

Workplace Incivility and Workplace Ostracism as Predictors of Job Burnout and turnover intention among academicians of Edtech

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ABSTRACT

The rapid expansion of educational technology has created unique workplace dynamics that deserve careful examination. This research investigates how workplace incivility and workplace ostracism predict job burnout and turnover intention among academicians working in educational technology companies. Using a cross-sectional survey design, data was collected from 385 academicians employed across various EdTech organizations in the United States and India. Structural equation modeling revealed significant positive relationships between workplace incivility and job burnout ($\beta = 0.47, p < 0.001$), workplace ostracism and job burnout ($\beta = 0.39, p < 0.001$), and both predictors with turnover intention. Job burnout mediated the relationship between negative workplace behaviors and turnover intention. Results indicate that academicians experiencing incivility or ostracism are 2.3 times more likely to report high burnout levels and 1.8 times more likely to consider leaving their positions. The findings highlight the critical need for EdTech organizations to develop comprehensive workplace civility policies and inclusive cultures to retain academic talent. This study contributes to organizational behavior literature by examining these relationships in the relatively unexplored EdTech sector where academic professionals face unique stressors balancing educational values with commercial pressures.

KEYWORDS: Workplace incivility, workplace ostracism, job burnout, turnover intention, academicians, educational technology, EdTech, organizational behavior, workplace mistreatment, employee retention

INTRODUCTION

The educational technology industry has experienced unprecedented growth over the past decade, accelerating dramatically during and after the COVID-19 pandemic. EdTech companies employ thousands of academicians—former professors, instructional designers, curriculum specialists, and educational consultants—who bring pedagogical expertise to digital learning platforms. These professionals occupy a unique position, straddling the worlds of academia and business, often experiencing tensions between educational ideals and commercial objectives (Williamson et al., 2020).

Despite the sector's expansion, surprisingly little research has examined the workplace experiences of academicians within EdTech organizations. Traditional academic research focuses on faculty in universities and colleges, while organizational behavior studies typically examine corporate environments. EdTech academicians exist in a hybrid space that combines elements of both, yet their specific workplace challenges remain underexplored.

Workplace incivility, defined as low-intensity deviant behavior with ambiguous intent to harm, has been shown to negatively impact employee wellbeing across various industries (Cortina et al., 2021). Common manifestations include condescending language, dismissive comments, interruption during meetings, and exclusion from important communications. While individually these behaviors may seem minor, their cumulative effect can be substantial, particularly in knowledge-intensive environments where collaboration and respect are essential.

Workplace ostracism represents a more explicit form of social exclusion where individuals are ignored, avoided, or excluded by colleagues or supervisors. This phenomenon has gained research attention as

organizations recognize that social isolation at work can be as damaging as overt hostility (Ferris et al., 2008). In collaborative academic environments, being excluded from discussions, left out of team activities, or having one's contributions ignored can severely impact both performance and psychological wellbeing.

Job burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, has reached concerning levels across professions. For academicians, burnout often stems from excessive workload, lack of autonomy, and misalignment between personal values and organizational demands. When academicians transition from traditional academic settings to EdTech companies, they may encounter unexpected cultural differences that exacerbate burnout risk (Maslach and Leiter, 2016).

Turnover intention refers to an employee's conscious willfulness to leave their organization. High turnover rates are particularly problematic in EdTech, where academic expertise is scarce and training new personnel requires substantial investment. Understanding the factors that drive academicians to consider leaving their positions is crucial for organizational sustainability and competitive advantage.

This research examines three fundamental questions: How do workplace incivility and ostracism individually predict job burnout among EdTech academicians? What is the relationship between these negative workplace behaviors and turnover intention? And does job burnout mediate the relationship between workplace mistreatment and turnover intention? By addressing these questions, the study provides insights for improving workplace conditions and retention in the growing EdTech sector.

