

DOI: 10.29141/2218-5003-2021-12-6-6

JEL Classification: M1, M10, M12

The effect of job burnout on social loafing through the mediating role of employee sabotage

H. Tezcan Uysal¹, Murat Ak², Mukaddes Özlem Çelik²¹ Zonguldak Bülent Ecevit University, Kilimli, Turkey² Karamanoglu Mehmetbey University, Karaman, Turkey

Abstract. Social loafing is an undesirable behaviour as it negatively affects the outputs of the organization. Therefore, it is necessary to address the question of whether job burnout results in social loafing in the context of examining and eliminating the factors that cause this behaviour, and whether employee sabotage in this effect has a mediating role. The methodological framework of the study includes the theory of burnout and social impact theory. The research data have been obtained from 157 teachers working at educational institutions in the private sector in Karaman province of Turkey using the method of non-probability sampling, namely purposive sampling, and survey technique. To evaluate the data, the authors apply the methods of descriptive statistics and correlation analysis. In the study, job burnout consists of three dimensions: emotional exhaustion, depersonalization and the absence of personal accomplishment. According to the research findings, job burnout affects social loafing and this is partially mediated by employee sabotage. At that, employees' tendency towards sabotage behaviours reinforced when they experienced an increase in each of the three dimensions of job burnout. The study is of interest for researchers, company managers and teachers when developing strategies for minimizing undesirable social loafing behaviour, as well as investigating and guiding employee conduct in the workplace.

Keywords: job burnout; employee sabotage; social loafing; mediating role; private sector of education; Turkey.

Paper submitted: April 21, 2021

For citation: Uysal H.T., Ak M., Çelik M.Ö. (2021). The effect of job burnout on social loafing through the mediating role of employee sabotage. *Upravlenets – The Manager*, vol. 12, no. 6, pp. 87–100. DOI: 10.29141/2218-5003-2021-12-6-6.

Влияние профессионального выгорания на социальную лень: посредническая роль трудового саботажа

Х.Т. Уйсал¹, М. Ак², М.О. Челик²¹ Зонгулдакский университет им. Бюлент Эджевита, г. Килимли, Турция² Университет Караманоглу Мехметбей, г. Караман, Турция

Аннотация. Социальная лень оказывает негативное воздействие на эффективность деятельности организации. Статья посвящена изучению факторов, способствующих возникновению данного явления, в частности профессионального выгорания и трудового саботажа. Методологическая основа исследования представлена многофакторной теорией выгорания, а также теорией социального влияния. Информационную базу составили результаты опроса 157 преподавателей частных образовательных учреждений провинции Караман (Турция), проведенного с применением техники направленного отбора. При анализе данных использовались методы дескриптивной статистики и корреляционного анализа. Рассмотрены три аспекта профессионального выгорания: эмоциональное истощение, деперсонализация и отсутствие самореализации. Обнаружено, что с ухудшением этих состояний усиливается склонность работников к трудовому саботажу. Установлено значимое влияние профессионального выгорания на социальную лень, а также опосредованное воздействие саботажного трудового поведения на выявленную взаимосвязь. Полученные результаты могут использоваться исследователями, менеджерами компаний и представителями сферы образования при разработке стратегий по минимизации проявлений социальной лени, а также при управлении трудовым поведением работников.

Ключевые слова: профессиональное выгорание; трудовой саботаж; социальная лень; посредническая роль; частное образование; Турция.

Дата поступления статьи: 21 апреля 2021 г.

Ссылка для цитирования: Uysal H.T., Ak M., Çelik M.Ö. (2021). The effect of job burnout on social loafing through the mediating role of employee sabotage // *Управленец*. Т. 12, № 6. С. 87–100. DOI: 10.29141/2218-5003-2021-12-6-6.

INTRODUCTION

Today, human beings tend to produce a lot of work with little effort. However, the effort put forward by humans determines the level of production. Therefore, especially in the work done with the large group, there may be individuals in the group who make less effort than others. In this case, social loafing (SL) occurs. SL is that the individual makes less effort in the work done with the group while doing more in the work he/she does on his own [Liden et al., 2004, pp. 285–286; Heuzé, Brunel, 2003, p. 246; Harcum, Badura, 1990, p. 629; Doğan, Bozkurt, Demir, 2012, p. 56]. This behavior adversely affects the organization and its employees. It has been observed in studies that the commitment and the trust in the institution are damaged and the motivation to work decreases in the working groups where there is SL [Mulvey, Klein, 1998, p. 63; Deka, Kasyap, 2014, p. 89; Žydzūnaitė, Jezerskytė, 2005, p. 87]. It is thought that job burnout (JB) can influence SL, which is very important in terms of performance and effectiveness in organizations. As a concept, JB can be explained as feeling emotionally inadequate, loss of motivation, reluctance and physical fatigue in situations such as damage to one's self-esteem due to the inability to keep up with the pace of overwork [Freudenberger, 1974, p. 161; Uludağ, 2020, p. 56]. Employees who experience burnout due to various factors may display behaviours of sabotaging organization and production. Upon examining the literature, employee sabotage (ES) has been defined as disruptive and destructive behaviours of individuals aimed at achieving their objectives while disturbing the working order of the organization, preventing production from continuing on a regular basis, ruining employee communication, harming employees and customers [Crino, 1994, p. 312]. Therefore, in addition to the effect of burnout on SL in employees, the role of ES on this effect has been examined within the scope of the research.

LITERATURE REVIEW

Social Loafing. SL occurs during the work that needs to be done by a group, as opposed to the work to be done by an individual working on their own. There are different definitions of SL in the literature. Social loafing is the intentional or unknowing effort of an individual in the group in the work environment [Liden et al., 2004, pp. 285–286]. According to Heuzé and Brunel [2003, p. 246], SL is when an employee has a task to do with other employees of the organization, waiting for the work to be finished by making less effort individually. In other words, a person demonstrates a stronger tendency to work while working alone than as a member of a group [Harcum, Badura, 1990, p. 629]. Recent research studies show that SL is affected by many variables [Karadal, Saygın, 2013, p. 208; Ülke, Bilgiç, 2011, p. 305]. Among these factors are the following: group size; difficulty in handling the task; the belief that individual performance cannot be evaluated fairly; the viewpoint that individual efforts will not

be noticed if the distribution of duties is unequal and other group members will need to work more; team loyalty; intrinsic work desire; organizational commitment level; intention to leave work; importance of the task; demographic characteristics; and individual differences.

