Juggling Tasks, Managing Emotions: The Role of Goal Perceptions in Employees'

Affective Experiences of Multitasking

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Declaration of AI use

AI used for background/self-study only

I acknowledge the use of ChatGPT to generate materials for background research and self-study in the drafting of this assessment.

Abstract

Research has consistently shown that multitasking increases cognitive load, fragments attention and impairs task performance. However, little is known about how multitasking influences employees' affective experiences, particularly negative affect. To investigate the effect of multitasking on negative affect, the current study drew on Affective Events Theory and Goal-Setting Theory to examine whether employees' multitasking behavior is associated with negative affect and whether this relationship is moderated by the perceived goal attainability. Data were gathered from 199 employees, using self-report measures to assess multitasking, perceived goal attainability and negative affect. Hierarchical regression analyses showed that multitasking did not significantly predict negative affect. Perceived goal attainability, on the other hand, was found to negatively predict negative affect, such that higher perceived goal attainability was associated with lower negative affect. Additionally, there was no evidence of a moderating effect of perceived goal attainability, indicating that multitasking and goal-related appraisals function mostly independently in predicting negative affect. These findings suggest that, particularly when multitasking is perceived as a routine and functional aspect of daily work, motivational evaluations of perceived goal attainability may have a greater influence on employees' affective experiences at work than multitasking behavior itself. The results highlight how crucial goal-related perceptions are to comprehending and enhancing emotional well-being in modern work environments.

Keywords: multitasking, negative affect, goal attainability, Affective Events Theory, work motivation

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In today's work environments, multitasking has become an almost unavoidable part of daily occurrences. Employees frequently switch between various tasks, such as making client calls while simultaneously responding to emails, checking social media, or completing administrative duties, a pattern shown to fragment attention and reduce sustained focus (González & Mark, 2004; Czerwinski et al., 2004). I have noticed this in my experiences as well. At first, multitasking makes me feel like I am in control and getting a lot done. In the moment, I sometimes even evaluate the day as productive, reflecting a temporary sense of efficiency that researchers have also described (for example, Mark et al., 2008; Pluut et al., 2024). However, when I look back, those same days often feel more tiring and less satisfying. This is consistent with earlier findings that multitasking depletes cognitive resources and impairs performance (Rubinstein et al., 2001; Ophir et al., 2009). This paradox of feeling productive at first yet worn out later inspired the current study, which aims to explore the relationship between multitasking and employees' negative affect.

Although numerous managers and employees might view multitasking as a strategy to cope more efficiently with workload and time pressure, research indicates that these perceived benefits are often illusory, as multitasking rarely yields time savings and can increase cognitive strain (Ophir et al., 2009; González & Mark, 2004). Rather than improving efficiency, multitasking tends to scatter attention, lower productivity, heighten the perceived stress levels, and increase the likelihood of errors (Rubinstein et al., 2001). González and Mark (2004) and Czerwinski et al. (2004) also noticed that knowledge workers rarely sustain focus on a single task for more than a few minutes, largely due to frequent interruptions. Additionally, Ophir et al. (2009) observed that people who often multitask with media

perform worse on attention and memory tasks. They argue that juggling several streams of information can impair cognitive control and processing efficiency.

While decades of research have been primarily focused on such cognitive and performance-related outcomes, far less is known about its affective consequences, specifically negative affect. How does constant switching between tasks influence how employees feel? Does multitasking increase frustration, anxiety or discouragement? Addressing these questions is essential for understanding how multitasking shapes not only performance, but also the emotional aspects of employees' daily work experiences. This study therefore addresses two key gaps. First, although the cognitive and performance costs of multitasking are well documented (Rubinstein et al., 2001; Ophir et al., 2009), its affective consequences remain understudied. Second, the moderating role of perceived goal attainability in the relationship between multitasking and affect has not yet been empirically tested.

