Analyzing the Cyberloafing of The University Employees With High Burnout Level

(Tükenmişlik Düzeyleri Yüksek Olan Üniversite Çalışanlarının Sanal Kaytarma Davranışlarının İncelenmesi)

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Abstract

This research aims to examine the cyberloafing behaviors of employees with high burnout levels. For the objective of this study, the Maslach burnout questionnaire was applied to 114 academic and administrative employees, and 17 employees with the highest burnout were identified. Then qualitative research on cyberloafing was conducted with these 17 people. Interpretation and analysis of qualitative data gathered with research were based on cyberloafing themes frequently found in the literature. Findings from the study show that employees with high burnout levels tend to cyberloafing behavior during working hours.

Öz

Bu araştırmanın amacı tükenmişlik düzeyleri yüksek olan çalışanların sanal kaytarma davranışlarını incelemektir. Araştırmanın amacı doğrultusunda 114 akademik ve idari personele Maslach tükenmişlik anketi uygulanmış ve İstatistiki programlar aracılığıyla tükenmişliği en yüksek olan 17 personel tespit edilmiştir. Ardından tespit edilen 17 kişi ile sanal kaytarmaya yönelik nitel bir araştırma gerçekleştirilmiştir. Araştırmadan toplanan nitel verilerin yorumlanması ve analizi literatürde sıklıkla yer alan sanal kaytarma temaları temel alınarak gerçekleştirilmiştir. Çalışmadan elde edilen bulgular, tükenmişlik düzeyi yüksek olan çalışanların çalışma saatleri içerisinde önemli derecede sanal kaytarma davranışına yöneldiklerini göstermektedir.

Introduction

Employees create the intellectual capital of organizations, and the surplus value of employees plays a decisive role in the competition. The production of employees in response to expectations is closely related to the appropriateness of working environments. The balance of work environment can be deteriorated due to reasons such as excessive workload, stress, the communication failure. Burnout, one of the most significant consequences of this deterioration, has been studied by Freudenberger (1974) in the literature and was addressed by Maslach in three dimensions: emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach and Jackson, 1981). In this context, Freudenberger (1974) refers burnout as a state of exhaustion that occurs due to desires and expectations that are seen and cannot be met in the employee's inner world because of failure, fatigue, and loss of energy and power. Burnout represents a psychological state of emotion that creates "emotional devastation" in job and relationships detracting employee's sense of organizational commitment. Negative personal and organizational outputs, such as weakening of the interest of the employee in the work, the decline in organizational efficiency and productivity, are some of the devastating consequences of the burnout process.

Along with having a controversial content, it is a cyberloafing that is assumed to have adversely affected organizational effectiveness and productivity and parallel to developments in communication technologies. The cyberloafing, considered by some researchers as ordinary and harmless behavior (Blanchard and Henle, 2008; Kerse, Soyalin and Karabey, 2016), reduces the stress and burnout levels of employees (Lim and Chen, 2012), and facilitates learning (Block, 2001). Some researchers also draw attention to the fact that employees using the internet and information resources for their own personal purposes damages the organizational effectiveness and productivity. Cyberloafing is related to the use of employees' internet and information resources for personal purposes during working hours (Lim, 2002; Liberman et al., 2011; Lim and Teo, 2005) and is considered to have an impact on organizational outcomes. In the literature, the causes of employees' tendency towards cyberloafing behavior have been tried to be explained in connection with issues such as person-job fit, ethical and organizational justice, and organizational citizenship behavior. There is a limited number of studies dealing with burnout syndrome and cyberloafing behavior together. From this point, our work has been made by considering that the findings of the study on the cyberloafing behavior of the employees who have burnout syndrome will contribute to the literature.

1. Burnout

The developments that take place in business life cause a number of negative consequences as well as various positive consequences for employees. Organizational managers expect employees to show their maximum performance and make a variety of sacrifices to be successful in the competitive environment they are. This situation puts pressure on the employees and causes the individual to see himself as helpless,

vulnerable, and weak, causing the psychological balance to deteriorate and experience burnout (Akın and Oğuz, 2010; Avşaroğlu, Deniz and Kahraman, 2005).

