

Cyber Loafing, Self-control and Academic Burnout in GEN Z University Students

Abstract

The present study examined the correlation between cyber loafing, self-control, psychological detachment and academic burnout in Gen Z university students. Particularly, examined mediating role of psychological detachment in the relationship between cyber loafing and academic burnout. The research was rooted in CHAT (cultural historical activity theory) to investigate how students' interaction with digital technology determined by broader social, cultural, and educational context. A cross-sectional correlational design was used, with 252 Gen Z university students involved 120 men and 132 women participants. Non-probability purposive sampling was employed and in person data collection was conducted, using Cyber Loafing Scale, Brief Self-Control Scale, Recovery Experience Questionnaire and Academic Burnout Scale. Results revealed that cyber loafing, psychological detachment and academic burnout are positively correlated whereas, self-control and academic burnout showed negative relationship in Gen Z university students. Furthermore, in Gen Z university students, academic burnout was positively predicted by cyber loafing and psychological detachment while, negatively predicted by self-control. Lastly, the relationship between cyber loafing and academic burnout was significantly mediated by psychological detachment. The results will help understand how digital distractions affect academic well-being and provide recommendations on how to enhance self-control and psychological detachment to mitigate the detrimental consequences of cyber loafing.

Keywords: cyber loafing, self-control, psychological detachment, academic burnout, Gen Z, university students