in big sample sizes; therefore, extreme caution should be exercised while running datasets. To find outliers, utilize the Mahalanobis separation test. It expressed the distance between a data point and the center, which is computed in a variety of contexts, with the data point being the mean of the components being evaluated. The use of the Mahalanobis test found 51 values, indicating that fifty-one items had to be removed for additional evaluation. After removing 51 items, the remaining 449 responses were assessed for further study.

4.4 RELIABILITY ANALYSIS

Reliability analysis analyzed the internal coherence of job demand, job resources, interference work-family, cyberloafing behavior (recovery, deviant, development, addiction), cyberloafing activities (social, informational, leisure, virtual emotional), job performance (Job performance learning, Job performance creativity), and individual absorptive capacity. The value of Cronbach's alpha is rated as “outstanding” as mentioned in (Kline, 1998) if equal to or above 0.90. An Alpha-value of 0.80 is considered “very good” whereas an alpha value of about 0.70 is considered “sufficient”. **Table 1.4** showed that all variables in an acceptable range had the alpha value of 0.70. An alpha value of all variables in the current research job demand α= .723, job resources α= .731, interference work-family α= .988, cyberloafing behavior (recovery α=.786, deviant α=.983, development α=.807, addiction α=.830), cyberloafing activities (social α=.786, informational α=.945, leisure α=.731, virtual emotional α=.752), work performance (Job performance learning α=.767, Job performance creativity α=.754), and individual absorptive capacity α=.872.

Table 1.4
Reliability Analysis

Constructs	No. of Items	Cronbach's Alpha (α)
Job Demand	**12**	**.723**
Job Resources	**16**	**.731**
Interference Work-Family	**4**	**.988**
Social	**3**	**.786**
Informational	**3**	**.945**
Leisure	**3**	**.731**
virtual Emotional	**3**	**.752**
Recovery	**3**	**.786**
Deviant	**3**	**.983**
Development	**3**	**.807**
Addiction	**3**	**.830**
Job Performance Learning	**3**	**.767**
Job Performance Creativity	**13**	**.754**
Individual Absorptive Capacity	**14**	**.872**

4.5 CORRELATION OF VARIABLES

Bivariate Pearson correlation analysis between major variables like job demand, and job resources, interference work-family, cyberloafing behavior, cyberloafing activities, job performance, individual absorptive capacity. The demographic features of participants including gender, education, job function, and work hours were measured before hypothesis testing. **Table 1.5** shows the correlation measurement of all the variables using SPSS 24. The measured values indicated all of the variables have a significant relationship because all values are statistically significant at the level of 0.001. Additionally, in the correlation matrix if a variable has negative relation it indicates one variable value increases so the opposite variable value will be decreased. On the other hand, if the relationship is positive significant which means if one variable value increases the other also increases. The correlation study showed that the connection of in line with our hypothesis proposals.

Table 1.5
Correlations

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. JDR	1												
2. Interference Work Family	-.53**	1											
3. Social	-.17**	.35**	1										
4. Informational	.69**	-.653**	0.066	1									
5. Leisure	-.68**	.611**	0.047	-.755**	1								
6. Virtual	-0.14	.495**	.208**	-.161**	0.068**	1							
7. Recovery	0.08	0.012	0.059	0.019*	0.071**	.127*	1						
8. Deviant	-0.13	.107*	0.021	-0.015*	0.069	.305**	0.048	1					
9. Development	.73**	-.598**	0.027	.458**	-.534**	-.111*	0.085*	0.028	1				
10. Addiction	-0.07	-0.664	.238**	-.148**	0.053*	.805**	0.041	.352**	-.264**	1			
11. JP Learning	.66**	-.558**	0.053**	.369**	-.483**	-0.071	.248**	-0.03682	.891**	-.218**	1		
12. JP creativity	.67**	-.599**	0.91**	.816**	-.908**	-0.0147	0.25**	-0.028	.483**	-0.63**	.428**	1	
13. Individual Absorptive Capacity	-0.01	-0.037	0.04	0.005	-0.022	-0.07	0.041	-0.044	0.006	-.105*	0.002	0.022	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.6 FACTOR ANALYSIS

PCA (principal component analysis) with varimax was used to perform factor analysis on data gathered from 449 respondents. To assess the suitability of variables, KMO and Bartlett's tests were used. The KMO value is .895, show in T**able 1.6** which exceeds the necessary value of 0.60 as advised by (Kaiser, 1974).

Table 1.6
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	10343.854
	Df	3655
	Sig.	.000

The value of KMO confirmed that the data was appropriate for factor analysis. The data indicate p= 0.000, which is less than 0.05, indicating that all variables are statistically significant. The total variance of the thirteen variables used in this study is (64.17%)), which is more than 50%. The factor analysis also indicates that loading elements are all > 0.60 by the thumb rule, which states that when > 0.60 are, loading items are greater (Kline, 2015).

Table 1.7
Factor Analysis

Factor Items	Items Loading	Factor Items	Items Loading
JD1	.80	DEVELOP1	.75
JD2	.75	DEVELOP2	.76
JD3	.76	DEVELOP3	.80
JD4	.67	% of Total Variance Explained	1.78
JD5	.66	DEV1	.72
JD6	.70	DEV2	.80
JD7	.70	DEV3	.73
JD8	.77	% of Total Variance Explained	1.75
JD9	.77	ADDI1	.70
JD10	.75	ADDI2	.76
JD11	.63	ADDI3	.79
JD12	.65	% of Total Variance Explained	1.95

Factor Items	Items Loading	Factor Items	Items Loading
% of Total Variance Explained	17.85	REC1	.82
JR1	.82	REC2	.71
JR2	.78	REC3	.74
JR3	.77	% of Total Variance Explained	1.69
JR4	75	PL1	.77
JR5	.65	PL2	.80
JR6	.72	PL3	.77
JR7	.74	% of Total Variance Explained	1.65
JR8	.74	PC1	.81
JR9	.72	PC2	.77
JR10	.73	PC3	.82
JR11	.83	PC4	.64
JR12	.82	PC5	.63
JR13	.81	PC6	.76
JR14	.81	PC7	.79
JR15	.77	PC8	.70
JR16	.67	PC9	.77
% of Total Variance Explained	12.723	PC10	.76
IWF1	.79	PC11	.80
IWF2	.78	PC12	.82
IWF3	.82	PC13	.78
IWF4	.78	% of Total Variance Explained	1.6
% of Total Variance Explained	10.064	IAC1	.74
SOC1	.79	IAC2	.70
SOC2	.77	IAC3	.54
SOC3	.86	IAC4	.73
% of Total Variance Explained	6.92	IAC5	.74
INF1	.78	IAC6	.77
INF2	.68	IAC7	.67
INF3	.61	IAC8	.77
% of Total Variance Explained	5.89	IAC9	.81