The concept of burnout is one of the research topics that are widely discussed because it affects the psychology of employees in the workplace and their attitudes and behaviors towards both job and organization (Kerse, 2017). The concept of burnout used by Freudenberger (1974) for the first time (Sezgin and Kılınç, 2012) has been described as "a state of mental and physical exhaustion caused by the professional life of the individual". According to this, employees with burnout become unable to do what they expected in their job-related processes and relationships with other people. This process leads to the loss of the energy and the organizational commitment of the employees (Bakker, Demeroutin & Sanz-Vergel, 2014). In other words, employees become inadequate in showing expected positive behaviors towards job and relationships. Masclach and Jackson (1981) explain burnout, which is credited to the literature by Freudenberger (1974), in three sub-dimensions of emotional exhaustion, depersonalization, and lack of personal accomplishment.

Emotional Exhaustion: Emotional exhaustion, which is the first one of these dimensions, emerges as a stress element. Emotional exhaustion refers to emotional overdependence and exhaustion of one's emotional resources. Emotional fatigue, weakness, energy loss, and depreciation represent the main features of this dimension (Schwarzer, Schmitz & Tang, 2000; Şıklar and Tunalı (2012) point out that the person in emotional exhaustion "has been indifferent to many feelings". Kerse (2017) suggests that the employee experiencing emotional exhaustion feels himself to be inadequate and weak, which leads him to feel that he is unable to fully function, to think he is being hindered, and to feel tense compared to the period he is not experiencing emotional exhaustion.

Depersonalization: The second subdimension of burnout is depersonalization. Depersonalization is defined as skepticism, irritability, loss of idealism, and negative or inappropriate attitudes in relationships. Employees in this situation display negative, insensitive, meaningless and overly irrelevant behavior towards other people (Schwarzer et al., 2000).

Lack of Personal Accomplishment: The last dimension, lack of personal accomplishment, is seen as a self-assessment dimension and is seen as a condition in which employees cannot cope with low professional efficiency, low productivity or ability, low morale, and job demands. In other words, the lack of personal accomplishment represents a decline in employee competence and job achievement (Schwarzer et al., 2000). Employees in this situation often feel weaker in their beliefs of progress and feel the situation they are in going to worsen, and feel guilty about themselves (Şıklar and Tunalı, 2012).

The concept of Burnout, which started to appear in the 1970s, became a subject of interest to researchers (Budak and Sürgevil, 2013), and a number of studies were conducted on both the elements that lead to burnout and the organizational consequences of burnout. When the literature is examined, employees' expectations of their organizations not being met, organizational conflicts, lack of participation in

decisions, mobbing, lack of job security, length of working hours, role conflicts, communication problems, and downsizing are among the reasons for burnout (Eisenstat and Felner, 1984; Meier, 1983; Um and Harrison, 1998; Greenglass, Burke and Fiksenbaum, 2001). In addition, they may feel emotional exhaustion (Kerse, 2017) because they feel that there is no individual control in the tasks the employees undertake and that they cannot change these tasks according to their personal interests and abilities (lack of job competence). When we look at the studies on organizational outcomes of burnout, burnout seems to negatively affect many positive organizational variables such as intent to leave the work (For example, Onay and Kılcı, 2011), job satisfaction (for example, Ertürk and Keçecioğlu, 2012; Avşaroğlu, Deniz and Kahraman, 2007), organizational commitment (eg, Celep, Sarıdede and Beytekin, 2005, Özen and Mirzeoğlu, 2006).

2. Cyberloafing

Although the frequency and extent are different, it is known that there are aberrant behaviors in every workplace depending on various reasons. Aberrant workplace behaviors occur in the form of theft, embezzlement, computer fraud, vandalism, sabotage, absenteeism (Robinson and Bennett, 1995), which impacts efficiency and productivity negatively. Almost all organizations encounter such problems at different times and different extent, and managers spend intensive working hours to solve the problem. One of the behaviors discussed in this context is cyberloafing. Developments in computer and other mobile technologies with the possibilities provided by internet connectivity have been influential in the increase of cyberloafing behaviors. In this context, it is possible to evaluate the internet as a bilateral sword that provides great convenience for employees to do business as well as becoming a source of new problems (Zhang, Zhao, Liu, Xu, & Lu, 2015). In other words, the use of technology and the Internet has increased the speed of the work done by the employees, played a very important role in carrying out complex and multifaceted transactions (Sampat and Basu, 2017) and on the other hand, it facilitated the spread of cyberloafing behavior. In this context, cyberloafing refers to the preference of behaviors such as the employee wasting his time or carrying out personal affairs instead of using the opportunity provided by the internet (Jandaghi, Alvani, Matin & Kozekanan, 2015). In other words, cyberloafing refers to the use of the internet for personal advantage during business hours (Restubog et al., 2011). Examples of these behaviors include receiving and sending non-business e-mails, surfing the internet for non-business purposes, and downloading non-business-related information. Research findings on the subject show that between 30% and 65% of internet usage in organizations is not work-related and internet use increases the annual labor costs by one billion dollars (Restubog et al., 2011). Vitak, Crouse, and Larose (2011) defined cyberloafing as the internet and mobile technology use by employees for their personal purposes, usually during working hours. When examining the definitions, it is possible to say that the cyberloafing behavior requires the use of the internet and technology, it takes place within working hours, and it is used for personal purposes.