Ringelman's study at the Grand Juan School of Agriculture between 1882 and 1887 is considered a socio-psychological experiment on SL. Ringelmann asked the volunteer men to pull the rope with a dynamometer anchored to it with all their strength individually and in groups [Kravitz, Martin, 1986, p. 937]. It was found that the force applied by individuals was different when the rope was pulled in the group or alone, and the individual force applied in the group decreased as the number of people increased. It was concluded that one of the most important reasons for explaining this situation is that individual performance within the group is indiscriminate [Latané, Williams, Harkins, 1979, pp. 822–823]. The situation, which occurs as the tendency of individuals within the group to perform less, is called the Ringelmann effect [Simms, Nichols, 2014, p. 58]. There are numerous factors such as competencies, skills, willingness to work and group size that have an impact on the determination of SL in group work. The idea of group work is observed as a way to improve results in a particular task due to the collective abilities and efforts of individuals in the group. However, in some groups or in some tasks, participants prefer to make less effort to achieve the group's goal [Özan et al., 2020; Yakın, Sökmen, 2018]. Therefore, many studies have focused on finding the causes of SL. In these studies, the theories and hypotheses shedding light on the causes of SL have been determined. Some of them are social impact theory, expectation-value theory, collective effort model, arousal reduction, evaluation potential, dispensability of effort, matching of effort and self-attention [Karau, Williams, 1993, p. 682–684].

The most negative aspect of group studies is that there is no method that can be applied specifically to evaluate individual performance within the group. This causes employees to turn to SL and decreases their motivation [Deka, Kasyap, 2014, p. 89]. Decreased motivation within the team encourages social loafers who make less effort, thus reducing the team's success [Žydzūnaitė, Jezerskytė, 2005, p. 87]. In various studies [Uslu, Çavuş, 2014, p. 52; Plaks, Higgins, 2000, p. 964; George, 1992, p. 194], the causes of SL are as follows:

- individuals may tend to loafing off because they think that the effort made when they work within the group will go unnoticed;
- team members may tend to socially loafing off when they believe that the results of their individual work cannot be determined;
- if people expect that their colleagues in the group will exhibit loafing behaviour, they can try to reduce their individual efforts and achieve labour equality;

- people may doubt that their own contributions are important or necessary if there is more than one person working on the same task;
- failure to award or punish the members of the group causes individuals to show SL. Motivation may be low because the perceived relationship between individual efforts and penalties (sanctions) or rewards is weak;
- employees may tend to socially loafing off when they feel that their efforts are not important or necessary for group performance;
- insecurity towards the resulting team can increase SL if team members have communication problems;
- instead of evaluating the product or service of the study in general, evaluating the performance of individuals within the group may prevent SL. Thus, successful individuals can prevent social loafers from losing their desire to work.

Job Burnout. Freudenberger [1974] defined burnout as a case of failure, wearing out, overload, loss of power and energy, or depletion of an individual's internal resources as a result of excessive demands on energy, strength, or resources. The concept of burnout is a combination of prolonged emotional burnout, physical burnout, not participating in work, mistreatment of customers and a decrease in business success. Freudenberger has also referred to burnout as the depletion of physical and emotional resources that resulted in various specific syndromes. He has also explained that burnout syndrome occurs in professional, organizational and individual contexts. Maslach and Jackson [1981] have defined burnout as cynicism and emotional burnout syndrome that occur frequently in individuals who are in contact with people due to their work [Faiz, 2019, p. 28]. Burnout is a psychological syndrome of emotional burnout, depersonalization and diminished personal success that can occur in individuals who work with other people in a certain capacity. An important aspect of the burnout syndrome is increased feelings of emotional distress. Another aspect is the development of personalization (i.e., negative, cynical attitudes and feelings about one's customers) [Maslach, Jackson, Leiter, 1996].

Burnout can be generalized as a lack of motivation and constant unhappiness, as individuals feel they have no power to do the work they should do in their employment contracts and daily routines [Faiz, 2019]. Emotional burnout is expressed as the most basic dimension of burnout [Kaçmaz, 2005; Eroğlu, Dündar, Kışioğlu, 2020]. Emotional burnout is the first step in burnout syndrome, which begins with a decrease in emotional and physical resources due to excessive workload [Wright, Bonett, 1997, p. 492; Maslach, Schaufeli, Leiter, 2001, p. 402]. This is when the person is emotionally and thoughtfully away from what they serve. It refers to the strict, cold, irrelevant, callous behaviour of the individual towards the people he/she serves. Therefore, it shows the extent of the re-

lationship of burnout between people [Eroğlu, Dündar, Kışioğlu, 2020].

It is observed that the employee who thinks that he/she cannot control the surroundings of the individual, his/her work, feels helpless when faced with a negative event and begins to act like a machine to cope with this situation, becoming desensitized [Demir, 2009]. The second dimension of burnout refers to the dimension of depersonalization, while the interpersonal communication dimension of burnout refers to negative callousness in various aspects of the work [Maslach, Schaufeli, Leiter, 2001, p. 399]. Employees in the dimension of depersonalization have a pessimistic mood towards the workplace and its surroundings, develop cynical attitudes and display negative emotions [Wright, Bonett, 1997, p. 492]. It is found that the more time the individual works, the more desensitized they become to the work they do [Uzun, Mayda, 2020].

Individuals who experience the third and final dimension of burnout are in a state of dissatisfaction with the feeling of personal success. The individual makes self-assessment in this process. People experiencing this dimension of burnout think of themselves as pessimistic and unsuccessful individuals [Wright, Bonett, 1997, p. 492; Maslach, Schaufeli, Leiter, 2001, p. 403]. The decrease in the sense of personal success is reflected in the employee's work performance after a while and his/her communication with their managers and colleagues [Güler, Marşap, 2018]. Establishing a social network and supporting it in this way is important for all professional groups. This support contributes to the feeling of personal success by reducing the stress experienced in the business processes and increasing the job satisfaction. Individuals feel more comfortable in the working environment if they exhibit shared attitudes with their colleagues, do not feel alone in this environment, and believe that they will find supporters when faced with possible problems [Emecen, Saraç, 2020]. Individuals whose sense of personal success diminishes question themselves and the work they do. Finally, there is a decrease in feeling inadequate and wanting to work [Ersoy, Utku, 2005, p. 45]. In general, burnout, which can occur in the three different dimensions, has different causes due to business conditions and organizational characteristics; it is observed that it can lead to many negative outcomes individually, socially and organizationally [Yıldırım, 2019].

Individuals who are emotionally worn out in the work environment have several problems outside of work, which can cause great damage by deteriorating their health [Uludağ, 2020]. Burnout can lead to a deterioration in the quality of care or service provided by staff. Return to work, absenteeism and low morale burnout are important factors. However, burnout appears to be associated with various indexes of personal dysfunction, including physical fatigue, insomnia, increased alcohol and drug

use, and marital and family problems [Maslach, Jackson, Leiter, 1996]. A manager who listens and values with a tolerant, flexible, fair, participatory management approach is extremely important in preventing and eliminating burnout.