The present study aims to contribute to both theory and practice. Theoretically, it positions multitasking as a specific workplace event within the Affective Events Theory (AET) and extends the Goal Setting Theory (GST) by including perceived goal attainability as a moderator of affective experiences. From a practical perspective, this study might result in tools for management to develop optimal work environments that balance efficiency and emotional well-being. This could possibly be done by improving task structuring, better management of interruptions and setting attainable goals that foster both performance and well-being. In an era where multitasking has become the norm, such insights may help promote a healthier balance between efficiency and affective health at work.

Theoretical Framework

The Affective Events Theory (AET) proposed by Weiss and Cropanzano (2006) provides a useful framework for understanding multitasking as an affective workplace event. It posits that workplace events, whether minor or major, elicit affective reactions, which subsequently influence employees' attitudes and behaviors. It emphasizes that work is not solely a cognitive or rational experience but rather a sequence of events that trigger emotional responses. These emotional responses impact outcomes such as job satisfaction, engagement and turnover intentions (Fisher, 2002; Weiss & Cropanzano, 1996).

Using this perspective, multitasking can be understood as an affective work event because it often interrupts task progress and fragments attention. According to the AET, such disruptions interfere with employees' ability to complete meaningful goals, which in turn elicits negative affective reactions such as frustration, stress and discouragement (Leroy, 2009; González & Mark, 2004). These reactions result from employees who are forced to abandon or delay goal-directed activity, a mechanism that AET identifies as a key trigger of negative affect. Although multitasking may occasionally create a temporary sense of progress or control when employees feel they are keeping up with multiple demands (Adler & Benbunan-Fich, 2012; Puranik et al., 2021), such positive experiences are typically short-lived. AET predicts that excessive or frequent multitasking will increase the cognitive load and perceived goal interference, which heightens the negative affect. These affective experiences align with the curvilinear, inverted U-shaped pattern identified by Adler and Benbunan-Fich (2012). While moderate levels of multitasking may enhance engagement, excessive multitasking tends to overload cognitive resources and elicit stronger negative emotional responses.

Complementing the AET, the Goal-Setting Theory (GST) by Locke and Latham (2002) provides insights into how employees' perceptions of goal attainability shape their

emotional experiences at work. It proposes that specific, challenging yet achievable goals enhance motivation, focus and positive affect, whereas perceiving goals as unattainable may exacerbate discouragement and frustration (Latham & Pinder, 2005). Multitasking can be interpreted through this framework as a compensatory strategy, an attempt to achieve work goals despite limited time, frequent interruptions or conflicting demands (Adler & Benbunan-Fich, 2012; König et al., 2014).

Integrating the Goal-Setting Theory with the Affective Events Theory, a more complete perspective emerges: the affective impact of multitasking may depend on how employees evaluate the attainability of their goals. Seeing multitasking as an affective work event whose emotional impact varies with the goal perceptions allows for a wider understanding of why multitasking can sometimes feel rewarding and in other cases be experienced as exhausting. This dual perspective captures the dynamic interplay between emotion and motivation, shaping employees' moment-to-moment experiences.

Positioning of the Present Study

Despite clear evidence of cognitive and performance costs of multitasking (Rubinstein et al., 2001; Ophir et al., 2009; Leroy, 2009), empirical research on negative affect remains scarce. Preliminary evidence does suggest that multitasking can intensify negative affect: for example, González and Mark (2004) show that frequent task switching increases frustration and stress among knowledge workers. Mark et al. (2008) also found that interruptions elevate tension and reduce perceived control during the workday. Adler and Benbunan-Fich (2012) further demonstrated that high levels of multitasking are associated with increased stress due to cognitive overload. However, little is known about contextual factors that may shape these affective responses.

One key factor likely influencing the affective impact of multitasking is perceived goal attainability. When goals are perceived as attainable, employees generally expect smooth

progress and uninterrupted focus. In this context, multitasking causes unnecessary disruptions to the pursuit of goals, making interruptions feel more costly and thereby amplifying negative affect (Adler & Bebunan-Fich, 2012). Conversely, when goals are perceived as unattainable, multitasking may serve as a coping strategy that helps employees feel they are at least making some progress across tasks, which can mitigate negative affect (Puranik et al., 2021).