Factor Items	Items Loading	Factor Items	Items Loading
LES1	.78	IAC10	.80
LES2	.78	IAC11	.82
LES3	.78	IAC12	.82
% of Total Variance Explained	3.85	IAC13	.73
VE1	.77	IAC14	.72
VE2	.80	% of Total Variance Explained	1.54
VE3	.77		
% of Total Variance Explained	1.84		
Total Variance Explained (64.17%)			

4.7 STRUCTURAL EQUATION MODEL (SEM)

According to (Walker, 2010), a two-phase technique is utilized for analysis. To avoid the interactional impact of estimates and fundamental models. Likewise, (Hair et al., 2010) recommend that confirmatory factor analysis be used in the first step to investigate the causal relationship and multi-dimensionality between the things and constructs. Furthermore, it is said that during the initial phase of SEM, the reliability, and validity of the items are investigated. Endogenous factors (JP) and the exogenous variable (JD-R, IWF) were investigated using SEM in the second stage.

4.9 MEASUREMENT MODEL

The validity construct and CFA were used to examine the measuring model (Ghauri et al., 2020) evaluate model demonstrated how observable components are dependent on composite and unobserved variables. Furthermore, (Quinlan, 2019) defined a model as an example in which all measurements are loded on a single variable. As a result, the model is estimated in two stages, the first using the multi-dimensionality of research variables through CFA and the second utilizing validity and reliability examination.

The standard values for model fitness are presented by previous scholars such as (Hair et al., 2010) recommended that if CFI value is high then it reflects better results for the model fit, and for GFI and AGFI the values must be either equal to 0.90 or must be greater than 0.90 and RMSEA value must be

less than 0.08. They further argued that Normed Fit Index (NFI) value must be equal to or greater than 0.90 and Chi-square/df (*x/df)* value must be less than 5 See **Table 1.8.**

Table 1.8
Standardized Values for Model Fit

Indices	Standardized Values
Adjusted Goodness of Fit Index (AGFI)	Must be ≥ than 0.90
Comparative Fit Index (CFI)	Must be ≥ than 0.90
Chi-Square / Degree of Freedom (*x2/df*)	Must be ≤ than 5.00
Goodness of Fit Index (GFI)	Must be ≥ than 0.90
Normed Fit Index (NFI)	Must be ≥ than 0.90
Root Mean Square Error of Approximation (RMSEA)	Must be ≤ than 0.08
Tucker- Lewis Index (TLI)	Must be ≥ than 0.90

Source: Hair et al., (2010); Hu and Bentler, (1998) and Byrne, (2010)

In model summary, the standardized estimates and their values are shown in Table 1.9. As a comparison with the standard parameter estimates for model fitness, the initial values pertaining to the standardized estimate values are showing a good model fit as all values are in acceptable range as shown in Table 1.9. The preliminary values are CMIN =27.26, DF = 9, CMIN/DF = 3.02, p = 0.00, GFI = 0.92, AGFI = 0.97, NFI = 0.95, CFI = 0.96, TLI = 0.96, RMSEA = 0.03.

Table 1.9
Evaluation of Measurement Model

	CMIN	DF	CMIN/DF	P	NFI	GFI	AGFI	CFI	TLI	RMSEA
Measurement Model	27.26	9	3.02	0.00	0.95	0.92	0.97	0.96	0.96	0.03

Table 1.10
Hypotheses Testing

Hypotheses	Paths	B	P	Supported
H1(a)	JD-R-->DIB	-.13	.00	Yes
H1(b)	JD-R-->DEB	.84	.00	Yes
H1(c)	JD-R-->AB	-.19	.01	Yes
H1(d)	JD-R-->RB	.17	.00	Yes
H1(e)	IWF-->DIB	.41	.02	Yes
H1(f)	IWF-->DEB	-.59	.23	No
H1(g)	IWF-->AB	-.46	.31	No
H1(h)	IWF-->RB	.23	.00	Yes
H2(a)	JD-R-->IA	.88	.03	Yes
H2(b)	JD-R-->VEA	-.25	.00	Yes
H2(c)	JD-R-->SA	-.272	.00	Yes
H2(d)	JD-R-->LA	-.56	.00	Yes
H2(e)	IWF-->IA	.016	.35	No
H2(f)	IWF-->VEA	.55	.02	Yes
H2(g)	IWF-->SA	.49	.00	Yes
H2(h)	IWF-->LA	.71	.01	Yes
H3(a)	JP-->DIB	-.089	.03	Yes
H3(b)	JP-->DEB	.891	.00	Yes
H3(c)	JP-->AB	-.821	.00	Yes
H3(d)	JP-->RB	.428	.00	Yes
H4(a)	JP-->SA	.063	.04	Yes
H4(b)	JP-->LA	-.843	.00	Yes
H4(c)	JP-->IA	.639	.00	Yes
H4(d)	JP-->VEA	-.071	.04	Yes
H5(a)	SA.x.IAC-->JP	-.042	.27	No
H5(b)	LA.x.IAC-->JP	-.053	.36	No
H5(c)	VEA.x.IAC-->JP	-.598	.31	No
H5(d)	IA.x.IAC-->JP	.731	.02	Yes

Note: JD= Job Demand, JR= Job Resource, IWF-= Interference Work-Family, SA= Social Activities, LA= Leisure Activities, IA= Informational Activities, VEA= Virtual Emotional Activities, AB= Addiction Behavior, DB= Deviant Behavior, DB= Development Behavior, RB= Recovery Behavior, JP= Job Performance, IAC= Individual Absorptive Capacity.

H1(a): JD-R is Negatively Associated with Deviant Behavior.

Relationship between JD-R and deviant behavior

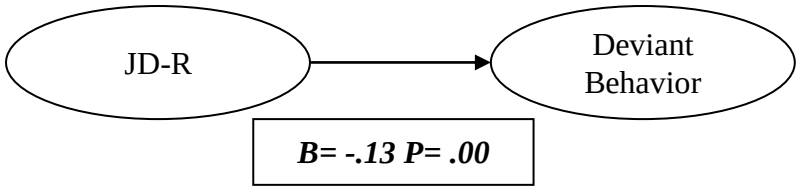

Figure 3: Hypotheses Testing

In the first hypothesis of the study, a negative relationship is proposed between JD-R and deviant behavior. The results reflect *B*= -.13 and p .00, as shown in table (), therefore, the hypothesis is accepted.

H1(b): JD-R is Positively Associated with Development Behavior.