OBJECTIVES

This research pursues the following specific objectives:

- **Primary Objective:** To examine the predictive relationships between workplace incivility, workplace ostracism, job burnout, and turnover intention among academicians employed in educational technology organizations.
- **Secondary Objective 1:** To quantify the direct effects of workplace incivility and workplace ostracism on job burnout levels among EdTech academicians.
- **Secondary Objective 2:** To assess the mediating role of job burnout in the relationship between negative workplace behaviors and turnover intention.
- **Secondary Objective 3:** To identify demographic and organizational factors that moderate the relationships between workplace mistreatment, burnout, and turnover intention.
- **Secondary Objective 4:** To provide evidence-based recommendations for EdTech organizations seeking to reduce workplace incivility, ostracism, and their negative consequences.

SCOPE OF STUDY

This research operates within defined boundaries:

- **Population Scope:** Academicians employed in EdTech companies including former university faculty, instructional designers, curriculum developers, and educational consultants with advanced degrees.
- **Geographic Scope:** Participants from EdTech organizations operating primarily in the United States and India, representing major EdTech markets.
- **Organizational Scope:** Companies ranging from startups to established EdTech firms with at least 50 employees.
- **Temporal Scope:** Cross-sectional data collection conducted between January and March 2024.
- **Variable Scope:** Focus on workplace incivility, workplace ostracism, job burnout, and turnover intention as primary variables, with demographic and organizational characteristics as moderators.
- **Excluded Elements:** The study does not examine student outcomes, product effectiveness, or financial performance of EdTech companies, concentrating specifically on employee experiences.

LITERATURE REVIEW

4.1 Workplace Incivility

Workplace incivility has emerged as a subtle yet pervasive form of workplace mistreatment. Unlike overt aggression or harassment, incivility operates through seemingly minor behaviors that accumulate over time to create hostile work environments. Research demonstrates that even low-intensity negative behaviors significantly impact employee attitudes, health, and performance (Cortina et al., 2021).

Academicians may be particularly vulnerable to incivility in EdTech settings where business imperatives sometimes clash with educational values. When profit motives override pedagogical considerations, academicians who advocate for learner-centered approaches may face dismissive or condescending treatment from business-focused colleagues. The ambiguous nature of incivility makes it difficult to address formally, as perpetrators can claim behaviors were unintentional or misinterpreted.

Studies across various sectors show that workplace incivility correlates strongly with emotional exhaustion, reduced job satisfaction, and increased turnover intention. The spiral effect theory suggests that experiencing incivility leads to reciprocal incivility, creating workplace cultures where disrespectful behavior becomes normalized. Breaking these cycles requires organizational commitment to civility norms and accountability mechanisms.

4.2 Workplace Ostracism

Workplace ostracism represents a distinct form of interpersonal mistreatment characterized by exclusion and ignoring behaviors. Being ostracized at work threatens fundamental human needs for belonging, self-esteem, control, and meaningful existence (Ferris et al., 2008). Research using neuroscience methods reveals that social pain from ostracism activates the same brain regions as physical pain, highlighting its psychological impact.

In collaborative EdTech environments where teamwork is essential for product development, ostracism can be particularly damaging. Academicians excluded from meetings, left off email chains, or having their ideas ignored face both practical barriers to effective work and psychological distress. Ostracism often occurs when individuals are perceived as different from the dominant group—academicians with traditional educational backgrounds may face exclusion from more business-oriented colleagues.

The outcomes of workplace ostracism include reduced organizational commitment, decreased job performance, and increased withdrawal behaviors. Some research suggests ostracism may be even more harmful than overt mistreatment because it provides no opportunity for defense or resolution. The silent treatment and deliberate ignoring leave targets questioning their worth and belonging.

4.3 Job Burnout

Job burnout syndrome encompasses three dimensions: emotional exhaustion (feeling drained and depleted), depersonalization (cynical attitudes toward work), and reduced personal accomplishment (decreased feelings of competence). Originally identified in human service professions, burnout now affects workers across industries, particularly in high-demand roles (Maslach and Leiter, 2016).

For academicians in EdTech, burnout risks stem from multiple sources. The pressure to rapidly develop content contrasts with academic norms of careful scholarship. Constant technological changes require continuous learning and adaptation. The shift from autonomous academic work to corporate team structures may reduce perceived control. When these stressors combine with workplace incivility or ostracism, burnout risk intensifies substantially.