These three factors are only related to the tip of the iceberg. It is also necessary to add the "intention" factor, which is much more important to determine this aspect of the organizational output of cyberloafing, and it relates to the hidden part of the iceberg.

"Cyberloafing", "cyberslacking", "cyberbludging" (Lim and Teo, 2005; Henle and Blanchard, 2008; Lim and Chen, 2009; Weatherbee, 2010; Mills , Hu , Beldona , & Clay, 2001; Vitak, Crouse, and LaRose, 2011) have been translated into Turkish as "sanal kaytarma" and "siber aylaklık" (Kalaycı, 2010; Kaplan and Öğüt, 2012; Özkalp, Aydın, & Tekeli, 2012; Yıldız, Yıldız and Ates, 2015). The concept was first used by Tony Cummins, who wrote in 1995 in New York's daily news, and it gain fame after the introduction to the literature by Lim (2002) based on the classification in Robinson and Bennett's study at the same year (Jandaghi et al., 2015; Akın, Ulukök, and Arar, 2017). According to Lim (2002), cyberloafing behavior is one of the aberrant behaviors seen at workplaces. In this context, cyberloafing damages the productivity of the organization. From this point of view, the idea that employees consume their energy and time is the basis of the managers' cyberloafing-related concerns (Lim and Teo, 2005).

2.1. Types of Cyberloafing

The prevalence of the use of the Internet and technology for non-business purposes in organizations is one of the basic problems of each organization, and the annual losses of organizations in these circumstances are in the millions of dollars. The time cost is calculated as hundreds of hours per year differing for each organization. From this point of view, cyberloafing has severe damages in the effectiveness and productivity of organizations (Örücü and Yıldız, 2014). Despite the extension of this view, there are also researchers who argue that cyberloafing behaviors are usual /common in organizations. According to advocates of this view, the internet produces beneficial results as it provides new openings to employees and encourages creativity (Candan and İnce, 2016). These two different approaches also lead to classifications related to cyberloafing. While Lim (2002) categorizes virtual rescue behaviors as website activity/web browsing and e-mail activity, Robinson and Bennett (1995) deal with these behaviors in a dual way as significant and insignificant cyberloafing. Such behaviors are classified as destructive, relaxing, and instructive by Anandarajan and Simmers (2004); Van Doorn appears to classify them as cyberloafing activities and cyberloafing behaviors (2011). Blanchard and Henle (2008) and Özkalp et al. (2012) have dealt with the cyberloafing behavior in tree classification of damaging, creative and instructive. When the studies with cyberloafing are contemplated as a whole, it is possible to show the classifications made as follows (İnce and Gül, 2011; Seçkin and Kerse, 2017):

1. In terms of individual and organizational consequences: Harmful and harmless cyberloafing,
2. In terms of impact and consequences: Minor/secondary and serious/significant cyberloafing,
3. In terms of ethical consequences: Ethical and unethical cyberloafing,

4. In terms of time spent: Short-term and long-term cyberloafing,
5. In terms of legal obligation: Legal and illegal cyberloafing,
6. In terms of administration policy: Intolerable and tolerable cyberloafing.