Relationship between JD-R and development behavior

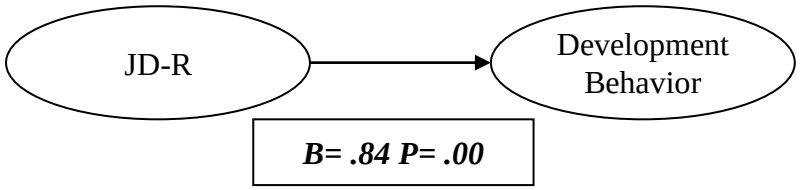

Figure 4: Hypotheses Testing

In the second hypothesis of the study, a significant positive relationship is proposed between JD-R and development behavior. The results reflect *B*= .84 and p .00, therefore, the hypothesis is accepted.

H1(c): JD-R is Negatively Associated with Addictive Behavior.

Relationship between JD-R and addiction behavior

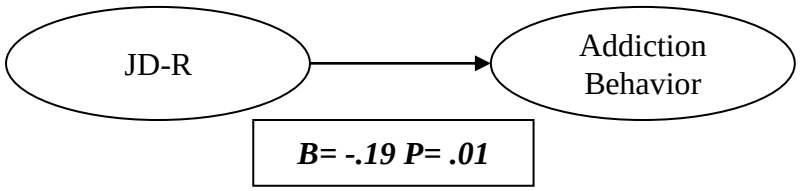

Figure 5: Hypotheses Testing

In the hypothesis of the study, a negative relationship is proposed between JD-R and addiction behavior. The results reflect *B*= -.19and *P* .00. The hypothesis is accepted.

H1(d): JD-R is Positively Associated with Recovery Behavior.

Relationship between JD-R and recovery behavior

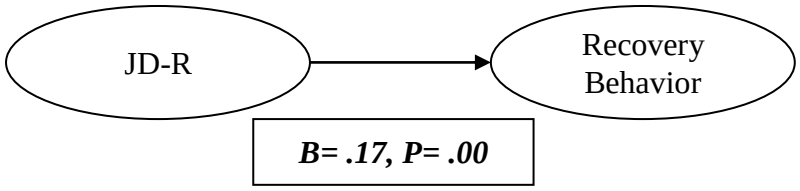

Figure 6: Hypotheses Testing

A positive significant relationship is proposed between JD-R and recovery behavior. The results reflect *B*= .17 and p .00, therefore, the hypothesis is accepted.

H1(e): IWF is Positively Associated with Deviant Behavior.

Relationship between IWF and deviant behavior

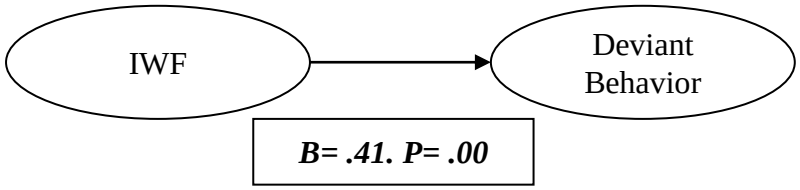

Figure 7: Hypotheses Testing

In the hypothesis of the study, a positive significant relationship is proposed between IWF and deviant behavior. The results reflect *B*= .41 and p .00, therefore, the hypothesis is accepted.

H1(f): IWF is Associated with Development Behavior.

Relationship between IWF and development behavior

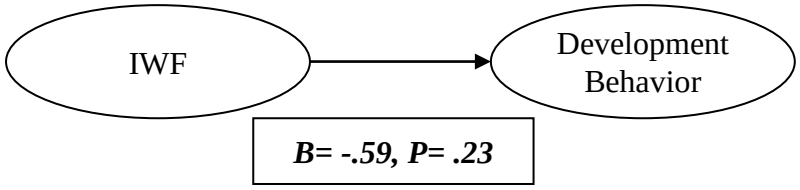

Figure 8: Hypotheses Testing

A negative relationship is proposed between IWF and development behavior. The results reflect *B*= -.59 and p .23. The hypothesis is not accepted.

H1(g): IWF is Associated with Addictive Behavior.

Relationship between IWF and addiction behavior

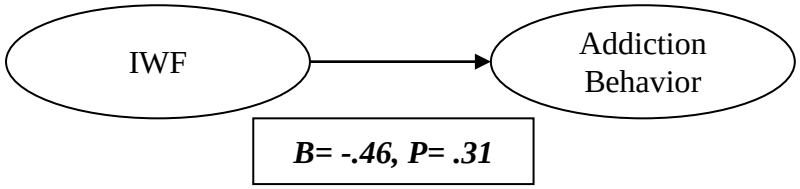

Figure 9: Hypotheses Testing

A negative relationship is proposed between IWF and addiction behavior. The results reflect *B*= -.46 and p .31. The hypothesis is not accepted.

H1(h): IWF is Positively Associated with Recovery Behavior.

Relationship between IWF and recovery behavior

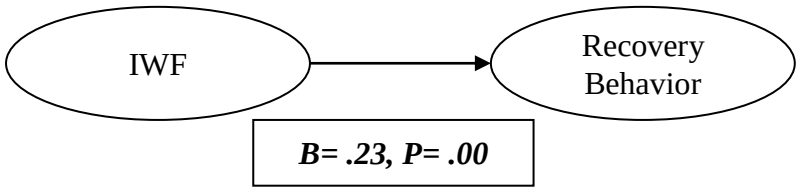

Figure 10: Hypotheses Testing

A significant positive relationship is proposed between IWF and recovery behavior. The results reflect *B*= .23 and p .00, therefore, the hypothesis is accepted.

H2(a): JD-R is Negatively Associated with Social Activities.

Relationship between JD-R and social activities

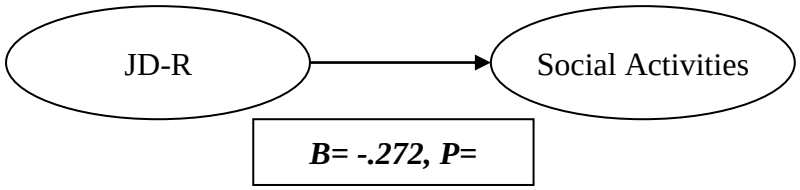

Figure 11: Hypotheses Testing

A negative relationship is proposed between JD-R and social activities. The results reflect *B*= -.272 and p .00, therefore, the hypothesis is accepted.

H2(b): JD-R is Negatively Associated with Leisure Actives.

Relationship between JD-R and leisure activities

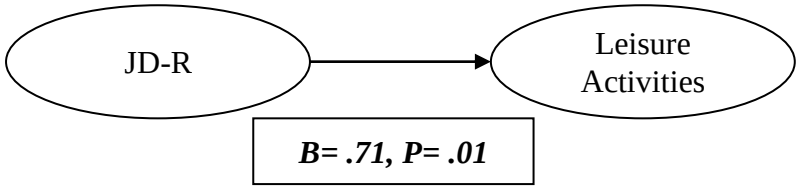

Figure 12: Hypotheses Testing

A positive significant hypothesis is proposed between JD-R and leisure activities. The results reflect *B*= .71 and p .01. The hypothesis is accepted.