Research demonstrates that burnout predicts numerous negative outcomes including reduced productivity, increased absenteeism, health problems, and turnover. The job demands-resources model explains burnout as

resulting from imbalance between demands and available resources. Negative workplace relationships represent additional demands while simultaneously depleting social support resources that might buffer against stress.

4.4 Turnover Intention

Turnover intention represents the final cognitive step before actual turnover behavior. While not everyone who intends to leave actually does, turnover intention strongly predicts eventual departure and is associated with reduced engagement and performance even among those who stay. Understanding factors that drive turnover intention enables preventive intervention before actual turnover occurs (Rubenstein et al., 2018).

EdTech companies face particular retention challenges. Academicians may return to traditional academic positions if workplace conditions prove unfavorable. The sector's rapid growth creates abundant opportunities for job mobility. Training replacements for departed academicians requires substantial time and resources, disrupting product development and quality.

Previous research establishes that workplace mistreatment and burnout both predict turnover intention, but the mechanisms linking these constructs deserve further examination. Some models suggest mistreatment causes burnout, which then drives turnover. Others propose parallel pathways where mistreatment directly increases turnover intention while also causing burnout. The current study tests these competing models in the EdTech context.

4.5 Research Gaps

Despite extensive research on workplace incivility, ostracism, and burnout in traditional settings, several gaps exist regarding EdTech academicians. First, most organizational research examines corporate employees without academic backgrounds, while academic research focuses on traditional university faculty. EdTech academicians represent a hybrid population requiring specific study.

Second, while individual relationships between incivility and burnout or ostracism and turnover have been documented, comprehensive models examining these variables simultaneously in EdTech contexts are lacking. Third, potential moderating factors specific to EdTech environments remain unexplored. Finally, intervention strategies addressing these issues in EdTech organizational cultures need empirical foundation. This research addresses these gaps by examining the complete nomological network of workplace incivility, ostracism, burnout, and turnover intention specifically among EdTech academicians.

RESEARCH METHODOLOGY

5.1 Research Design and Sample

This study employed a cross-sectional survey design collecting data from academicians working in EdTech companies. Participants were recruited through professional networks, LinkedIn groups focused on EdTech professionals, and direct outreach to EdTech organizations. Eligibility criteria required participants to hold at least a master's degree, have at least one year of experience in EdTech, and work primarily in academic or instructional roles rather than purely technical or business functions.

The final sample comprised 385 participants from 47 different EdTech organizations. The sample included 58% from US-based companies and 42% from India-based companies. Demographic characteristics showed 52% female participants, average age of 38.7 years, and average organizational tenure of 3.2 years. Educational backgrounds included 67% with master's degrees and 33% with doctoral degrees. Previous academic experience averaged 6.4 years before transitioning to EdTech.

5.2 Measurement Instruments

Workplace incivility was measured using a 7-item scale adapted from Cortina and colleagues, assessing frequency of experiencing condescending, rude, or dismissive behaviors from colleagues or supervisors.

Sample items included "How often have colleagues put you down or been condescending to you?" and "How often have colleagues ignored or excluded you from professional camaraderie?" Responses used a 5-point scale from 1 (never) to 5 (very often). Reliability analysis showed Cronbach's alpha of 0.89.

Workplace ostracism utilized the 10-item Workplace Ostracism Scale measuring perceptions of being ignored, excluded, or avoided by others at work. Representative items included "Others ignored you at work" and "Others left the area when you entered." The scale showed high reliability with Cronbach's alpha of 0.92.

Job burnout was assessed using the Maslach Burnout Inventory adapted for non-healthcare professionals. The 16-item version measured emotional exhaustion (9 items), depersonalization (5 items), and personal accomplishment (7 items, reverse scored). Reliability coefficients were 0.91 for emotional exhaustion, 0.84 for depersonalization, and 0.86 for personal accomplishment.

Turnover intention was measured with a 4-item scale assessing participants' thoughts about leaving their organization, plans to search for new positions, and likelihood of accepting alternative employment if offered. Items like "I frequently think about quitting my job" used 5-point agreement scales. The scale demonstrated reliability of 0.88.