Employee Sabotage. ES is defined by Crino [1994, p. 312] as the disruptive and destructive behaviours of individuals aimed at achieving their objectives while disturbing the working order of the organization, preventing production from continuing on a regular basis, ruining employee communication, harming employees and customers. Types of sabotage are examined in three sub-categories [Analoui, 1995, p. 51]:

- 1) destruction: destruction of the product or service from the working environment or damage to the work environment;
- 2) inaction: foreseeable as a result of deliberate work stoppages, cases in which damage to the organization occurs;
- 3) waste: it occurs in cases where destruction is carried out deliberately. For example, causing waste of raw materials.

When performing the literature analysis, it can be seen that there are five main reasons behind employee sabotage [Ambrose, Seabright, Schminke, 2002, p. 948]:

- 1) *not having power*. According to researches, the belief that employees do not have power leads them to a tendency to sabotage [Di Battista, 1991, p. 350];
- 2) *frustration*. Employees achieving their core objectives and blocking future goals increase the tendency for sabotage [Chen, Spector, 1992, p. 177];
- 3) *idea of making things easier*. Facilitating things describes performing some unruly actions while doing business. An example of this kind of sabotage is an employee doing the job by putting stones on a button that must be held down by their hand. The practice here is unacceptable, even if it is well intentioned, because in accordance with the rules of business, the employee must carry out that work within the framework of the definition [Özdevecioğlu, Aksoy, 2005, p. 99];
- 4) *the idea of boredom and fun*. Employees who are tired of the monotonous working order of organizations can joke and ask for time to pass quickly. However, this may cause disruption to jobs or services [Crino, 1994, p. 317];

5) *perception of injustice within the organization*. Crino [1994, p. 315] have stated that this occurs when the organization does not make fair decisions about its employees. These situations perceived as unfair are the organization's lack of respect in the employee's job, neglect of promotion status, loading additional responsibilities without an increase in wages, inadequate resources, distrust of the employee in matters related to his/her job, as a result of which the employee may behave in ways that may sabotage the organization.

MATERIALS AND METHODS

Social loafing is a behaviour that disrupts both the performance of the organization and the sense of fairness among employees and therefore is not intended to be carried out. However, there may be different organizational reasons that trigger this behaviour. Therefore, it is necessary to investigate the factors that will cause increased or decreased SL in employees. From this point on, JB and ES, which are thought to have an impact on SL, have been also discussed. Upon reviewing the literature, the study by Li et al. [2016] has researched the effect of emotional labour on job burnout and service sabotage of health personnel in primary health institutions and emphasized the effects of emotional labour on job burnout and service sabotage. The study by Özbey and Kapusuz [2020] aimed to determine the effects of strategic innovations on employees' social loafing. The results of the analysis showed that strategic innovation is the determinant of SL. On the other hand, strategic innovation has contributed negatively to the estimation of SL. In their study, Perry et al. [2016] have sought to clarify the relationship between virtuality and social loafing by investigating the difference in family responsibility and dissimilarity, as well as cohesion and psychological obligation. Their study has found that cohesion and obligation can mediate these effects, so that the high levels of these mediators are associated with low levels of SL in similar teams with a small number of family responsibilities. Köksal and Gürsoy [2019] have examined the impact of SL perception and role uncertainty on political behaviour. In this context, the relationship between role ambiguity and political behaviour and the role of SL in this relationship have been investigated. The research results demonstrate that if the roles are uncertain and there is a perception that other employees are also socially loafing off, political behaviour is affected. Varshney [2018] has examined the relationship between SL, self-concept and perceived organizational politics and established that the latter significantly mediates the relationship between social loafing and self-concept. The research by Aydemir and Keleş [2019] has been carried out in order to determine the effect of the perceived leadership behaviours of kitchen department employees of hotel enterprises on SL. According to the results of the research, there are significant negative relationships between each dimension of leadership behaviour and SL. In other words, SL was negatively affected by leadership behaviours. Alnuaimi, Robert and Maruping [2010] have aimed to identify cognitive mechanisms that mediate the effect of team size and distribution on SL in technology-supported teams. They have shown that the spread of responsibility, attribution of crime and dehumanity (in part) mediates the effects of team size on SL. Lount and Wilk [2014] have examined how assignment performance affects employees' motivation when working in groups, an action that triggers increased social comparisons between employees. According to the study's findings,

when individual performance was publicly posted in the workplace, employees working in a group performed better than when working alone; however, when individual performance was not posted, employees working in a group performed worse than when working alone. In his study, Uysal [2016] has determined the perceptions of SL of colleagues in the same organizational climate and researched the effect of these perceptions on employees' feelings of burnout. As a result of the analyses carried out, a significant relationship has been found between employees' perceptions of SL and burnout towards their colleagues. Upon reviewing the results of this research, it is observed that a wide variety of factors influence SL. Similarly, the study carried out by Uysal [2016] has been noted in the literature review. In this study, the effect of perceived SL on employees' burnouts is examined, and the effect of JB on SL is investigated. Therefore, no studies have been found in the literature review that explored the burnout, SL and ES as intermediary variables.

The purpose of the research is to determine the role of mediation of sabotage, which works on the effect of burnout within the organization on SL. However, it is aimed to examine the effect of ES on SL, which is a big problem within the organization, and to present recommendations on the measures to be taken in advance for the problems that may occur within the organization.

Population and Research Sample. The population of research consists of private sector employees. The sample of the research covers teachers working in educational institutions in the private sector (Appendix). In the study, purposive sampling has been used from non-probability sampling methods and data have been obtained from 157 employees in the educational institution who have been previously identified and whose permission has been obtained due to the difficulty of accessing the data.

Data Collection Method. The data to be used in the research have been obtained by applying the face-to-face survey method. The survey used to obtain the data consisted of three scales in 5-point Likert structure, namely JB, SL and ES. "Burnout Inventory" (MBI) developed by Maslach and Jackson [1981] has been used to measure JB. This scale consists of three dimensions: "emotional burnout", "depersonalization" and "low sense of personal accomplishment". The "Social Registration Scale", developed by Mulvey and Klein [1998] has been utilized to measure SL and the scale developed by Harris and Ogbonna [2006] has been used to determine ES.

Model and Research Hypotheses. The study using the scanning model includes an independent, a dependent, and a mediating variable. Within the framework of the research, JB refers to the independent variable, SL is the dependent variable, and ES refers to the agent variable. In addition, the emotional exhaustion, depersonalization and absence of personal accomplishment dimensions of JB have been tested in the examination of the mediating role.