While classification of cyberloafing is crucial in determining the problem, it may be ineffective in forming a sufficient condition for the solution of the problem. Two issues are essential in the solution delivery, which will result in the benefit of the organization for the cyberloafing problem. First of all, it is necessary to look at the frequency and the type of the cyberloafing behaviors. To make these determinations by operating the right processes can guide the creation and implementation of appropriate policies in the solution of the problem. On the other hand, the lack of tolerance from the administration towards the cyberloafing behaviors that arise in the organizations triggers the alienation of the employees against the organization, reduces the job satisfaction, and destroys the creativity (Blanchard and Henle, 2008). Conversely, can cyberloafing behavior prevent alienation, increase job satisfaction, and trigger creativity? When looking at the literature, it is also discussed that cyberloafing might have such an effect. Employees doing more creative work by improving their knowledge and skills through the learning opportunities provided by the internet, which Blanchard and Henle (2008) have addressed as insignificant cyberloafing, can be addressed in this framework. Organizational managers can tolerate such behavior if they are momentary. However, the constancy of such behaviors can play a critical role in reducing the productivity of organizations (Demir and Seferoglu, 2016). Such behaviors seem to cost organizations at least five hours per week of time loss and $ 54 million per year of job loss (Lee, Lee, and Kim, 2004). In their study, Ince and Gul (2011), also reach similar finding supporting Blanchard and Henle. Researchers have found that employees who display insignificant cyberloafing behaviors feel more at ease and there is a decrease in their intentions to leave their job and an increase in their work performance.

3. Research Method

The purpose of this study is to examine the cyberloafing behaviors of employees experiencing a high level of burnout. In the literature, it is mentioned that people who work in jobs that require constant interaction with other people are experiencing more burnout (Durak and Seferoğlu, 2017). For this reason, the sample of the research is the academic and administrative employees working at a state University that constantly interacts with students.

The data were collected in 2018 and the research consists of two parts. In the first part, a quantitative approach has been adopted to find out the burnout levels of participants. The second part of the study is designed as a qualitative research type based on the purposeful sampling method, which allows for a more in-depth study in cases where there are substantial data (Yıldırım and Şimşek, 2006). The interview technique which is a qualitative research method has been used in this study aiming to examine the frequency and types of cyberloafing behaviors of employees who suffer from burnout syndrome.

In the first part of the study, the Maslach burnout survey developed by Maslach and Jackson (1981), which was adapted to Turkish by Ergin (1992), was applied to 114 academic and administrative employees working at a state University selected through convenience sampling. Cronbach's alpha reliability value of the scale was found as 0.672. This value can be considered as quite reliable in terms of research conducted in social sciences (Yıldız and Uzunsakal, 2018).

At the end of the survey in the first part, participants were asked whether they could give their support for qualitative research related to research, and they were asked to give contact information (e-mail or mobile phone) to reach them if they supported. After the first part of the study, the collected data were analyzed, and 17 participants with the highest burnout level among the participants were identified for qualitative research. In this context, the cyberloafing behaviors of the employees are examined through the 3-question semi-structured interview form prepared by literature review. In addition, general information about cyberloafing was provided to participants before the interview form was filled out. With the interview form approach in the research, time flexibility was given to the interviewer, and case analysis was tried to be done by taking similar and different information (Buluç, 2007).

3.1. Findings Quantitative Research

Table 1. Demographic Data of Quantitative Research Participant

Demographic Features	Frequency	Percentage
Gender		
Women	49	43
Men	65	57
Marital Status		
Married	87	76,3
Single	27	23,7
Age		
25 and under	1	0,9
26-34	52	45,6
35 and above	61	53,5
Administration Duties		
Yes	22	19,3
No	92	80,7
Educational Status		
Undergraduate	17	14,9
Post-graduate	16	14
Master's	26	22,8
Doctorate	55	48,2
Professional Time		
1-5 Years	43	37,7
6-10 Years	42	36,8
11-15 Years	7	6,1
16-20 Years	12	10,5
21 Years and above	10	8,8

Employees		
Academic Employee	79	69,3
Administrative Employee	35	30,7
Wish to Participate in Qualitative Research		
Participant	50	43,9
Nonparticipant	64	56,1

According to Table 1, 43% of the participants were women, and 57% were men 76.3% of the participants were married, and 53.5% were over 35 years old. While 80.7% of participants do not have any administration duties, 36.8% have 6-10 years working experience. 69.3% of the participants are academicians, and 48.2% have doctorate degrees. In response to the question asked to indicate their willingness to support the qualitative research that constituted the second part of the study, 43.9% of participants stated that they wanted to participate in qualitative research.