H2(c): JD-R is Positively Associated with Informational Activities.

Relationship between JD-R and informational activities

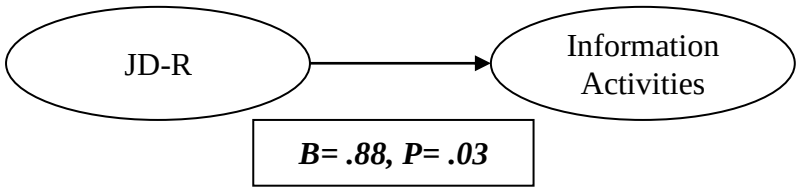

Figure 13: Hypotheses Testing

In this hypothesis, a positive significant hypothesis is proposed between JD-R and informational activities. The results reflect *B*= .88 and p .03. The hypothesis is accepted.

H2(d): JD-R is Negatively Associated with Virtual Emotions.

Relationship between JD-R and virtual emotional activities

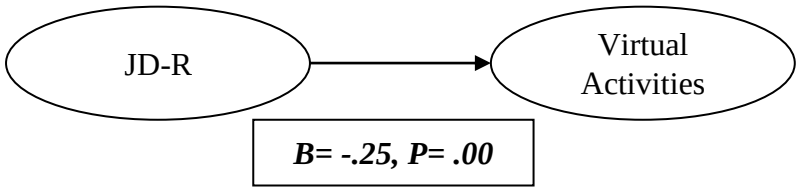

Figure 14: Hypotheses Testing

This hypothesis proposed a negative relationship between JD-R and virtual emotion activities. The results reflect *B*= -.25 and p .00. The hypothesis is accepted.

H2(e): IWF is Positively Associated with Social Activates.

Relationship between IWF and social activities

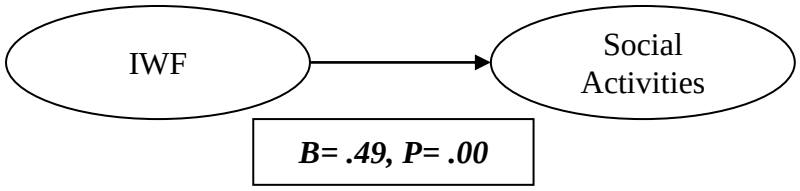

Figure 15: Hypotheses Testing

This hypothesis proposed a positive significant relationship between IWF and social activities. The results reflect *B*= .49 and p .00. The hypothesis is accepted.

H2(f): IWF is Positively Associated with Leisure Activates.

Relationship between IWF and leisure activities

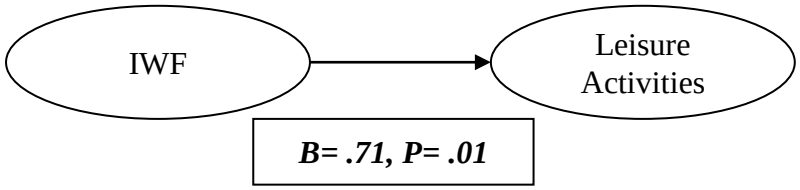

Figure 16: Hypotheses Testing

This hypothesis proposed a positive significant relationship between IWF and leisure activities. The results reflect *B*= .71 and p .01. The hypothesis is accepted.

H2(g): IWF is Positively Associated with Informational Activates.

Relationship between IWF and informational activities

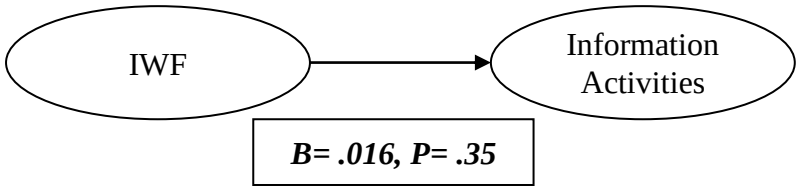

Figure 17: Hypotheses Testing

In this hypothesis, a positive significant hypothesis is proposed between IWF and informational activities. The results reflect *B*= .016 and p .35. The hypothesis is not accepted.

H2(h): IWF is Positively Associated with Virtual Emotional Activates.

Relationship between IWF and virtual emotional activities

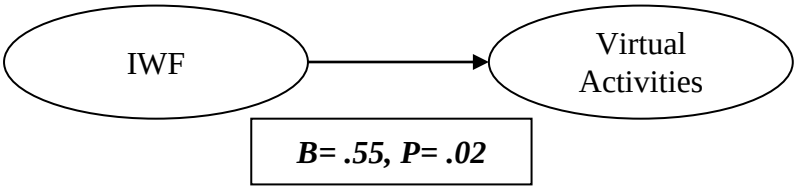

Figure 18: Hypotheses Testing

In this hypothesis, a positive significant hypothesis is proposed between IWF and virtual emotional activities. The results reflect *B*= .55 and p .02. The hypothesis is accepted.

H3(a): Deviant Behavior is Negatively Associated with Job Performance.

Relationship between deviant behavior and JP

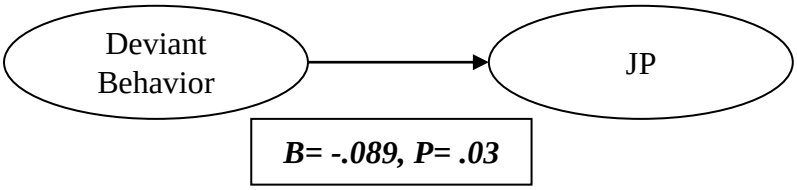

Figure 19: Hypotheses Testing

This hypothesis proposed a negative relationship between deviant behavior and JP. The results reflect *B*= -.089 and p .03. The hypothesis is accepted.

H3(b): Development Behavior is Positively Associated with Job Performance.

Relationship between development behavior and JP

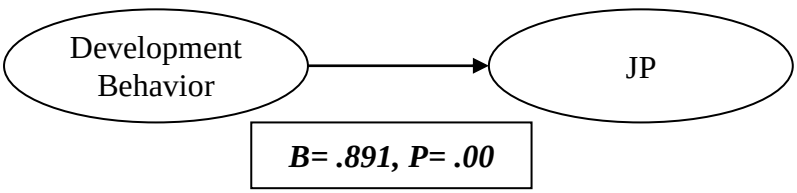

Figure 20: Hypotheses Testing

This hypothesis proposed a positive significant relationship between development behavior and JP. The results reflect *B*= .891 and p .00. The hypothesis is accepted.

H3(c): job performance is negatively associated with addictive behavior.