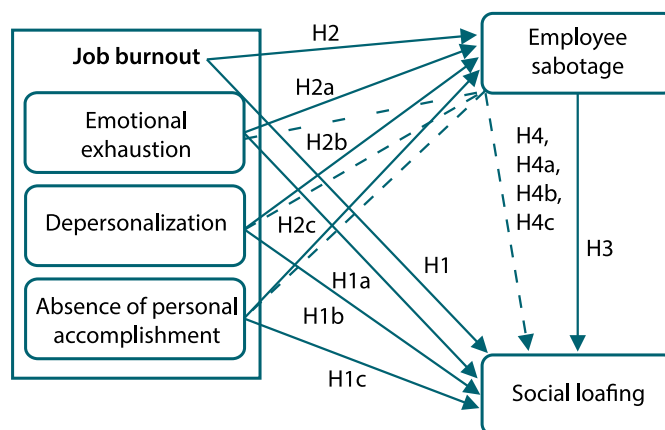


Fig. 1. Conceptual model

Рис. 1. Концептуальная модель исследования

Research hypotheses:

H₁: JB affects SL in a positive and statistically significant manner.

H_{1a}: Emotional exhaustion affects SL in a positive and statistically significant manner.

H_{1b}: Depersonalization affects SL in a positive and statistically significant manner.

H_{1c}: Absence of personal accomplishment affects SL in a positive and statistically significant manner.

H₂: JB affects ES in a positive and statistically significant manner.

H_{2a}: Emotional exhaustion affects ES in a positive and statistically significant manner.

H_{2b}: Depersonalization affects ES in a positive and statistically significant manner.

H_{2c}: Absence of personal accomplishment affects ES in a positive and statistically significant manner.

H₃: ES affects SL in a positive and statistically significant manner.

H₄: ES has a mediating role in the relationship between JB and SL.

H_{4a}: ES has a mediating role in the effect of emotional exhaustion on SL.

H_{4b}: ES has a mediating role in the effect of depersonalization on SL.

H_{4c}: ES has a mediating role in the effect of absence of personal accomplishment on SL.

Analysis of the Research Data. Structural equality model has been used with the least squares method for the analysis of the data obtained. A two-step approach has been adopted for this method. First, convergent validity and separation validity are tested to confirm the validity of the measurement model. Then, analysis is carried out for structural validity and hypothesis testing [Anderson, Gerbing, 1988]. It has been widely adopted in recent research due to its ability to analyse small sample data, abnormal data and models with circumstantial formative variables [Algharabat et al., 2017]. To examine the data, SmartPLS software has been used.

RESEARCH RESULTS

Table 1 contains the demographics of the sample. As can be seen from the data, the majority of respondents (59.7 %) are women, and most of them (67.3 %) are married. In addition, it is observed that the average age of the sample is concentrated in the 26–33 age group, while the years of service fall mostly in the range of 1–5 years. It was determined that the teachers who participated in the study worked in different branches that provided education in four levels – high school, elementary school, middle school, and kindergarten.

Cronbach's alpha and composite reliability (CR) were used to test the reliability of the model created as part of the research. Table 2 shows that Cronbach's Alpha values range from 0.77 to 0.95 and CR values range between 0.84 and 0.96. Therefore, it is understood that both parameters exceeded the threshold of 0.7 [Fornell, Larcker, 1981], which provided the reliability requirement. Aver-

age variance (AVE) and factor loads are used to test convergent validity. The factors below the threshold were removed from the model and reanalysed. The AVE values of all structures range between 0.52 and 0.71, so exceed the accepted level of 0.5 [Chin, 1998] and the required 0.5 of all item factor loads. Therefore, these results show that convergent validity is also achieved.

According to Ko [2018], three methods are used to evaluate discriminant validity. The first method is the Fornell–Larcker criterion. According to this criterion, the square root of AVE values must exceed the correlation coefficients of each hidden variable [Fornell, Larcker, 1981]. When the values in Table 2 are examined, their discriminant validity is verified. The second method is cross-factor loadings. Table 3 shows that all indicator loadings exceed cross-loadings, which confirms discriminant validity [Chin, 1998].

Table 1 – Descriptive statistics
Таблица 1 – Дескриптивная статистика

Variable	Group	f	%
Gender	Female	95	59.7
	Male	62	39.0
Marital status	Single	50	31.4
	Married	107	67.3
Age	18–25 years	21	13.2
	26–33 years	63	39.6
	34–41 years	35	22.0
	42–49 years	21	13.2
	Over 50 years	17	10.7
Year of service	1–5 years	53	33.3
	6–10 years	37	23.3
	11–15 years	24	15.1
	Over 16 years	18	11.3
Educational level	Kindergarten	21	13.2
	Primary school	30	18.9
	Secondary school	53	33.3
	High school	53	33.3

Table 2 – Cronbach's alpha, composite reliability, AVE and correlation results
Таблица 2 – Значения коэффициента альфа Кронбаха, композитной надежности, средней объясненной дисперсии и результаты корреляционного анализа

Structure	Cronbach's alpha	Composite reliability (CR)	AVE	Depersonalization	Emotional exhaustion	Employee sabotage	Social loafing	Absence of personal accomplishment
Depersonalization	0.87	0.91	0.67	0.82*				
Emotional exhaustion	0.95	0.96	0.71	0.77	0.84*			
Employee sabotage	0.77	0.84	0.52	0.65	0.59	0.72*		
Social loafing	0.84	0.89	0.68	0.46	0.49	0.58	0.82*	
Absence of personal accomplishment	0.79	0.85	0.53	–0.58	–0.55	–0.52	–0.45	0.73*

*AVE square root value.