Accordingly, the present study addresses the following research question: "How does employees' multitasking behavior influence their negative affect, and how is this relationship moderated by the perceived attainability of goals?" The model of this study is depicted clearly in figure 1.

Hypothesis 1. Multitasking is positively related to negative affect. Higher levels of multitasking are associated with higher negative affect.

Hypothesis 2a. The positive relationship between multitasking and negative affect is stronger when goals are perceived as attainable, as multitasking disrupts flow and progress.

Hypothesis 2b. The positive relationship between multitasking and negative affect is weaker when goals are perceived as unattainable, as multitasking might serve as a coping strategy in this context.

Figure 1

The Role of Perceived Goal Attainability in the Negative Affective Impact of Multitasking
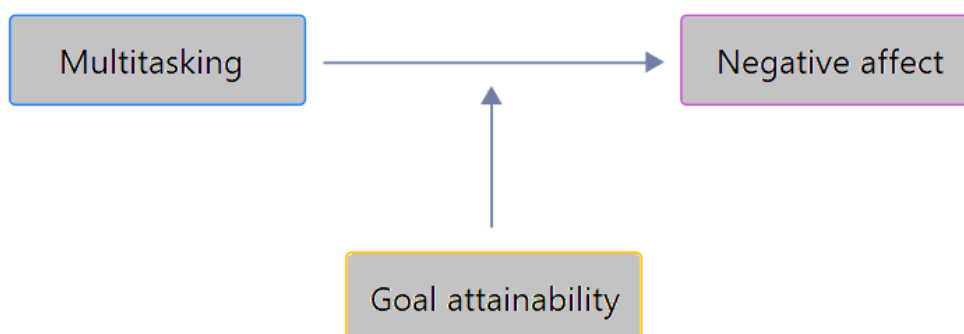
Method

Participants

This study involved 199 employees who completed the baseline questionnaire. A snowball sampling technique was used for recruitment, asking first contacts to recommend qualified workers. Participants had to work at least 20 hours a week and be at least 18 years old to be eligible for this study. Additionally, the sample held an average age of 37.09 years (SD = 14.54).

The original sample (n = 199) consisted of 75 men (37.7%), 123 women (61.8%) and 1 participant who identified as "other" (0.5%).

Participants reported a diverse educational background: 1.5% completed primary school (n = 3), 13.1% completed secondary school (n = 26), 24.1% completed (technical) secondary school (n = 48), 55.8% held a university degree (n = 111), 2.5% held a doctoral degree (n = 5) and 3.0% reported another type of education (n = 6).

The sample reported an average of 7.5 years of work experience (SD = 9.63). Participants also worked an average of 35.6 hours per week (SD = 8.93), ranging from 20 to 70 hours.

The dataset reflected a diverse occupational sample: 4.5% worked in administration (n = 9), 1.0% in the construction industry (n = 2), 3.0% in the financial industry (n = 6), 8.5% in trade (n = 17), 7.5% in hospitality/tourism/culture (n = 15), 6.0% in industry and production (n = 12), 5.5% in ICT-/legal consulting (n = 11), 8.0% in communication and marketing (n = 16), 2.0% in public administration (n = 4), 21.1% in health and social welfare (n = 42), 3.5% in transport/storage/communication (n = 7), 10.6% in education and instruction (n = 21), and 18.1% in other sectors (n = 36).

Research Design and Procedure

The study was approved by the Ethical Committee of Psychology at the University of Groningen. Data for this study were collected using a daily diary design and were part of a bigger study.

An invitation letter with a link to the baseline survey was sent to the participants. Before taking part, all individuals provided informed consent. The baseline survey was administered online through Qualtrics and was offered in Dutch, English, and German, and took about 13 minutes to complete. It assessed demographic information (e.g., gender, education, occupation, sector), work characteristics (e.g., weekly and daily work hours, etc.), perceived goal attainability and affect.

Participants who met the inclusion criteria in the baseline survey (n = 199) were invited to complete daily surveys through Qualtrics for 1 week. Each day, participants completed a brief afternoon questionnaire during their lunchtime and an evening questionnaire at the end of their workday, both taking approximately 4 minutes to complete. Among other variables, the afternoon questionnaire measured multitasking, and the evening questionnaire assessed negative affect. To promote compliance and reduce attrition, participants were offered an incentive of a chance to win one of six €50 vouchers.