Relationship between addiction behavior and JP

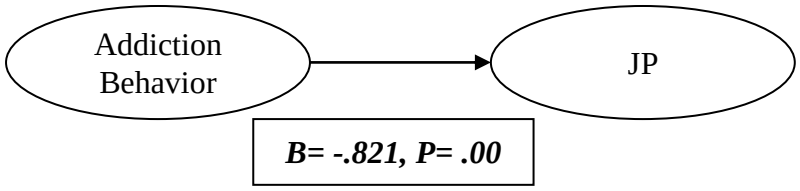

Figure 21: Hypotheses Testing

This hypothesis proposed a negative relationship between addiction behavior and JP. The results reflect *B*= -.821 and p .00. The hypothesis is accepted.

H3(d): Recovery Behavior is Positively Associated with Job Performance.

Relationship between recovery behavior and JP

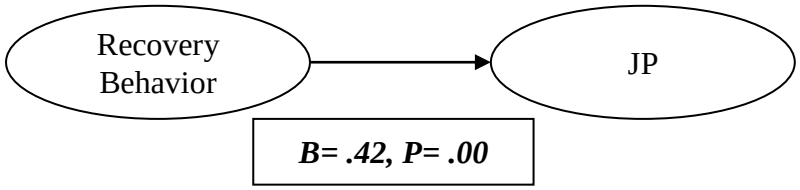

Figure 22: Hypotheses Testing

This hypothesis proposed a negative relationship between recovery behavior and JP. The results reflect *B*= .42 and p .00. The hypothesis is accepted.

H4(a): Job Performance is Associated with Social Activities.

Relationship between social activities and JP

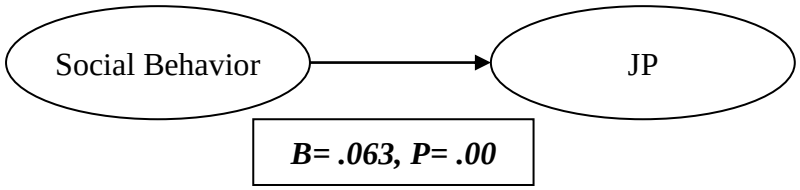

Figure 23: Hypotheses Testing

This hypothesis proposed a positive significant relationship between social activities and JP. The results reflect *B*= .063 and p .00. The hypothesis is accepted.

H4(b): Leisure Activities are Negatively Associated with Job Performance.

Relationship between leisure activities and JP.

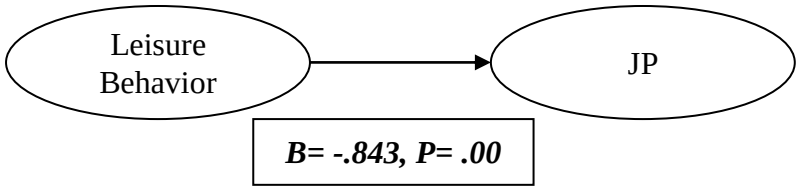

Figure 24: Hypotheses Testing

This hypothesis proposed a negative relationship between leisure activities and JP. The results reflect *B*= -.843 and p .00. The hypothesis is accepted.

H4(c): Informational Activities are Positively Associated with Job Performance.

Relationship between informational activities and JP

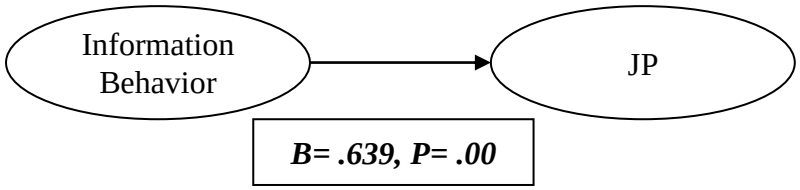

Figure 25: Hypotheses Testing

This hypothesis proposed a positive significant relationship between informational activities and JP. The results reflect *B*= .639 and p .00. The hypothesis is accepted.

4(d): Virtual Emotional Activities are Negatively Associated with job Performance.

Relationship between virtual emotional activities and JP

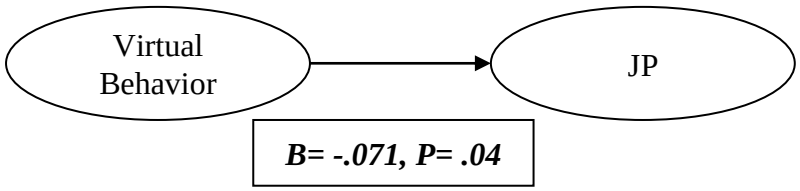

Figure 26: Hypotheses Testing

This hypothesis proposed a negative relationship between virtual activities and JP. The results reflect *B*= -.071 and p .04. The hypothesis is accepted.

H5(a): Individual Absorptive Capacity Moderates Relational between Social Activities and Job Performance.

Individual absorptive capacity Relationship between social activities and job performance.

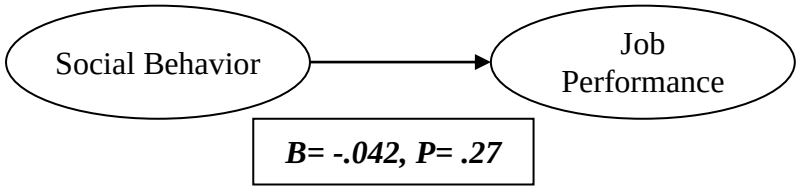

Figure 27: Hypotheses Testing

This hypothesis is tested to analyze the relationship between social activities, job performance with the moderate relationship of individual absorptive capacity. The result shows that the value of *B*= -.042, p .27. The value shows a negative relationship between variables. The hypothesis is not accepted.

H5(b): Individual Absorptive Capacity Moderates Relational between Leisure Activities and Job Performance.

Individual absorptive capacity Relationship between leisure activities and job performance.

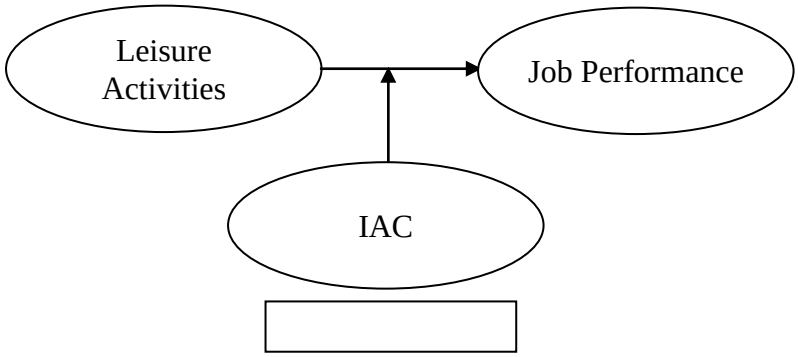

Figure 28: Hypotheses Testing

This hypothesis is tested to analyze the relationship between leisure activities, job performance with the moderate relationship of individual absorptive capacity. The result shows that the value of *B*= -.053, p .36. The value shows a negative relationship between variables. The hypothesis is not accepted.