Table 3 – Cross-validation of indicator loading
Таблица 3 – Перекрестная проверка нагрузки индикаторов

Indicator	Depersonalization	Emotional exhaustion	Employee sabotage	Social loafing	Absence of personal accomplishment
SL1	0.24	0.25	0.43	0.73	–0.34
SL2	0.50	0.47	0.53	0.88	–0.41
SL3	0.43	0.48	0.51	0.86	–0.38
SL4	0.30	0.38	0.43	0.82	–0.33
ES4	0.62	0.58	0.83	0.51	–0.39
ES5	0.59	0.56	0.81	0.49	–0.49
ES6	0.32	0.19	0.60	0.22	–0.34
ES7	0.38	0.39	0.67	0.44	–0.18
ES8	0.33	0.27	0.66	0.35	–0.46
JB_APA 3	–0.14	–0.10	–0.25	–0.16	0.61
JB_APA 4	–0.62	–0.63	–0.46	–0.33	0.78
JB_APA 5	–0.28	–0.28	–0.37	–0.32	0.77
JB_APA 6	–0.63	–0.58	–0.49	–0.48	0.83
JB_APA 7	–0.13	–0.12	–0.16	–0.18	0.64
JB_dep1	0.81	0.54	0.52	0.27	–0.42
JB_dep2	0.87	0.75	0.57	0.38	–0.50
JB_dep3	0.82	0.71	0.51	0.47	–0.47
JB_dep4	0.81	0.57	0.53	0.29	–0.55
JB_dep5	0.76	0.55	0.53	0.44	–0.43
JB_ee1	0.58	0.85	0.44	0.45	–0.41
JB_ee2	0.52	0.81	0.41	0.32	–0.49
JB_ee3	0.72	0.91	0.60	0.48	–0.58
JB_ee4	0.66	0.86	0.57	0.43	–0.47
JB_ee5	0.75	0.92	0.58	0.49	–0.51
JB_ee6	0.63	0.82	0.42	0.44	–0.34
JB_ee7	0.48	0.71	0.31	0.32	–0.26
JB_ee8	0.72	0.83	0.50	0.39	–0.45
JB_ee9	0.71	0.85	0.57	0.37	–0.58

Note. The abbreviations specified in the table represent the items that make up the scale dimensions. The abbreviation “SL” refers to *social loafing behaviour*, “ES” stands for *employee sabotage*, “JB” is *job burnout*, “JB_APA” represents *absence of personal accomplishment* dimension of job burnout, “JB_dep” represents the dimension of *depersonalization* of personal burnout, and “JB_ee” denotes the *emotional exhaustion* dimension of personal burnout.

The third method to test discriminant validity is the Heterotrait-Monotrait (HTMT) ratio [Henseler, Ringle, Sarstedt, 2015]. When Table 4 is examined, it is observed that HTMT values range from 0.49 to 0.83. Since all these values are below 0.85, the discriminant validity was reconfirmed [Voorhees et al., 2016]. As a result of these three methods, it was determined that the research model had satisfactory discriminant validity.

After validation tests, the SmartPLS program was used to confirm the hypotheses. R^2 , beta and p values were obtained as a result of the analyses. The R^2 value refers to how much the dependent variable explains the independent variable. Beta and p values also indicate whether the hypothesis is accepted or rejected. When examining Fig. 2, it was determined that the depersonalization sub-dimension of JB significantly and positively affected ES

Table 4 – Heterotrait-Monotrait (HTMT) ratio
Таблица 4 – Расчет соотношения
«гетеротрейт – монотрейт» (HTMT)

Structure	Depersonalization	Emotional exhaustion	Employee sabotage	Social loafing	Absence of personal accomplishment
Depersonalization	–				
Emotional exhaustion	0.83	–			
Employee sabotage	0.76	0.63	–		
Social loafing	0.52	0.53	0.69	–	
Absence of personal accomplishment	0.59	0.54	0.61	0.49	–

($\beta = 0.41, p < 0.05$), and this dimension also significantly and positively affected the perception of SL ($\beta = 0.06, p < 0.05$). It was found that emotional exhaustion, which was a sub-dimension of JB, significantly and positively affected ES ($\beta = 0.18, p < 0.05$), and no significant effect of this dimension on the perception of SL ($\beta = 0.20, p > 0.05$) was established. The lack of personal accomplishment, which was sub-dimension of JB, significantly and positively affected ES ($\beta = 0.18, p < 0.05$), and no significant effect of this dimension on the perception of SL ($\beta = 0.15, p > 0.05$) was determined. However, ES was found to affect SL significantly and positively ($\beta = 0.42, p < 0.05$). According to these results, H_{1b} , H_{2a} , H_{2b} , H_{2c} and H_3 hypotheses were accepted, while H_{1a} and H_{1c} hypotheses were rejected.

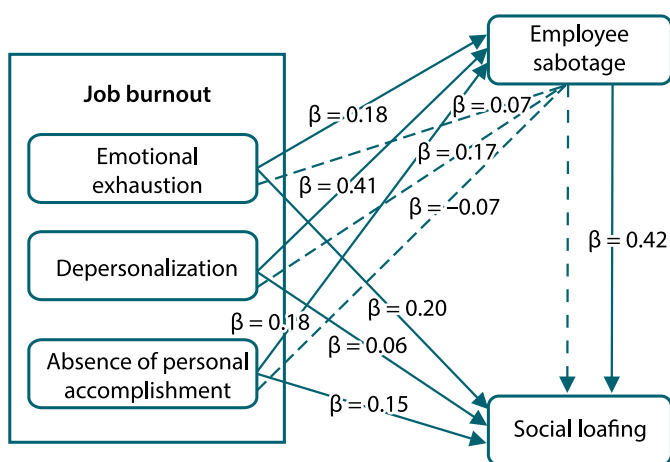


Fig. 2. Structural model

Рис. 2. Структурная модель исследования

According to the results of the analysis carried out to determine the role of mediation, ES has a partial mediation role in the effect of depersonalization, as the sub-dimension of JB, on SL ($\beta = 0.17, p < 0.05$). The mediating role of ES ($\beta = 0.07, p > 0.05$) in the effect of emotional burnout, another sub-dimension of JB, on SL was not established. It was found that ES did not have a mediating role ($\beta = -0.07, p > 0.05$) in the effect of the lack of personal accomplishment, the third sub-dimension of JB, on SL. Therefore, as a result of these analyses, the H_{4b} hypothesis was accepted, whereas the H_{4a} and H_{4c} hypotheses were rejected.

CONCLUSION

According to the results of the study, the absence of personal accomplishment of employees grows, as does

their tendency for ES. In addition, it was observed that ES enhances the perception of SL. Employees' tendency towards sabotage behaviours increased when they experienced depersonalization and emotional burnout. On the other hand, as a result of the analysis of the mediating role, ES was determined to have a partial mediating role in the effect of depersonalization, one of the sub-dimensions of JB, on SL.

The study has made a new contribution to the literature with these results. The findings obtained during the study could not be compared because no similar studies had been undertaken in the literature before. However, it is thought that the results can be used by other researchers and organization managers to investigate and guide employee behaviour. In particular, evaluations for the teachers who made up the research sample are important. Research has shown that teachers who experience JB in the organizational environment perform more SL. Social loafing, which occurs mainly in group studies, manifests itself in the works carried out by the group such as planning departmental work in the teaching profession and coordination of activities. This increases the workload of other teachers who do not exhibit SL and causes errors in education and activity planning. Another consequence of JB experienced by teachers was found to be more ES. Moreover, as established in the study, ES is partially mediated on the SL demand in depersonalized teachers. In terms of the nature of the job done, the most common ES in educational institutions are behaviours aimed at degrading performance, such as late entry to the course and not processing the course effectively. These behaviours lead to a decrease in the quality of educational activities, especially academic success, and undermine effectiveness and efficiency in the school.