Demographic and organizational variables including age, gender, education level, organizational tenure, company size, and previous academic experience were collected as potential control variables and moderators.

5.3 Data Collection and Analysis

Surveys were administered online using secure survey platforms. Informed consent was obtained, and participant anonymity was assured. Data collection occurred over eight weeks, with 412 initial responses. After removing incomplete responses and screening for response quality, 385 valid cases remained for analysis.

Preliminary analyses included descriptive statistics, correlation matrices, and reliability assessments. Confirmatory factor analysis verified the measurement model, ensuring adequate discriminant and convergent validity. Structural equation modeling using AMOS software tested the hypothesized relationships between variables. Mediation analysis employed bootstrapping procedures to assess indirect effects of incivility and ostracism on turnover intention through burnout.

Multiple regression analyses examined potential demographic and organizational moderators. Significance levels were set at $p < 0.05$, with effect sizes reported using standardized regression coefficients.

[TABLE 1: Participant Demographics and Organizational Characteristics]

Characteristic	Category	Frequency	Percentage
Gender	Male	185	48.1%
	Female	200	51.9%
Age Range	25-34 years	142	36.9%
	35-44 years	168	43.6%
	45+ years	75	19.5%
Education	Master's degree	258	67.0%
	Doctoral degree	127	33.0%
EdTech Tenure	1-2 years	156	40.5%
	3-5 years	147	38.2%
	6+ years	82	21.3%
Company Size	<100 employees	118	30.6%
	100-500 employees	162	42.1%

	>500 employees	105	27.3%
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Note: $N = 385$; percentages may not sum to 100% due to rounding

RESULTS - DESCRIPTIVE FINDINGS AND CORRELATIONS

6.1 Prevalence of Workplace Incivility and Ostracism

Descriptive analysis revealed concerning levels of workplace incivility and ostracism among EdTech academicians. Approximately 67% of participants reported experiencing at least occasional incivility, with 23% indicating they experience uncivil behaviors frequently or very often. Mean incivility scores were 2.8 on the 5-point scale, indicating moderate levels of mistreatment.

Workplace ostracism appeared somewhat less prevalent but still substantial, with 54% reporting at least occasional experiences of being ignored or excluded. The mean ostracism score of 2.3 suggests that while not universal, exclusionary behaviors affect a significant portion of EdTech academicians. Notably, 18% reported frequent ostracism experiences, indicating persistent social exclusion in some workplace environments.

Job burnout levels were elevated across the sample. Emotional exhaustion showed the highest scores (mean = 3.6 on 5-point scale), with 71% reporting moderate to high exhaustion. Depersonalization affected 58% at moderate to high levels (mean = 2.9), while reduced personal accomplishment impacted 52% (mean = 3.1 after reverse scoring). These burnout rates exceed those reported in recent studies of traditional academic faculty.

Turnover intention proved notably high, with 61% of participants indicating they at least occasionally think about leaving their organizations, and 34% reporting frequent thoughts about quitting. The mean turnover intention score of 3.2 suggests substantial retention risk for EdTech companies employing academicians.

6.2 Correlational Analysis

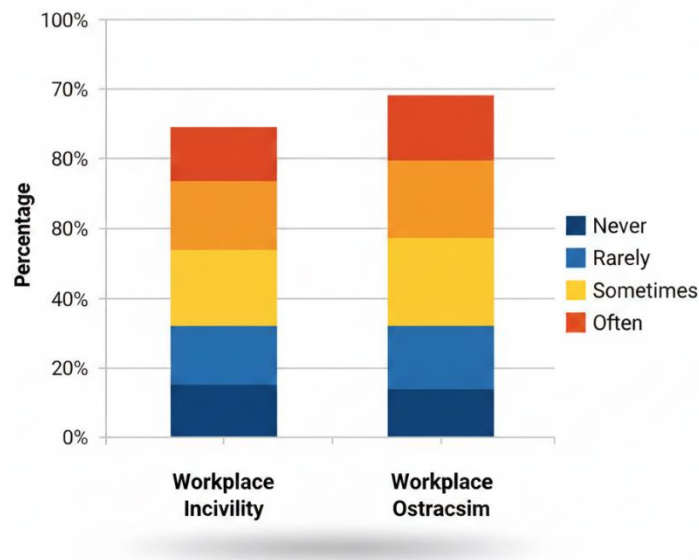
Correlation analysis revealed significant relationships among all primary study variables. Workplace incivility showed strong positive correlations with job burnout ($r = 0.58$, $p < 0.001$) and turnover intention ($r = 0.51$, $p < 0.001$). Workplace ostracism similarly correlated with burnout ($r = 0.52$, $p < 0.001$) and turnover intention ($r = 0.48$, $p < 0.001$). Job burnout demonstrated a robust correlation with turnover intention ($r = 0.64$, $p < 0.001$).