Measures

Multitasking

Three items from Kirchberg, Roe and Van Eerde (2015) were used to evaluate the participants' daily multitasking behavior in the afternoon questionnaire. Using a 5-point rating scale (1 = strongly disagree, 5 = strongly agree), participants indicated how much each statement reflected their current work situation. These items were: "Today I worked on many tasks simultaneously"; "Today I worked on tasks in a sequential manner"; "Today I accomplished several tasks simultaneously". Higher scores indicate greater engagement in

multitasking, for the first and last question, reflecting more simultaneous handling of multiple work tasks. The second question was reverse-coded. The internal consistency of this scale was acceptable (α = .78).

Goal attainability

Three items from Pomaki, Karoly and Maes (2009) were used in the baseline questionnaire to gauge perceived goal attainability using a 5-point rating scale (1 = strongly disagree, 5 = strongly agree). The items were: "At the moment, there are stressors in my life that interfere in the attainment of my most important work goals"; "My attainment of my main work goals mainly depends on external factors"; "It's difficult to achieve the main goals I am currently pursuing at work". The items were reverse-coded, so higher scores correspond to higher perceived attainability. The internal consistency of the scale was acceptable (α = .75)

Negative Affect

The evening questionnaire used items taken from Watson, Clark and Tellegen (1999) to measure negative affect. The following emotions were rated by participants: "nervous"; "frustrated"; "anxious"; "sad"; "discouraged". Using a 5-point rating system (1 = very little - 5 = greatly), participants were asked to rate their emotions to the extent that they have experienced them. The internal consistency of this scale was good (α = .83).

Statistical Analysis

JASP (version 0.18.3) was used for all analyses. Daily responses for multitasking and negative affect were aggregated across the week to compute mean scores for each participant. First, one of the three multitasking items was reverse-coded. After the necessary items were reverse-coded, the reliability of each scale was assessed and mean scores were calculated for all study variables. To test the hypotheses, a moderation analysis was performed. The independent variable (multitasking) and the moderator (goal attainability) were mean-centered

to reduce multicollinearity. The interaction term (multitasking * goal attainability) was then computed. A hierarchical multiple regression analysis was performed with negative affect as the dependent variable. There were no cases found where Cook's distance was bigger than 1, the assumptions of regression (linearity, homoscedasticity, multicollinearity and normality of residuals) were checked and met. Multicollinearity diagnostics indicated no issues (all VIFs $\approx$ 1). For all analyses, a significance threshold of $p < .05$ was applied.

Results

Descriptive Statistics and Correlations

Table 1 displays descriptive statistics and bivariate correlation of the study variables. Multitasking was not significantly correlated with negative affect ($r = .08$, $p = .420$). Perceived goal attainability showed a moderate negative correlation with negative affect ($r = -.51$, $p < .001$. Multitasking and perceived goal attainability did not significantly correlate as well ($r = .04$, $p = .697$).

Table 1

Means, Standard Deviations and Correlations

Variable	M	SD	1	2	3
1. Multitasking	3.02	0.66	—		
2. Goal Attainability	3.23	0.83	0.038	—	
3. Negative Affect	1.73	0.66	0.082	-0.513*	—

Note. *$p < .01$.

Hypothesis Testing

Hypotheses 1, 2a and 2b use negative affect as the dependent variable. A hierarchical multiple regression analysis was conducted to test those hypotheses. In block 1, multitasking and perceived goal attainability (both mean-centered) were entered as regressors. In block 2, the interaction term (multitasking * goal attainability) was added to the model.

Main Effects

As Table 2 shows, the regression model including multitasking and perceived goal attainability was statistically significant, $F(2, 95) = 18.45$, $p < .001$, $R^2 = .28$, indicating that the model explained 28% of the variance in negative affect.