Table 2. Burnout Averages of Quantitative Research Participants

Dimensions	Items	N	X	S
Emotional Exhaustion	I feel emotionally distant from my job	114	2,42	1,29
	I feel exhausted at the end of workday	114	3,02	1,16
	The idea that I would be starting a new workday makes me feel tired	114	2,56	1,15
	Working with people all day is really a strain for me	114	2,31	1
	I feel that my job has consumed me	114	2,39	1,01
	I think my job has disappointed me	114	2,39	1,2
	In my job, I feel I'm working above my strength	114	2,94	0,96
	Working directly with people is causing too much stress on me	114	2,49	1,01
	I feel very helpless myself	114	2,08	1,11
Depersonalization	I feel like I treat to some of the people I serve as an object	114	2,12	1,11
	Since I started this profession/job, I feel like I harden against people	114	2,40	1,09
	I'm having a hard time because this job makes me emotionally solid	114	2,27	1
	I really don't care what happened to some of the people I serve	114	1,97	0,89
	I feel the people I serve blame me for some of their problems	114	2,33	1,07
Lack of personal accomplishment	I can easily understand what the people I serve are feeling in various topics	114	2,29	,921
	I make lots of effort to solve the problems of the served people effectively	114	2,18	,927
	I feel I have influenced other people's lives positively with my job	114	2,40	,956
	I feel very energetic myself	114	2,97	1,025
	I can easily provide a comfortable atmosphere for the people I serve	114	2,50	,874
	I feel self-relieved after working closely with the people I serve	114	2,49	,961
	I achieved many valuable things in this profession	114	2,54	,960
	I deal with emotional problems in my job with great calmness	114	2,60	,946

When the averages of answers to the questions about the burnout behaviors of the academicians and administrative employees (table 2) participating in the research are evaluated, the highest average in emotional exhaustion dimension is "I feel exhausted at the end of the workday" ($X = 3{,}02$) and the lowest average is "I feel very helpless myself" ($X = 2{,}08$). Among the expressions related to the depersonalization dimension, the highest average is "Since I started this profession/job, I feel like I harden against people" ($X = 2.40$), whereas the lowest average is the statement that "I really don't care what happened to some of the people I serve" ($X = 1.97$). In the case of items related to lack of personal accomplishment, the lowest average is "I make lots of effort to solve the problems of the served people effectively" ($X = 2.18$), while the highest average is " I feel very energetic myself" ($X = 2.97$).

3.2. Findings of Qualitative Research

Table 3. Demographic Data of Qualitative Research Participants

Demographic Features	Frequency	Percentage
Gender		
Women	6	35,3
Men	11	64,7
Marital Status		
Married	13	76,5
Single	4	23,5
Age		
25 and under	0	0
26-34	7	41,2
35 and above	10	58,8
Administration Duties		
Yes	2	11,8
No	15	88,2
Educational Status		
Undergraduate	1	5,9
Post-graduate	3	17,6
Master's	5	29,4
Doctorate	8	47,1
Professional Time		
1-5 Years	5	29,4
6-10 Years	9	52,9
11-15 Years	1	5,9
16-20 Years	2	11,8
21 Years and above	0	0
Employees		
Academic Employee	13	76,5
Administrative Employee	4	23,5
Device used to access the Internet		
Workplace Computer	9	52,9
Personal Device	2	11,8
Workplace and Personal	6	35,3

According to Table 3, 35.3% of the participants are women, and 64.7% are men. 76.5% of the participants are married, and 58.8% are over 35 years old. While 88.2% of the participants do not have any administration duties, 52.9% have 6-10 years of working experience. 76.5% of the researchers are academicians, and 47.1% have doctorate degrees. It was determined that 52.9% of the participants used workplace computers to access the internet.

Table 4. Burnout Averages of Participants in Qualitative and Quantitative Researches

Participants of Qualitative Research			Participants of Quantitative Research		
N	X		N	X	
17	2,87		114	2,44	

When the data in Table 4 are evaluated, it is seen that the burnout averages of participants in the qualitative research (X = 2,87) is higher than the quantitative research participants (X = 2.44).

The analysis of the qualitative research data constituting the second part of the study was made according to the themes arranged fittingly for the purpose of research by the researchers. In this context, various types of cyberloafing in the literature have been examined, and then the interpretation and analysis of collected data based on cyberloafing themes "internet surfing and e-mail activities" (Lim, 2002) and "recreative and instructive" cyberloafing categorized by Anandarajan and Simmers' (2004) was performed. In this section, the questions directed to the participants are;

- What do you generally do via internet during business hours?
- What are the reasons that lead you to these activities on the Internet?
- What are your views on the benefit-loss relationship of internet activities you do during business hours?