H5(c): Individual Absorptive Capacity Moderates Relational between Virtual Emotion Activities and Job Performance.

Individual absorptive capacity Relationship between virtual emotional activities and job performance

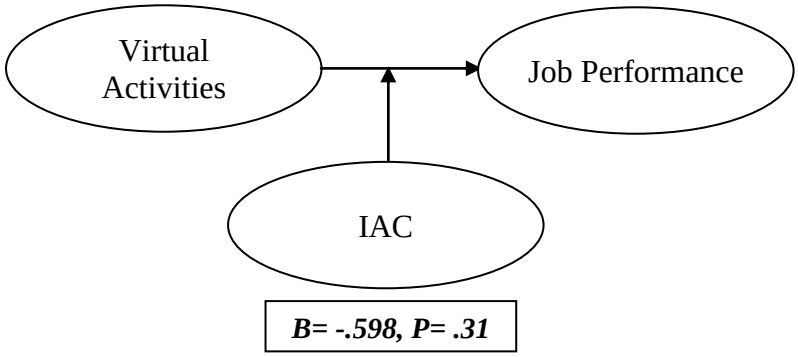

Figure 29: Hypotheses Testing

This hypothesis is tested to analyze the relationship between virtual emotional activities, job performance with the moderate relationship of individual absorptive capacity. The result shows that the value of *B*= -.598, p .31. The value shows a negative relationship between variables. The hypothesis is not accepted.

H5(d): Individual Absorptive Capacity Moderates Relational between Informational Activities and Job Performance.

Individual absorptive capacity Relationship between informational activities and job performance.

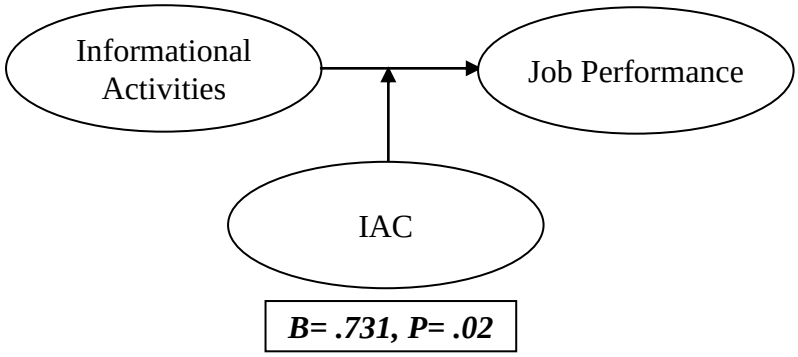

Figure 30: Hypotheses Testing

This hypothesis is tested to analyze the relationship between informational activities, job performance with the moderate relationship of individual absorptive capacity. The result shows that the value of *B*= .731, p .02. The value shows a positive significant relationship between variables. The hypothesis is accepted.

CHAPTER 5

DISCUSSION

This section included the discussion of the study's findings, as well as its theoretical and practical contribution. Furthermore, this part describes the study's limitations as well as future directions. The conclusion of this study is presented at the end of this section.

This study is based on the theory of planned behavior. The planned behavior theory is focused on the idea that it can be the result of an individual's desire to behave in a specific way, and that decision is up to the individual. According to the theory of planned behavior (TPB), the desire to engage in a specific behavior is particularly affected by three factors: personal behavior (Do I need to do this?), subjective norms (Do other people want me to do the same want?), and perceived behavior control (Do I have a right way to do this?) (Ajzen, 1985). Researchers studied the theory of cyberloafing and relevant design and determine that the theory of planned behavior might be a valid cyberloafing theory (Ajzen, 1985). In this study, the theoretical framework examines the effect of cyberloafing behavior and activities on job demand and job resources, interference work-family, and job performance with the moderate of individual absorptive capacity.

5.1 THEORETICAL CONTRIBUTION

Based on the literature, this study evaluated a multi-dimension cyberloafing construct. The multi-dimension concept examined four cyberloafing activities (social, leisure, virtual emotional, and informational) and four cyberloafing behaviors (recovery, deviant, development, and addiction). The frequency of cyberloafing was determined for each activity and behavior. Additionally, the concept is linked to possible antecedents and effects on a work level. The purpose of this research is to find a relationship with the framework.

Deviance behavior in the workplace ‘’cyberloafing’’ had received much interest related to worker involves work based activates that are not related to work it has a great effect on employees and organization. The study found that worker spends 60% of their time on the internet that is not related to work (Koay et al., 2017). Cyberloafing at the workplace is an important issue that every origination has been faced. Different behavior or activities encourage

cyberloafing. Accessing the internet and engaging the employee in other activated during work has a major effect on the organization and increase counterproductive work behavior (CWB). There are two types of CWB, interpersonal and organizational. Interpersonal, in which behavior affects the employee physically and mentally. Organizational in which due to behavior organization lose productivity (DeShong et al., 2015). Cyberloafing is a set of planned behavior and activities in which workers are involved, such as surfing time on the internet; check websites, playing games, online shopping, email, and chatting (Koay et al., 2017; Lim et al., 2002). The planned behavior theory is focused on the idea that it can be the result of an individual's desire to behave in a specific way, and that decision is up to the individual. Study indicates the worker spend minimum 3 to 4 hour each day on cyberloafing that effect on both employee performance and organizational productivity. Studies show recorded thirty-four million employees of the United State involve in cyberloafing which leads to losing millions of productivity per week (VKG Lim & DJQ Chen, 2009). Cyberloafing might be helpful and supportive for workers and the company. Besides that, this can be negative as it keeps workers from becoming efficient. According to Statista, the total number of Smartphone subscribers worldwide will reach 4.88 Billion in 2021. A recent report from Salary.com (2018) states that sixty-four percent of working people say they use the internet daily for a non-work-related purpose. Studies of cyberloafing have shown that when workers face lower job demands, their free time increases their risk of involvement in cyberloafing. If workers do not have sufficient work to do, they take part in cyberloafing exercises to fill the time. (Blanchard & Henle, 2008) indicated that the strong demands of work increase the risk of cyberloafing. Job demands and resources are a risk to the emotional and physical well-being of employees, which leads to cyberloafing. According to studies, working in a high-stress setting reduces an employee's personal potential (Bakker & Demerouti, 2007), and harms their jobs (Van den Broeck et al., 2010). The series of studies has consistently encouraged the job demand-resources model (Bakker et al., 2011; Bakker & Demerouti, 2007; Demerouti et al., 2001). In the job Demand-Resource model, we can identify and predict worker's prosperity and work efficiency. The JD-R model identifies both positive and negative factors in the workplace (Schaufeli & Taris, 2014). **I**nstability of work, which is perceived negatively, and also workers are fed-up with long-term efforts due to high job demands (Demerouti & Bakker, 2011). This may lead to negative consequences such as increased absences. Also, high job resources enhance the engagement of work and also lead to positive well-begin and flexible results **(Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004)**. On the other hand, where job expectations and resources are limited, this may lead to negative performance and poor well-begin. Related to the behaviors and activates of cyberloafing, findings indicate that the involvement of cyberloafing increases when workers are faced with