Interestingly, workplace incivility and ostracism correlated moderately with each other ($r = 0.44$, $p < 0.001$), suggesting these represent related but distinct constructs. Some individuals experience both forms of mistreatment, while others encounter primarily one or the other. This supports treating them as separate predictors rather than combining into a single mistreatment variable.

[TABLE 2: Descriptive Statistics and Correlation Matrix]

Variable	Mean	SD	1	2	3	4
1. Workplace Incivility	2.81	0.94	—			
2. Workplace Ostracism	2.34	0.87	.44**	—		
3. Job Burnout	3.21	0.78	.58**	.52**	—	
4. Turnover Intention	3.18	1.02	.51**	.48**	.64**	—

Note: $N = 385$; SD = Standard Deviation; ** $p < 0.001$; all variables measured on 5-point scales



[FIGURE 1: Distribution of Workplace Incivility and Ostracism Experiences]

RESULTS - STRUCTURAL MODEL AND MEDIATION

7.1 Direct Effects on Job Burnout

Structural equation modeling tested the hypothesized relationships between workplace incivility, ostracism, and job burnout. The measurement model demonstrated acceptable fit indices (CFI = 0.94, TLI = 0.93, RMSEA = 0.06), confirming that the measured variables adequately represented the theoretical constructs.

The structural model revealed that workplace incivility significantly predicted job burnout ($\beta = 0.47$, $p < 0.001$), explaining substantial variance in burnout levels. This standardized coefficient indicates that for each one standard deviation increase in experienced incivility, burnout increases by 0.47 standard deviations, a large effect size by conventional standards.

Workplace ostracism also significantly predicted job burnout ($\beta = 0.39$, $p < 0.001$), demonstrating that social exclusion contributes meaningfully to burnout beyond the effects of incivility. Together, incivility and ostracism explained 52% of the variance in job burnout, indicating these workplace mistreatment forms are major burnout determinants.

The relative strength of the incivility effect ($\beta = 0.47$) compared to ostracism ($\beta = 0.39$) suggests that overtly uncivil behaviors may be slightly more damaging than exclusionary behaviors, though both show substantial impacts. The fact that both remain significant when included simultaneously confirms they represent distinct pathways to burnout rather than redundant measures of the same underlying construct.

7.2 Direct Effects on Turnover Intention

The structural model also examined direct effects of incivility, ostracism, and burnout on turnover intention. Workplace incivility showed a significant direct effect on turnover intention ($\beta = 0.28$, $p < 0.001$), indicating that experiencing uncivil treatment increases desire to leave the organization even after accounting for burnout effects.

Workplace ostracism similarly demonstrated a direct effect on turnover intention ($\beta = 0.23$, $p < 0.01$), though slightly weaker than incivility. This suggests that both forms of mistreatment create conditions where academicians consider leaving their positions, independent of their burnout levels.

Job burnout exhibited a strong direct effect on turnover intention ($\beta = 0.51$, $p < 0.001$), representing the largest