The answers to the first question directed to interviewers in the framework of qualitative research were analyzed according to the themes "surfing on the Internet" and "e-mail". When the views towards these themes were examined, it was understood that almost all of the participants partook in these activities. In examining what kind of surfing, it is understood that the vast majority of participants follow social media accounts and share through various social media tools and e-mail addresses. It was also found that some of the participants read newspapers, browsed shopping sites, and, in a few cases, watched the series and movies. It has also been understood that especially the academic employees is involved in the research of theses, books, and articles for personal development purposes. One participant says; "I enter Google Scholar at the time I work on the thesis and I try to access the library databases. Sometimes, I follow videos on Youtube for the requirements like the lesson, presentation, etc.", and it is an example of this situation. Interestingly, however, the lack of views on the corporate website is noteworthy. It is also noteworthy that a significant number of participants have read daily newspapers on the Internet and others have watched videos of social and political life. This situation shows that the participants try to be up-to-date. Participants include paying bills and EFT transactions among the reasons for using the Internet. They explained the reason for doing these

things at work as saving time. Based on the views of the participants, it was also understood that there is unnecessary internet use. One of the participants supports this statement by saying "I surf the internet aimlessly".

When the participant's views on the cyberloafing theme of "surfing on the internet and e-mail" are examined above, it is understood that the participants use the internet for different reasons and they send and receive personal or corporate e-mails. Participants also use social media tools, and the most used tools are social media platforms such as Facebook and YouTube. It can be said that the academic and administrative employees have different surfing on the internet because of their position and purpose.

The answers to the second and third questions directed to the interviewers in the framework of qualitative research were analyzed according to "recreative, entertaining and instructive cyberloafing themes". When the collected data are examined in the context of a recreative cyberloafing theme, it is understood that the vast majority of participants watch various funny videos and listen to music to clear their head, to reduce stress, and to feel better. In this context, a participant supports the statement above by saying, "I usually use the internet because I feel relieved when I feel bored." However, the majority of the participants declared that they did not use the entertaining activities very profoundly. Some of the participants said they enjoyed sharing things on social networking sites with their friends, while others said they were trying to relieve themselves by listening to music, watching videos and visiting news sites.

It has been determined that the most used social media tool for entertainment purposes is YouTube. Some of the participants also stated that their academic activities help them feel good. Apart from these, another participant who emphasizes the entertaining and relaxing nature of the internet sees the internet as a tool for eliminating burnout by saying, "At the moment I am overwhelmed, I see the internet as a salvation". It is essential to this situation corresponds to the research purpose.

When the opinions of the interviewers on the theme of "entertaining cyberloafing" were examined, most of the participants stated that they enjoyed the entertaining aspect of the internet to relieve themselves. "Watching various videos" remark as one of the most entertaining activities.

When the data obtained from qualitative research is examined, it is understood that the vast majority of participants benefit from "instructive cyberloafing". Administrative employees declare that they use the internet to improve themselves on issues related to institutional legislation and other legal matters, while academic employees have expressed that they are making more use of the internet in terms of academic development. Academics have used various databases for their personal and academic development to scan documents such as theses, books, articles, etc., and have used the internet as a source of information in their academic development. One of the participants declared that he uses YouTube, which the other participants used more for entertainment purposes, to improve themselves by watching various conference and course videos. In addition, two of the participants said that an academic needs

internet to improve himself/herself not only about his / her field but also in other fields. One of them emphasized the importance of developing in different fields by saying, "I don't think it is enough that the academics have knowledge only about their field". One of the participants said that they benefit from the instructive aspects of the quite few and gave various examples of this. In one of these examples, many scientists who have social media accounts transmit their work from this medium to other users, and he also has benefited from it too. One of the participants stated that "I think that being at the internet / PC day all day is harmful because it is getting people out of social life and tearing ties with everyday life", and another participant draws attention to the physical damages of long-term use of technology. These are examples of participants' explanations for the harms of technology use. One of the participants noted the harmful direction of such Internet-based activities, emphasizing that it takes too much time to surf the Internet. One participant noted that another problem with surfing the internet is the isolation of people, which is a crucial finding for this study in terms of burnout.

In general, when participants' views on the instructive cyberloafing theme are examined, it is understood that most of the participants view the internet as a very educational medium. It has been discovered that academic and administrative employees use the internet to increase their knowledge about their field. In addition, it is understood that academicians benefit from the internet for their improvement outside their own fields.