low job demands. Cyberloafing is also linked to the relationship between work and family. The development of the internet at the workplace and even in the private environment allows workers to work from home, but also to conduct activities at work that are connected to family matters, and it is, therefore, important to recognize. (Janssen et al., 2004) stated that increased psychological demands harm the work-life relationship and could contribute to a higher probability of failure. While (Janssen et al., 2004) show the potential substantial; effect of a work-family intervention on cyberloafing as a recovery behavior. Cyberloafing can also be helpful and supportive for workers and the company. Some studies state that cyberloafing is inefficient and exposes the company to litigation. Consequently, some scholars may not assume that cyberloafing is awful or even unacceptable. They suggest that the internet offers many ways that can relate to innovation, efficiency, and make productivity (Henle & Blanchard, 2008).

In addition, workers must work hard and sincerely for the development of the organization (Kim et al., 2008; Mathis & Jackson, 2006) explained that job performance is defined by reliable and efficient work done throughout the time. In the study, the performance of the organization workers is considered an important factor that h**as** led to the organization's progress **(Ali-Hassan et al., 2015; Armstrong, 1977).** Employees need to work diligently and passionately for the growth of organizations (Kim et al., 2008). The use of internet resources increases the efficiency and output of a worker. However, researchers stated that cyberloafing decreased the performance of workers at the workplace. (Henle et al., 2009) are discussed that the efficiency of work decreases 30 to 40 % due to cyberloafing. The activities and behaviors are based on cyberloafing theory as well as recovery behavior and work deviant behavior. Whereas the prevalence of cyberloafing activities has been established in the literature (Blanchard & Henle, 2008) the factor structure of cyberloafing behaviors has not been validated in pervious study. This is the first research to establish the multi-dimensional concept of cyberloafing. In this study first is to determine how to understand cyberloafing is to comprehend it. The multi-dimensionality examined in this study has linked activities with cyberloafing behaviors, allowing organization to realize that workers participate in cyberloafing to meet specific requirements. According to the present study, cyberloafing is also important for business.

5.2 CONCLUSION

This research shows that cyberloafing is important to both theory and action. A multi-dimensional construct has been designed and tested on the theoretical side. Cyberloafing has defined various activities and one or more

behaviors, and it has evolved into a construct with a created instrument. Cyberloafing relationship in the framework with antecedents and outcomes at work level. Cyberloafing entrance at the workplace in effect is an inevitable consequence of internet introduction, t provides workers additional opportunities for private activities throughout their and has shown an organization's benefits in terms of providing the employee with a means of recovery. It also harms organization and employee performance. Therefore this study provides the basis for correlation cyberloafing actions and behaviors with positive and negative effects to achieve a more thorough strategy for cyberloafing companies.

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APPENDIX

(Questionnaire Detail)

I am an M.Phil student at ***"National College of Business Administration and Economics, Lahore"*** and conducting a research study on "Explaining the antecedents and consequences of cyberloafing at the workplace. An empirical study of firms in Pakistan."

Your response is very important for the success of this study. This is an educational study and collected data will be kept confidential. Kindly read the following statements carefully and tick (✓) the appropriate box.

SECTION A:

DEMOGRAPHIC VARIABLES

Personal information:

Name _____

Gender: □ Male □ Female □ Prefer not to answer

What is the Highest Level of Education you have Achieved?
□ ADP (3years diploma) □ Bachelor's Degree
□ Master's Degree □ Doctor Degree

What is your Job Function?
□ Customer Support □ Marketing □ Human Resources
□ Finance □ Coordination Officer
□ Senior executive/Chief officer/executive vice president.
□ Any other

Number of hours/ week you work:
□ ≤ 20 hours □ ≤ 40 hours
□ ≤ 50 hours □ Above 50 hours

SECTION B:

Kindly tick the most appropriate option as per the given criteria as under:

This section assesses the extent Job resources: physical, psychological, social, or organizational aspects of the job that are either or: functional in achieving work goals (Li & Chung, 2006).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) Does your work demand a lot of concentration?	**1**	**2**	**3**	**4**	**5**
2) Does your work require continual thought?	**1**	**2**	**3**	**4**	**5**
3) Do you have to give continuous attention to your work?	**1**	**2**	**3**	**4**	**5**
4) Does your work require a great deal of carefulness?	**1**	**2**	**3**	**4**	**5**
5) Does your work demand a lot from you emotionally?	**1**	**2**	**3**	**4**	**5**
6) In your work, do you have to be able to convince or persuade people?	**1**	**2**	**3**	**4**	**5**
7) Are you confronted with things that affect you personally in your work?	**1**	**2**	**3**	**4**	**5**
8) Does your work put you in emotionally upsetting situations?	**1**	**2**	**3**	**4**	**5**
9) Have the proposed changes in your tasks been introduced well?	**1**	**2**	**3**	**4**	**5**
10) Do you find it difficult to adapt to changes in your tasks?	**1**	**2**	**3**	**4**	**5**
11) Do the changes in your tasks cause you problems?	**1**	**2**	**3**	**4**	**5**
12) Do the changes in your tasks have negative consequences for you?	**1**	**2**	**3**	**4**	**5**

SECTION C:

Kindly tick the most appropriate option as per the given criteria as under:

This section assesses the extent Job resources: physical, psychological, social, or organizational aspects of the job that are either or: functional in achieving work goals (Li & Chung, 2006).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) Does your work give you the opportunity to check on how well you are doing your work?	**1**	**2**	**3**	**4**	**5**
2) Does your work provide you with direct feedback on how well you are doing your work?	**1**	**2**	**3**	**4**	**5**
3) Do you receive sufficient information on the results of your work?	**1**	**2**	**3**	**4**	**5**
4) Does your superior inform you about how well you are doing your work?	**1**	**2**	**3**	**4**	**5**
5) Is the company's decision-making process clear to you?	**1**	**2**	**3**	**4**	**5**
6) Do you hear enough about how the company/business is running?	**1**	**2**	**3**	**4**	**5**
7) Is it clear to you whom you should address within the company for specific problems?	**1**	**2**	**3**	**4**	**5**
8) Are you adequately kept up to date about important issues within the company/business?	**1**	**2**	**3**	**4**	**5**
9) Can you participate in decisions about what your job does or does not entail?	**1**	**2**	**3**	**4**	**5**
10) Can you participate in decisions affecting issues related to your work?	**1**	**2**	**3**	**4**	**5**
11) Can you participate in decisions about the nature of your work?	**1**	**2**	**3**	**4**	**5**
12) Do you have a direct influence on your department's/company's decisions?	**1**	**2**	**3**	**4**	**5**
13) Do you have an influence on the pace of work?	**1**	**2**	**3**	**4**	**5**
14) Can you personally decide how much time you need for a specific activity?	**1**	**2**	**3**	**4**	**5**
15) Can you decide the order in which you carry out your work on your own	**1**	**2**	**3**	**4**	**5**
16) Can you participate in the decision about when something must be completed?	**1**	**2**	**3**	**4**	**5**