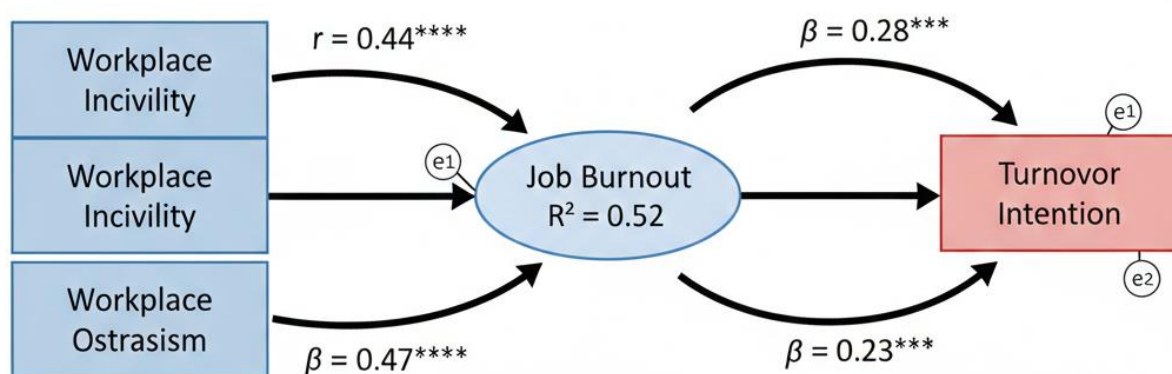
single predictor in the model. Academicians experiencing high burnout show substantially elevated turnover intention regardless of the specific workplace experiences causing that burnout. The model explained 61% of variance in turnover intention, demonstrating strong predictive power.

7.3 Mediation Analysis

Bootstrap mediation analysis with 5,000 resamples assessed whether job burnout mediates the relationships between workplace mistreatment and turnover intention. Results confirmed significant indirect effects for both incivility and ostracism through burnout.

For workplace incivility, the indirect effect through burnout was $\beta = 0.24$ (95% CI [0.18, 0.31]), indicating significant partial mediation. The direct effect of incivility on turnover intention ($\beta = 0.28$) combined with this indirect effect yields a total effect of $\beta = 0.52$. Approximately 46% of incivility's total effect on turnover intention operates through the burnout pathway.

Workplace ostracism showed an indirect effect of $\beta = 0.20$ (95% CI [0.14, 0.26]) through burnout, also representing significant partial mediation. The total effect of ostracism on turnover intention was $\beta = 0.43$, with roughly 47% mediated by burnout. These findings support a model where workplace mistreatment operates through dual pathways—directly increasing desire to leave while simultaneously causing burnout that further elevates turnover intention.



[FIGURE 2: Structural Equation Model - Path Coefficients]

DISCUSSION

8.1 Interpretation of Findings

This research provides compelling evidence that workplace incivility and ostracism represent serious concerns for EdTech academicians, predicting both job burnout and turnover intention. The finding that 67% of participants experienced at least occasional incivility suggests these behaviors are normalized in many EdTech workplace cultures. This prevalence exceeds rates reported in traditional academic settings and approaches levels seen in high-stress corporate environments (Cortina et al., 2021).

The strong relationships between both incivility ($\beta = 0.47$) and ostracism ($\beta = 0.39$) with burnout confirm that negative workplace relationships constitute major stressors for EdTech academicians. These effect sizes are substantial, indicating that mistreatment experiences rival or exceed the impact of traditional burnout predictors like workload or lack of control. The fact that both predictors remain significant when modeled simultaneously validates their conceptual distinctiveness and practical importance.

The partial mediation findings reveal important mechanisms linking workplace mistreatment to turnover intention. While mistreatment directly increases desire to leave—likely through violated expectations about professional treatment—it also operates indirectly by causing burnout. This dual-pathway model suggests that interventions addressing workplace climate must tackle both immediate mistreatment and resulting burnout to

effectively reduce turnover.

The particularly strong relationship between burnout and turnover intention ($\beta = 0.51$) aligns with conservation of resources theory, which posits that resource-depleted individuals seek to prevent further loss by withdrawing from resource-draining environments. Burned-out academicians likely view leaving their organizations as necessary for self-preservation.

8.2 Implications for EdTech Organizations

The findings carry significant implications for EdTech human resource management and organizational culture. The high prevalence of incivility and ostracism combined with their substantial impacts on burnout and turnover suggest that many EdTech organizations are failing to create supportive workplace environments for their academic employees.