Conclusion

The use of technological tools and the internet has become an indispensable part of individual and organizational life. Although positive contributions of internet and technology use are very prominent in business life, it is also known that it opens the door to controversial areas. One of the complex problems of organizational life, the phenomenon of burnout, leads employees to behave differently. Proposals for combating the adverse effects of the burnout phenomenon at the organizational level are frequently discussed. In this context, Kerse (2017) found that emotional exhaustion decreases when employees feel they have personal control over tasks they undertake and if they can change these tasks according to their personal interests and abilities (task competence). The findings of Naktiyok and Karabey (2005) that the increase in the level of workaholism increases mental, physical and emotional exhaustion draws attention to the delicacy of the matter. One of the issues addressed in the context of the intermediate variables to remove organizational burnout is the perception of organizational justice. In their study, Meydan Şeşen and Basım (2011) and Yeniceri, Demirel and Seçkin (2009) have pointed out that the perception of justice has an effect on decreasing the burnout feelings of the individuals. The proposition of the Meydan (2011) suggesting that burnout levels of individuals have an impact on impression management tactics is also very important. As a result of analyzing the answers to the qualitative questions directed to academic and administrative employees with high

burnout level in the study, it has been determined that participants with high burnout level;

- They benefit from the entertaining aspect of the virtual environment to clear their head, relieve stress, and feel better about themselves,
- They have benefited from the usefulness of the virtual environment to increase their knowledge of their field,
- Almost all of the participants are engaged in many virtual activities such as internet browsing, banking operations, news update, and aimless browsing.

These findings in the study indicate that employees with high levels of burnout tend to consider cyberloafing behavior during working hours. Hardiani, Rahardja, and Yuniawan (2017) also found that burnout affects cyberloafing in a similar way. Aghaz and Sheikh (2016) found a meaningful and significant relationship between burnout and cyberloafing. When the studies on the subject are examined, it is seen that opinions about cyberloafing are clustered in different dimensions in the context of positive or negative effects.

It is known that the academic employees in universities often use the internet for research purposes. Considering factors such as time constraints, fatigue, and workload, it is understood that academic and administrative employees show behaviors such as messaging during the day, making bank transactions, browsing shopping sites. Particularly, it is seen that academic employees frequently use the internet during the day because they are carrying out their scientific studies during working hours. It seems difficult for organizations to interfere with employees' cyberloafing behavior on the internet. Instructive and recreative cyberloafing behaviors can be effective in generating conclusions for the benefit of the organization, contrary to what you might think. In addition to this, organizational outcomes can be negatively affected because the organization's employees overspend their time in activities such as browsing the internet, playing games, messaging, surfing various sites during working hours. Such a result would adversely affect the performance of the employee/organization, so the use of the internet at the harmful level should not be allowed. However, it is not easy to determine the limits of harm. Taking all these facts into account, the measures that directors should take are as follows:

- The prevalence and cause of burnout cases among employees should be investigated. Accurate determination of the causes of burnout will facilitate management to take precautions,
- The workload of the employee must be considered, the manager should be flexible in matters that may be tolerable, and the stress factors should be assessed,
- Communication problems originating from manager-employee and employee-employee relationships should be identified. Communication-based problems among employees cause their isolation, and communication problems trigger problems in relationships. Because of these problems, employees can tend to cyberloafing behaviors over the internet. In this

context, the development of relationship-based relationships should be encouraged,

- It should be paid attention to sharing information about employees' research on the job they do on the internet. In this context, instructive and recreative cyberloafing behaviors should be controlled rather than hindered. Organizational politics should be produced to prevent employees from cutting off their initial work for cyberloafing, even though it is instructive,

- Informative meetings on cyberloafing should be held, and some training could be provided if necessary. The effects of employees' cyberloafing behavior on the individual and organizational performance should be assessed, and any possible adverse effects should be shared with employees,

- The frame of sanctions related to the subject should be described and shared with employees. In this context, administrators should clearly define their policy,

- Instead of forbidding the act of cyberloafing altogether, administrators should exclude instructive and recreative cyberloafing from sanctioning practices in a way that does not hinder the actual work.

The fact that the sample of the study consist of a limited number of academic and administrative staff working for a public university constitutes an important constrains. Hence, it is recommended for future studies to expand the number of participants and to include the employees of private universities.

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