The primary limitation of this study is that its results cannot be supported due to the absence of studies with different samples in the literature. Therefore, selecting samples of future studies from different organizations and increasing the sample size can provide more detailed results. Another limitation is that due to the COVID-19 pandemic, which started during the period of research, high sample volume could not be reached. Therefore, the application of post-pandemic studies to a wider audience will increase the validity of the research results. In addition, the implementation of future studies in different countries will support the revealing of cultural differences of these behavioural models. ■

1. **Gender:** Male () Female ()

2. **Marital status:** Single () Married ()

3. **Age:** 18–25 years () 26–33 years () 34–41 years () 42–49 years () Over 50 years ()

4. **Education level:** Primary School - Middle School () High school () Associate degree () Graduate () Postgraduate ()

5. **Work experience:** 1–5 years () 6–10 years () 11–15 years () 16–20 years () Over 20 years ()

6. **Specialization:** Kindergarten () Primary school () Middle School () High school ()

7. **Your branch:** Class Teacher () Science () Social studies () Other ()

Please indicate your level of agreement on each of the following statements by placing a (X) in the appropriate box	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Staff in this establishment take pains with parents/students who are rude to them	1	2	3	4	5
2. Employees in this establishment quickly meet demands of parents/students	1	2	3	4	5
3. Retaliation against parents/students who cause trouble is common among employees in this establishment	1	2	3	4	5
4. Employees may ignore the rules to make their job easier	1	2	3	4	5
5. Employees in this establishment sometimes make fun of parents/students to entertain each other	1	2	3	4	5
6. Employees do not knowingly treat parents/students badly	1	2	3	4	5
7. Employees in this establishment can sometimes knowingly worsen service delivery	1	2	3	4	5
8. Employees do not act dishonestly with parents/students	1	2	3	4	5
9. Employees in this establishment slow down their service processes when they feel like it	1	2	3	4	5
Please indicate your level of agreement on each of the following statements by placing a (X) in the appropriate box. Questions on this scale are answered based on the behaviour of teammates working in the same environment	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. My group members try to do their best	1	2	3	4	5
2. My group members live off someone else's backs	1	2	3	4	5
3. My group members contribute less than I expected	1	2	3	4	5
4. My group members do the best they can within their abilities	1	2	3	4	5
Please indicate your level of agreement on each of the following statements by placing a (X) in the appropriate box.	Never	Very rare	Sometimes	Most of time	Anytime
1. I am dissatisfied with my job	1	2	3	4	5
2. I feel mentally drained after work	1	2	3	4	5
3. When I wake up in the morning, I feel like I cannot handle this job for another day	1	2	3	4	5
4. Dealing with people all day is really exhausting for me	1	2	3	4	5
5. I feel fed up with my work	1	2	3	4	5
6. I feel my job is limiting me	1	2	3	4	5
7. I feel like I'm working too hard at my job	1	2	3	4	5
8. Working directly with people is stressful for me	1	2	3	4	5
9. I feel like I have come to the end of the road	1	2	3	4	5
10. I immediately understand the feelings of the people I meet in my job	1	2	3	4	5
11. I find the most appropriate solutions to the problems of the people I come across as part of my job	1	2	3	4	5
12. I believe that I contribute to people's lives through my work	1	2	3	4	5
13. I feel empowered to do a lot in my job	1	2	3	4	5
14. I create a comfortable atmosphere with the people I come across as part of my job	1	2	3	4	5
15. I feel refreshed after working closely with people	1	2	3	4	5
16. I have had remarkable success in this establishment	1	2	3	4	5
17. I approach emotional problems in my job calmly	1	2	3	4	5
18. I realize that I treat roughly some people I meet in my job	1	2	3	4	5
19. Ever since I started working in this job, I've been tough on people	1	2	3	4	5
20. I am afraid this job will make me more rigid	1	2	3	4	5
21. I do not really care what happens to the people I meet in my job	1	2	3	4	5
22. I feel that people I meet at my job act as if I am the cause of some of their problems	1	2	3	4	5