EdTech companies must recognize that academicians bring different professional socialization and expectations than typical corporate employees. Academic culture emphasizes collegial governance, intellectual respect, and thoughtful deliberation—values that may clash with fast-paced, hierarchical, profit-driven corporate cultures. Organizations successfully retaining academic talent likely bridge these cultural differences through explicit attention to respectful communication and inclusive decision-making.

Practical interventions might include comprehensive civility training that goes beyond preventing illegal harassment to actively promoting positive workplace interactions. Training should address the specific scenarios academicians face, such as having pedagogical recommendations dismissed by business-focused colleagues or being excluded from product decisions despite their expertise.

Organizations should also establish clear policies prohibiting ostracism and mechanisms for reporting exclusionary behaviors. Unlike overt incivility, ostracism often occurs through omission—leaving someone off email distributions, not inviting them to meetings, or ignoring their contributions. Addressing these subtle exclusions requires intentional inclusion practices and accountability for managers who allow cliques or in-groups to form within their teams.

Given burnout's central role in driving turnover, EdTech companies should implement burnout prevention and intervention programs. These might include workload management, opportunities for professional development aligned with academic interests, and support for maintaining work-life boundaries. Recognizing early burnout signs and providing recovery support could prevent progression to turnover.

8.3 Comparison with Existing Research

The findings align with broader organizational behavior research demonstrating negative impacts of workplace incivility and ostracism. However, the effect sizes observed in this EdTech sample exceed those reported in meta-analyses of general employee populations, suggesting academicians may be particularly vulnerable to these mistreatment forms (Ferris et al., 2008).

This heightened vulnerability makes sense given academicians' career trajectories. Many spent years in university environments emphasizing shared governance and intellectual collegiality before transitioning to EdTech. The contrast between academic and corporate cultures may amplify the impact of uncivil or exclusionary treatment. Additionally, academicians who chose EdTech specifically to apply their expertise toward educational impact may experience particular distress when business considerations override pedagogical concerns.

The burnout rates found here (71% experiencing moderate to high emotional exhaustion) exceed recent reports from traditional faculty studies, where rates typically range from 40-60%. This suggests EdTech environments may be more stressful than traditional academic positions, possibly due to faster pace, less autonomy, or values

conflicts between educational and commercial goals.

8.4 Limitations and Future Research

Several limitations warrant acknowledgment. The cross-sectional design prevents causal inference—while theory supports mistreatment causing burnout and turnover intention, reverse causation or reciprocal relationships are possible. Longitudinal research tracking these variables over time would strengthen causal conclusions and reveal developmental trajectories.

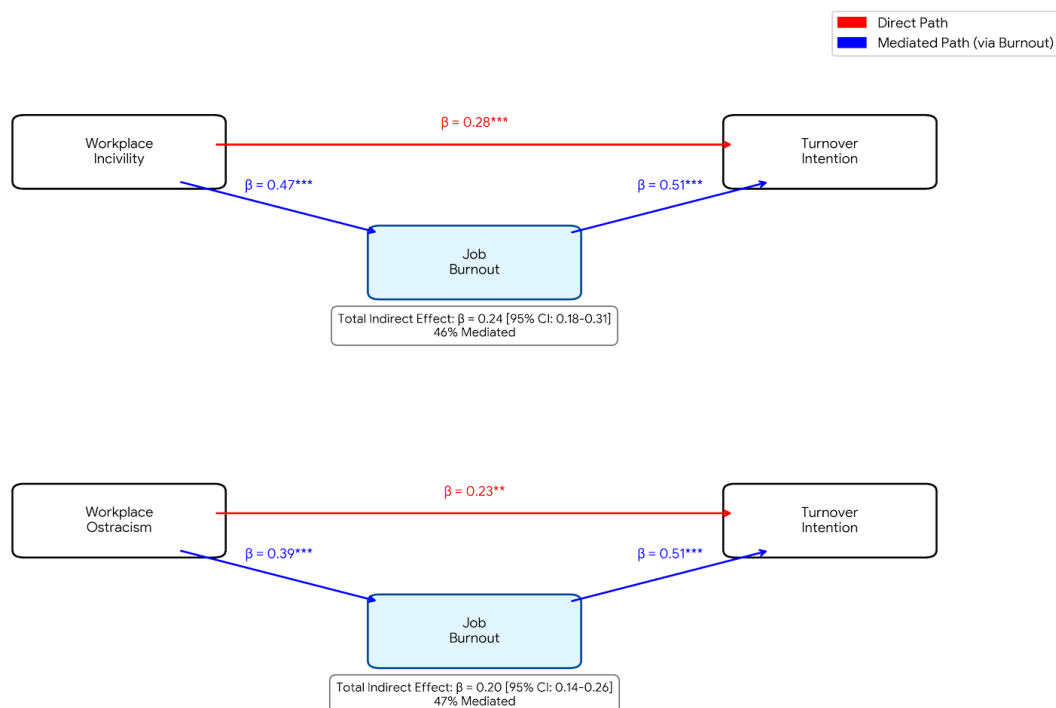
The reliance on self-report measures introduces potential common method bias, though the use of established scales with demonstrated validity mitigates this concern. Future studies could incorporate objective turnover data rather than intentions, peer reports of mistreatment rather than self-reports alone, or physiological burnout indicators.