Perceived goal attainability significantly negatively predicted negative affect. Lower perceived attainability predicted higher negative affect (β = -.52, t = -6.00, p < .001)

Multitasking did not significantly predict negative affect (β = .09, t = 1.06, p = .290). Thus, Hypothesis 1, which predicted a positive relationship between multitasking and negative affect, was not supported.

Interaction Effects

Adding the interaction term did not significantly improve the model fit, as can be seen in Table 2 (ΔR^2 = .011, F(1, 94) = 1.47, p = .229). The interaction-term itself was non-significant as well (β = -.11, t = -.106, p = .229), indicating that the relationship between multitasking and negative affect did not depend on perceived goal attainability. Thus, there was no evidence found supporting hypotheses 2a and 2b.

Table 2

Coefficients

Model		B	SE	β	t	p	95% CI Lower	Upper
H₀	(Intercept)	1.731	0.057		30.200	< .001	1.617	1.844
	Multitasking	0.091	0.086	0.093	1.064	0.290	-0.079	0.261
	Goal Attainability	-0.403	0.067	-0.523	-6.000	< .001	-0.537	-.270
H₁	(Intercept)	1.732	0.057		30.290	< .001	1.618	1.845
	Multitasking	0.100	0.086	0.101	1.161	0.248	-0.071	0.270
	Goal Attainability	-0.396	0.067	-0.513	-5.878	< .001	-0.529	-.262
	Multitasking * Goal Attainability	-0.135	0.111	-0.106	-1.212	0.229	-0.355	0.086

Note. N = 97, B = Unstandardized coefficient, SE = Standard Error, β = Standardized coefficient.

Discussion

The current findings partially deviate from previous research on multitasking and affect. Despite earlier studies reporting positive associations between multitasking, stress and frustration (e.g. González & Mark, 2004; Mark et al., 2008; Adler & Benbunan-Fich, 2012), the present study did not find a direct relationship between multitasking and negative affect. This discrepancy raises the possibility that the affective consequences of multitasking may be more nuanced and context-dependent than previously thought. Methodologically, this difference could be explained by the use of aggregated diary data and self-reported multitasking, which captures perceived rather than objectively disruptive task switching.

One possible explanation for the absence of a relationship between multitasking and negative affect, may lie in how multitasking was experienced within this particular sample. Rather than constituting a salient affective event, multitasking may have been experienced as a normalized and routine aspect of daily work in this group. The majority of participants held a university degree and were employed in sectors such as healthcare, education and office-based work. Here, multitasking and frequent interruptions could be more structurally embedded in job demands. In such contexts where task switching occurs within manageable boundaries, employees may adapt to it over time, thereby reducing its emotional impact. From the standpoint of AET, this suggests that multitasking may only elicit negative affect when it meaningfully disrupts perceived goal progress, instead of when it is perceived as a normal aspect of daily work. In this sense, multitasking becomes affectively relevant not because multiple tasks are handled simultaneously, but because of how these tasks are cognitively evaluated.

Task appraisals such as perceived control, task relevance and interference with goal attainment appear to play a central role in determining whether multitasking elicits frustration or remains emotionally neutral. Supporting this view, research indicates that employees'

affective responses to multitasking depend strongly on how tasks are appraised, rather than on the mere presence of multitasking itself (Pluut et al., 2024).

This appraisal-based explanation is further strengthened when considering the type of multitasking captured in the present study. The multitasking measure primarily assessed task-related multitasking as part of employees' regular work activities, rather than multitasking that reflects disengagement or avoidance. Such functional multitasking, involving the simultaneous handling of multiple work-related tasks within the same role, may differ qualitatively from multitasking that serves as a coping or avoidance strategy, such as engaging in irrelevant activities when work goals feel unattainable. Prior research suggests that not all multitasking is experienced as equally taxing. Task-related multitasking can be perceived as instrumental or even necessary for task completion, whereas fragmented or non-work-related multitasking is more likely to be associated with stress, loss of control and negative affect (Puranik et al., 2021). As a result, the form of multitasking assessed in the present study may not have been sufficiently affectively disruptive to elicit elevated levels of negative affect.