SECTION D:

Kindly tick the most appropriate option as per the given criteria as under:

As a specific form of inter-role conflict, family-to-work conflict occurs when the pressures from the family and work domains are mutually incompatible, and as a result, participation in the work role is made more difficult under participation in the family (Brough et al., 2009).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Interference Work-life					
1) I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	**1**	**2**	**3**	**4**	**5**
2) I have difficulty balancing my work and non-work activities.	**1**	**2**	**3**	**4**	**5**
3) I feel that the balance between my work demands and non-work activities is currently about right.	**1**	**2**	**3**	**4**	**5**
4) Overall, I believe that my work and non-work life are balanced.	**1**	**2**	**3**	**4**	**5**

SECTION E: Kindly tick the most appropriate option as per the given criteria as under:

This section assesses the extent to which cyberloafing is the actions of employees who use their Internet access at work for personal use while pretending to do legal work Li and Chung (2006).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Cyberloafing Activities					
1) Maintain social network	**1**	**2**	**3**	**4**	**5**
2) Find news	**1**	**2**	**3**	**4**	**5**
3) Listen to music	**1**	**2**	**3**	**4**	**5**
4) Shop online	**1**	**2**	**3**	**4**	**5**
5) Search for social support	**1**	**2**	**3**	**4**	**5**
6) Express opinion	**1**	**2**	**3**	**4**	**5**
7) Save a game	**1**	**2**	**3**	**4**	**5**
8) Play gambling game	**1**	**2**	**3**	**4**	**5**
9) Extend social network	**1**	**2**	**3**	**4**	**5**
10) Play an online game	**1**	**2**	**3**	**4**	**5**
11) Date online	**1**	**2**	**3**	**4**	**5**
I engage in cyber surfing to…					
12) Recover from work	**1**	**2**	**3**	**4**	**5**
13) Avoid work tasks	**1**	**2**	**3**	**4**	**5**
14) Learn new skills	**1**	**2**	**3**	**4**	**5**
15) Follow developments on sites	**1**	**2**	**3**	**4**	**5**

This section assesses the extent to which cyberloafing is the actions of employees who use their Internet access at work for personal use while pretending to do legal work Li and Chung (2006).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16) Take a rest	**1**	**2**	**3**	**4**	**5**
17) Avoid thinking of work tasks	**1**	**2**	**3**	**4**	**5**
18) Development myself	**1**	**2**	**3**	**4**	**5**
19) Visit one or multiple sites daily	**1**	**2**	**3**	**4**	**5**
20) Relax	**1**	**2**	**3**	**4**	**5**
21) Postpone work tasks	**1**	**2**	**3**	**4**	**5**
22) Acquire abilities	**1**	**2**	**3**	**4**	**5**
23) Visit one or multiple sites out of habit	**1**	**2**	**3**	**4**	**5**

SECTION F:

Kindly tick the most appropriate option as per the given criteria as under:

This section assesses the extent Job performance assesses whether a person performs a job well (Scott & Bruce, 1994; Theorell et al., 1990).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I am constantly looking for new challenges in my job	**1**	**2**	**3**	**4**	**5**
2) I spend much energy in keeping up with recent development	**1**	**2**	**3**	**4**	**5**
3) When things seem to go wrong, I increase my efforts and keep on trying'	**1**	**2**	**3**	**4**	**5**
4) Suggests new ways to achieve goals or objectives.	**1**	**2**	**3**	**4**	**5**
5) Comes up with new and practical ideas to improve performance.	**1**	**2**	**3**	**4**	**5**
6) Searches out new technologies, processes, techniques, and/or product ideas.	**1**	**2**	**3**	**4**	**5**
7) Suggests new ways to increase quality.	**1**	**2**	**3**	**4**	**5**
8) Is a good source of creative ideas	**1**	**2**	**3**	**4**	**5**
9) Not afraid to take risks	**1**	**2**	**3**	**4**	**5**
10) Promotes and champions ideas to others	**1**	**2**	**3**	**4**	**5**
11) Exhibits creativity on the job when given the opportunity to	**1**	**2**	**3**	**4**	**5**
12) Develops adequate plans and schedules for the implementation of new ideas	**1**	**2**	**3**	**4**	**5**
13) Often has new and innovative ideas	**1**	**2**	**3**	**4**	**5**
14) Comes up with creative solutions to problems	**1**	**2**	**3**	**4**	**5**
15) Often has a fresh approach to problems	**1**	**2**	**3**	**4**	**5**
16) Suggests new ways of performing work tasks	**1**	**2**	**3**	**4**	**5**

SECTION G:

Kindly tick the most appropriate option as per the given criteria as under:

This section assesses the extent to a firm's ability to recognize the value of new information, assimilate it, and apply it to commercial ends (Tsai, 2021).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Individual Absorptive Capacity					
1) I work hard to critically assess the potential value of external knowledge against our business needs.	**1**	**2**	**3**	**4**	**5**
2) I am deeply involved in appraising the usefulness of external ideas.	**1**	**2**	**3**	**4**	**5**
3) I spend little time processing external knowledge to get a sense of how it might be meaningful for our business.	**1**	**2**	**3**	**4**	**5**
4) I try to excite my colleagues about novel external ideas or technologies.	**1**	**2**	**3**	**4**	**5**
5) I frequently meet up with colleagues to explain and discuss new knowledge I obtained externally.	**1**	**2**	**3**	**4**	**5**
6) I take the time to "translate" external knowledge to ensure it is properly understood by my colleagues.	**1**	**2**	**3**	**4**	**5**
7) I make an effort to "repackage" external knowledge to make sure it gets the attention it deserves.	**1**	**2**	**3**	**4**	**5**
8) When an external idea appeals to me, I work vigorously to make sure it is implemented, even if the idea was not originally mine.	**1**	**2**	**3**	**4**	**5**
9) I am willing to take action to make sure that the potential of external ideas I believe in will be realized.	**1**	**2**	**3**	**4**	**5**