References

- Algharabat R., Alalwan A.A., Rana N.P., Dwivedi Y.K. (2017). Three dimensional product presentation quality antecedents and their consequences for online retailers: The moderating role of virtual product experience. *Journal of Retailing and Consumer Services*, no. 36, pp. 203–217. DOI: 10.1016/j.jretconser.2017.02.007
- Alnuaimi O.A., Robert L., Maruping L.M. (2010). Team size, dispersion, and social loafing in technology-supported teams: A perspective on the theory of moral disengagement. *Journal of Management Information Systems*, vol. 27, no. 1, pp. 203–230. <https://doi.org/10.2753/MIS0742-1222270109>
- Ambrose M.L., Seabright M.A., Schminke M. (2002). Sabotage in the workplace: The role of organizational injustice. *Organizational behavior and human decision processes*, vol. 89, no. 1, pp. 947–965. [https://doi.org/10.1016/S0749-5978\(02\)00037-7](https://doi.org/10.1016/S0749-5978(02)00037-7)
- Analoui F. (1995). Workplace sabotage: Its styles, motives and management. *Journal of Management Development*, vol. 14, no. 7, pp. 48–65.
- Anderson J.C., Gerbing D.W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, vol. 103, no. 3, pp. 411–423. <https://doi.org/10.1037/0033-2909.103.3.411>
- Aydemir K., Keleş Y. (2019). Lider Davranışlarının Sosyal Kaytarma Üzerindeki Etkisi: Antalya'daki Beş Yıldızlı Otellerin Mutfak Departmanı Çalışanları Üzerinde Bir Araştırma [The Effect of leader behaviors on social loafing: A research on the kitchen department employees of five star hotels in Antalya]. *Journal of Tourism and Gastronomy Studies*, vol. 7, no. 4, pp. 3303–3317. DOI: 10.21325/jotags.2019.530
- Chen P.Y., Spector P.E. (1992). Relationships of work stressors with aggression, withdrawal, theft and substance use: An exploratory study. *Journal of occupational and organizational psychology*, vol. 65, no. 3, pp. 177–184. <https://doi.org/10.1111/j.2044-8325.1992.tb00495.x>
- Chin W.W. (1998). The partial least squares approach for structural equation modeling (pp. 295–336). In: G.A. Marcoulides (Ed.). *Methodology for business and management. Modern methods for business research*.
- Crino M.D. (1994). Employee sabotage: A random or preventable phenomenon? *Journal of Managerial Issues*, vol. 6, no. 3, pp. 311–330.
- Deka D.D., Kashyap B. (2014). Social loafing – A perturb in human resource management. *Globsyn Management Journal*, vol. 8, no. 1/2, pp. 88.
- Demir N. (2009). Tükenmişlik Sendromunun Örgütsel Bağlılık Ve İş Tatmini Üzerindeki Etkisi [Relationship between burnout and organizational commitment]. *Öneri Dergisi – Öneri Journal*, vol. 8, no. 32, pp. 193–202. <https://doi.org/10.14783/maruoneri.696194>
- Di Battista R.A. (1991). Creating new approaches to recognize and deter sabotage. *Public Personnel Management*, vol. 20, no. 3, pp. 347–352.
- Doğan A., Bozkurt S., Demir R. (2012). Sosyal Kaytarma Davranışı İle Algılanan Görev Görünürlüğü Arasındaki İlişkinin İncelenmesine Yönelik Bir Araştırma [A research about investigating the relationship between social loafing behavior and the perception of task visibility]. *Sosyal Ekonomik Araştırmalar Dergisi – The Journal of Social Economic Research*, vol. 12, no. 24, pp. 53–80.
- Emecen D.D., Saraç I.H. (2020). Özel Eğitim Alanında Çalışan Öğretmenlerin Tükenmişlik Düzeyinin İncelenmesi [An examination of burnout levels of teachers in special education field]. *Electronic Turkish Studies*, vol. 15, no. 7, pp. 2877–2889. <http://dx.doi.org/10.7827/TurkishStudies.44862>
- Eroğlu H.N., Dündar M., Kişioğlu A.N. (2020). Süleyman Demirel Üniversitesi Tıp Fakültesi Öğrencilerinde Tükenmişlik ve Kaygı Düzeylerinin Değerlendirilmesi [Evaluation of burnout and anxiety levels in Süleyman Demirel University Faculty of Medicine students]. *Türkiye Klinikleri. Tıp Bilimleri Dergisi – Türkiye Klinikleri Journal of Medical Sciences*, vol. 40, no. 2, pp. 175–182. <https://doi.org/10.5336/medsci.2019-71759>
- Ersoy A., Utku B.D. (2005). Konaklama işletmeleri muhasebe müdürlerinde tükenmişlik sendromu-1 [Burnout syndrome in accounting managers of accommodation establishments-1]. *Muhasebe ve Finansman Dergisi – The Journal of Accounting and Finance*, no. 26, pp. 43–50.
- Faiz E. (2019). Aşırı İş Yükü ve Tükenmişlik Sendromunun İşten Ayrılma Niyeti Üzerindeki Etkisi: Satış Personelleri Üzerinde Bir Araştırma [The effect of work overload and burnout syndrome on turnover intention: A Study on sales person]. *Çalışma İlişkileri Dergisi – Journal of Labour Relations*, vol. 10, no. 1, pp. 26–38.
- Fornell C., Larcker D.F. (1981). Evaluating structural equations with unobservable variables and measurement error. *Journal of Marketing Research*, vol. 18, no. 1, pp. 39–50.
- Freudenberger H.J. (1974). Staff burn-out. *Journal of Social Issues*, vol. 30, no. 1, pp. 159–165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- George J.M. (1992). Extrinsic and intrinsic origins of perceived social loafing in organizations. *Academy of Management Journal*, no. 35, pp. 191–202. <https://doi.org/10.5465/256478>
- Güler H.N., Marşap A. (2018). Duygusal Emek, Tükenmişlik Ve İşten Ayrılma Niyeti: Cinsiyet Ve İş Deneyimine Göre Farklılıkların İncelenmesi [Emotional labor, burnout and intention to leave: An analysis of differences according to gender and work experience]. *İşletme Araştırmaları Dergisi – Journal of Business ResearchTurk*, vol. 10, no. 3, pp. 488–507. DOI: 10.20491/isarder.2018.484
- Harcum E.R., Badura L.L. (1990). Social loafing as response to an appraisal of appropriate effort. *The Journal of Psychology*, vol. 124, no. 6, pp. 629–637. <https://doi.org/10.1080/00223980.1990.10543256>
- Harris L.C., Ogbonna E. (2006). Service sabotage: A study of antecedents and consequences. *Journal of the Academy of Marketing Science*, vol. 34, no. 4, pp. 543–559. <https://doi.org/10.1177/0092070306287324>