In contrast, perceived goal attainability showed a clear negative association with negative affect, underscoring the importance of motivational evaluations in shaping emotional experiences at work. Regardless of how work activities are organized, employees may experience frustration and discouragement if they perceive their goals as unachievable. This aligns with the goal-setting perspectives that highlight the importance of perceived progress and feasibility in affective regulation (Locke & Latham, 2002). It appears that employees' cognitive appraisal of whether their efforts can realistically lead to goal achievement is what drives negative affect.

The absence of a moderating effect further supports the notion that multitasking may not have functioned as a strongly negative affective event in the present study. When

considered alongside the non-significant direct relationship between multitasking and negative affect, these findings raise the question of whether multitasking should be conceptualized as an inherently affective stressor in this context. According to AET, workplace events that are perceived as personally relevant, disruptive or goal-obstructing are the primary triggers of affective reactions. If multitasking is experienced as a routine and expected aspect of work, it may fail to reach the threshold required to trigger noticeable negative affect. This interpretation is strengthened by the descriptive statistics. Negative affect and multitasking both showed comparatively low standard deviations, indicating limited variability among participants. Furthermore, the mean level of negative affect was low, indicating that the majority of employees reported very few negative emotions throughout the workweek. When taken collectively, these patterns suggest that employees' affective experiences were mostly stable and concentrated around neutral to low levels of negative affect, leaving limited room for multitasking to exert a measurable emotional impact. From this perspective, multitasking might be better understood as a flexible work strategy whose emotional effects depend on situational and motivational conditions, rather than as a consistently negative affective event. According to findings by Xu et al. (2019), individuals dynamically adjust their multitasking behavior based on internal assessments of effort, control and emotional feedback, which may weaken a direct correlation with negative affect. Such self-regulatory adjustments may buffer potential negative affect, particularly in environments where multitasking is normative and demands remain manageable.

Limitations and Future Directions

Although this study has several strengths, such as a theory-driven design based on Affective Events Theory and Goal-Setting Theory, as well as the use of a daily diary methodology, it is important to be aware of a number of limitations in order to provide a

nuanced interpretation of the results. These considerations also point toward considerable possibilities for future research.

First, the study relied on self-reported measures to assess multitasking, perceived goal attainability and negative affect. While self-reports are useful for documenting subjective experiences, such as emotions and motivational appraisals, they might not accurately represent how employees actually multitask. This emphasizes that the findings primarily relate to perceived multitasking, which remains theoretically relevant within an affective framework but may differ from objective task-switching behavior. To more comprehensively capture multitasking, future research could combine self-reports with objective indicators like digital activity logs or observational measures.

Second, although the daily diary design included repeated measurements over one week, the analyses were carried out using aggregated scores. This method lessened the sensitivity to short-term fluctuations in affect, which is highlighted in the AET, but allowed for clear and understandable comparisons between individuals. As a result, the study mainly reflects broader patterns rather than moment-to-moment affective reactions. Multilevel models could be used in future studies to examine within-person dynamics and capture the immediate affective consequences of multitasking.

Third, a snowball sampling strategy may have introduced unobserved similarities among participants, as individuals tend to recruit others from their own social or professional networks. This may have resulted in shared work contexts, comparable job demands or similar educational backgrounds, which can lead to shared characteristics within the sample (Biernacki & Waldorf, 1981). This relative homogeneity may have limited the variability in multitasking experiences and affective responses, particularly given that negative affect was generally low across the sample. When affective states cluster around lower mean levels, it becomes statistically more difficult to detect relationships or interaction effects. Future

research could benefit from more systematic sampling techniques or targeted recruitment in particular industries where multitasking demands are exceptionally high.

Lastly, a brief three-item scale was used to measure multitasking, which may not distinguish between qualitatively different forms of multitasking. Prior research suggests that task switching, interruptions and digital multitasking can have distinct emotional consequences (Leroy, 2009; Mark et al., 2008; Adler & Benbunan-Fich, 2012). More precise metrics could be used in future studies to distinguish various forms of multitasking and investigate their unique affective experiences.