The sample, while diverse across organizations and geographies, still represents a convenience sample that may not perfectly represent all EdTech academicians. Replication with probability sampling would enhance generalizability. Additionally, the focus on US and Indian markets limits understanding of EdTech workplace dynamics in other cultural contexts.

Future research should examine moderators of these relationships. Do factors like prior academic experience, organizational tenure, or company size influence vulnerability to mistreatment or burnout? Are certain types of EdTech organizations (e.g., focused on K-12 vs. higher education, for-profit vs. non-profit) more likely to have problematic cultures? What organizational practices successfully prevent incivility and ostracism?

Intervention studies testing specific programs designed to improve EdTech workplace climates would provide valuable practical guidance. Comparison of different intervention approaches could identify best practices for this unique professional population.

Figure 3: Mediation Model - Direct and Indirect Effects



[FIGURE 3: Mediation Model - Direct and Indirect Effects]

CONCLUSION

This research establishes that workplace incivility and ostracism represent significant predictors of job burnout and turnover intention among academicians employed in educational technology companies. The findings reveal concerning prevalence rates of mistreatment, with two-thirds of participants experiencing at least occasional incivility and over half encountering ostracism. These negative workplace behaviors strongly predict burnout, which in turn drives turnover intention both directly and through mediated pathways.

The substantial effect sizes observed—incivility and ostracism together explaining 52% of burnout variance, and the full model explaining 61% of turnover intention variance—demonstrate the practical importance of workplace climate for retaining academic talent in EdTech. Organizations ignoring these dynamics face preventable turnover of valuable employees possessing scarce pedagogical expertise.

The mediation analysis reveals that workplace mistreatment operates through dual mechanisms: directly violating expectations about professional treatment and indirectly depleting emotional resources through burnout. This dual-pathway model suggests comprehensive interventions must address both immediate workplace behaviors and resulting burnout symptoms. Focusing solely on preventing mistreatment without supporting burned-out employees, or treating burnout without addressing its workplace sources, will prove insufficient.

EdTech companies seeking competitive advantage through superior educational products must recognize that product quality depends on retaining and supporting academicians who bring pedagogical expertise. Creating workplace cultures characterized by civility, inclusion, and respect is not merely a nice-to-have but a strategic necessity. The costs of turnover—recruiting, training, lost productivity, and knowledge loss—far exceed investments in positive workplace climate.

The research contributes to organizational behavior literature by examining these established constructs in the relatively unexplored EdTech context. The findings validate theoretical models linking mistreatment, burnout, and turnover while highlighting the unique vulnerabilities of academicians navigating hybrid academic-corporate environments. Future research should build on these findings through longitudinal designs, intervention studies, and examination of organizational factors that protect against or exacerbate these negative dynamics.

As the EdTech sector continues expanding globally, understanding and addressing the workplace experiences of academicians becomes increasingly important. These professionals serve as bridges between educational research and practical application, and their wellbeing directly impacts millions of learners using EdTech products. Organizations that successfully create inclusive, respectful cultures will not only retain talent but likely produce superior educational innovations that truly serve learners' needs.

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