Taken together, these limitations should be considered as opportunities for future research rather than flaws in the current study. By incorporating real-time assessments, multilevel analytical approaches, objective behavioral indicators and more nuanced measurements of multitasking, future research can build on the current findings and further clarify the circumstances in which multitasking influences employees' affective experiences.

Theoretical and Practical Implications

These findings contribute to the literature on multitasking, affect regulation and goal-related cognitions by challenging the held assumption that multitasking inevitably increases negative affect. While previous research emphasized the cognitively demanding and emotionally draining nature of multitasking (Adler & Benbunan-Fich, 2012), the current findings suggest that multitasking within typical workplace boundaries may not, in itself, be a primary driver of negative affect. Taken together, these findings indicate that the affective consequences of multitasking may be more nuanced and context-dependent than previously thought.

Furthermore, motivational theories that emphasize the significance of perceived progress and feasibility are consistent with the relationship between perceived goal attainability and negative affect (Locke & Latham, 2002). These results imply that cognitive

assessments related to goal pursuit have a greater impact on employees' affective experiences than the structural arrangement of work activities. By highlighting the central role of motivational evaluations, this study adds nuance to existing frameworks on affect at work, including theories that position multitasking as a potential affective stressor.

Moreover, the lack of a moderating effect of perceived goal attainability implies that motivational appraisals and multitasking may function independently in influencing negative affect. This highlights the significance of viewing goal-related cognitions as direct predictors of affect rather than just as contextual factors for other stressors.

Practically speaking, the results indicate that initiatives targeted at enhancing employees' emotional well-being may benefit from focusing on how work objectives are perceived, rather than mainly trying to cut down on multitasking. Supporting employees in clarifying goals, aligning task demands with available resources and fostering realistic expectations regarding goal achievement may contribute to more favorable affective experiences at work.

Conclusions

Taken together, these findings demonstrate that multitasking does not play a central role in predicting employees' negative affect, nor is this relationship influenced by the perceived goal attainability. Instead, perceived goal attainability was found to be a significant predictor of negative affect, highlighting its crucial role in everyday emotional experiences at work. The results imply that employees' emotional well-being may depend less on the extent to which they multitask and more on whether they perceive their work goals as realistically achievable.

By shifting attention from multitasking behavior to goal-related appraisals, this study contributes to a more nuanced understanding of affect at work. Consistent with the discussion and future research directions outlined above, the findings highlight the importance of

considering how motivational evaluations, such as perceived goal attainability, shape employees' affective experiences, especially in work contexts where multitasking is a routine and functional aspect of daily activities. Advancing this line of research may offer valuable insights into how work environments can support employees' emotional well-being in increasingly complex and demanding contexts.

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Appendix : AI Use Summary

- AI system: ChatGPT (https://chat.openai.com/)

- Final prompts used: "Translate the following Dutch text into academic English. Keep the original text as much as possible", "Revise the following English text to improve academic tone, clarity and coherence without adding new content or altering the underlying argument".

- Use case: I wrote all content in academic Dutch myself, having previously completed courses in academic writing in Dutch as part of my Psychology program. However, I am participating in a group where English is the only language of communication and I have not formally practiced or learned academic English writing. Therefore, I used AI to assist with translating my own Dutch text into English, while maintaining an academic style. The AI-generated translations served as linguistic support and inspiration. I did not copy nor paste the text directly, but critically reviewed, adapted and rephrased it in my own words to produce the final English version.

- Modifications: I carefully reviewed and edited all AI-generated translations to ensure accuracy, clarity, proper academic tone and consistency with my own writing style. Any phrasing that did not reflect my intended meaning was adjusted manually.

- AI system: Grammarly (https://app.grammarly.com/)

- Final prompts used: Not applicable. Grammarly functions as an automated language-checking system and does not operate on the basis of user-defined prompts.

- Use case: I have used Grammarly as an language-support tool to improve the quality of the text. This includes grammar, spelling, punctuation and sentence-level clarity. This tool was applied after a substantive content of the thesis had already been written.

- Modifications: All suggestions of Grammarly were critically reviewed. Revisions were only implemented when they preserved the intended meaning, academic tone and conceptual accuracy of the text.