- Henseler J., Ringle C.M., Sarstedt M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, vol. 43, no. 1, pp. 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Heuzé J.P., Brunel P.C. (2003). Social loafing in a competitive context. *International Journal of Sport and Exercise Psychology*, vol. 1, no. 3, pp. 246–263. <https://doi.org/10.1080/1612197X.2003.9671717>
- Kaçmaz N. (2005). Tükenmişlik (burnout) sendromu [Burnout syndrome]. *İstanbul Tıp Fakültesi Dergisi – Journal of Istanbul Faculty of Medicine*, vol. 68, no. 1, pp. 29–32.
- Karadal H., Saygın M. (2013). An investigation of the relationship between social loafing and organizational citizenship behavior. *Procedia-Social and Behavioral Sciences*, no. 99, pp. 206–215. <https://doi.org/10.1016/j.sbspro.2013.10.487>
- Karau S.J., Williams K.D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, vol. 65, no. 4, pp. 681–706. <https://doi.org/10.1037/0022-3514.65.4.681>
- Ko H.C. (2018). Social desire or commercial desire? The factors driving social sharing and shopping intentions on social commerce platforms. *Electronic Commerce Research and Applications*, no. 28, pp. 1–15. <https://doi.org/10.1016/j.elerap.2017.12.011>
- Köksal K., Gürsoy A. (2019). Sosyal Kaytarma Algısının Rol Belirsizliği İle Politik Davranış İlişkisindeki Aracılık Rolünün Yapısal Eşitlik Modeli İle İncelenmesi [The mediating role of social loafing perception in the relationship between role ambiguity and political behavior: Structural equation modeling]. *Ekonomik ve Sosyal Araştırmalar Dergisi – The International Journal of Economic and Social Research*, vol. 15, no. 1, pp. 49–59.
- Kravitz D.A., Martin B. (1986). Ringelmann rediscovered: The original article. *Journal of Personality and Social Psychology*, vol. 50, no. 5, pp. 936–941. <https://doi.org/10.1037/0022-3514.50.5.936>
- Latané B., Williams K., Harkins S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of personality and social psychology*, vol. 37, no. 6, pp. 822–832. <https://doi.org/10.1037/0022-3514.37.6.822>
- Li W.J., Liu L.R., Lin J., Jiang Y., Zeng X. (2016). Influence of emotional labor on job burnout and service sabotage of medical staff in primary health care institutions. *Chinese Rural Health Service Administration*, no. 3, pp. 32.
- Liden R.C., Wayne S.J., Jaworski R.A., Bennett N. (2004). Social loafing: A field investigation. *Journal of Management*, vol. 30, no. 2, pp. 285–304. <https://doi.org/10.1016/j.jm.2003.02.002>
- Lount Jr., R.B., Wilk S.L. (2014). Working harder or hardly working? Posting performance eliminates social loafing and promotes social laboring in workgroups. *Management Science*, vol. 60, no. 5, pp. 1098–1106. <https://doi.org/10.1287/mnsc.2013.1820>
- Maslach C., Jackson S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, no. 2, pp. 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach C., Jackson S., Leiter M. (1996). *Burnout inventory manual*. Palo Alto, CA: Consulting Psychologists.
- Maslach C., Schaufeli W.B., Leiter M.P. (2001). JOB burnout. *Annual Review of Psychology*, vol. 52, no. 1, pp. 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Mulvey P.W., Klein H.J. (1998). The impact of perceived loafing and collective efficacy on group goal processes and group performance. *Organizational Behavior and Human Decision Processes*, vol. 74, no. 1, pp. 62–87. <https://doi.org/10.1006/obhd.1998.2753>
- Özan M.B., Gündüzalp S., Yaraş Z., Polat H. (2020). Eğitim Kurumlarında Sosyal Kaytarma [Social loafing in educational institutions]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi – Journal of Ziya Gökalp Faculty of Education*, no. 36, pp. 1–9.
- Özbey D.O., Kapsuz A.G. (2020). Do the strategic innovative organizations reduce social loafing behaviors? *Independent Journal of Management & Production*, vol. 11, no. 6, pp. 2005–2019. DOI: 10.14807/ijmp.v11i6.1123
- Özdevicioğlu M., Aksoy M.S. (2005). Organizasyonlarda Sabotaj: Türleri, Amaçları, Hedefleri Ve Yönetimi [Sabotage in organizations: Types, goals, targets and management of sabotage]. *C.Ü. İktisadi ve İdari Bilimler Dergisi – Journal of Economics and Administrative Sciences*, vol. 6, no. 1, pp. 95–109.
- Perry S.J., Lorinkova N.M., Hunter E.M., Hubbard A., McMahon J.T. (2016). When does virtuality really “work”? Examining the role of work-family and virtuality in social loafing. *Journal of Management*, vol. 42, no. 2, pp. 449–479. <https://doi.org/10.1177/0149206313475814>
- Plaks J.E., Higgins E.T. (2000). Pragmatic use of stereotyping in teamwork: Social loafing and compensation as a function of inferred partner-situation fit. *Journal of Personality and Social Psychology*, vol. 79, no. 6, pp. 962–974. <https://doi.org/10.1037/0022-3514.79.6.962>
- Simms A., Nichols T. (2014). Social loafing: A review of the literature. *Journal of Management Policy and Practice*, vol. 15, no. 1, pp. 58–67.
- Uludağ G. (2020). Örgütsel Adaletin Tükenmişlik Sendromuna Etkisi Üzerine Bir Alan Araştırması [A Field Study on the Effect of Organizational Justice on Burnout Syndrome]. In: *Geleceğin dünyasında bilimsel ve mesleki çalışmalar 2020 sosyal ve beşeri çalışmalar*. Ekin Basın Yayın Dağıtım.
- Uslu Y.D., Çavuş M.F. (2014). Örgütsel Adalet Ve Kaytarma Davranışları [Organizational justice and loafing behaviors]. *Sosyal Bilimler Araştırmaları Dergisi – Journal of Social Sciences Research*, no. 9, pp. 51–57.
- Uysal H.T. (2016). Örgütlerde sosyal kaytarma algısının çalışanların tükenmişlik duygusuna etkisi [The effect of social loafing perception to workers' feelings of burnout in organizations] (pp. 732–743). 3. *Ulusal Meslek Yüksekokulları Sosyal ve Teknik Bilimler Kongresi*.
- Uzun L.N., Mayda A.S. (2020). Hemşirelerde Tükenmişlik Düzeyinin Çeşitli Değişkenlere Göre İncelenmesi: Bir Üniversite Hastanesi Örneği [Investigation of burnout levels in nurses according to different variables: Example of a university hospital]. *Konuralp Tıp Dergisi – Konuralp Medical Journal*, vol. 12, no. 1, pp. 137–143. <https://doi.org/10.18521/ktd.493186>

- Ülke H.E., Bilgiç R. (2011). Investigating the role of the Big Five on the social loafing of information technology workers. *International Journal of Selection and Assessment*, vol. 19, no. 3, pp. 301–312. <https://doi.org/10.1111/j.1468-2389.2011.00559.x>
- Varshney D. (2018). Relationship between social loafing and the self-concept. *Journal of Indian Business Research*, vol. 11, no. 1, pp. 60–74. DOI: 10.1108/JIBR-11-2017-0230
- Voorhees C.M., Brady M.K., Calantone R., Ramirez E. (2016). Discriminant validity testing in marketing: An analysis, causes for concern, and proposed remedies. *Journal of the Academy of Marketing Science*, vol. 44, no. 1, pp. 119–134. <https://doi.org/10.1007/s11747-015-0455-4>
- Wright T.A., Bonett D.G. (1997). The contribution of burnout to work performance. *Journal of Organizational Behavior*, vol. 18, no. 5, pp. 491–499. [https://doi.org/10.1002/\(SICI\)1099-1379\(199709\)18:5<491::AID-JOB804>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1099-1379(199709)18:5<491::AID-JOB804>3.0.CO;2-I)
- Yakın B., Sökmen A. (2018). Sosyal Kaytarmanın Örgütsel Sinizme Etkisinde Zorunlu Vatandaşlık Davranışının Aracılık Rolü: Sosyal Ağ Gruplarında Bir Araştırma [The mediating role of compulsory citizenship behavior in the effect of social loafing on organizational cynicism: A survey in social networking groups]. *Ankara Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi – Ankara Hacı Bayram Veli University Journal of the Faculty of Economics and Administrative Sciences*, vol. 20, no. 2, pp. 399–416.
- Yıldırım M. (2019). Tükenmişlik ve Örgütsel Sessizlik İlişkisi: Otel İşletmelerinde Bir Araştırma [Relationship of burnout and organization silence: A study at hotel businesses]. *İşletme Araştırmaları Dergisi – Journal of Business Research-Turk*, vol. 11, no. 1, pp. 358–371. <https://doi.org/10.20491/isarder.2019.605>
- Žydyūnaitė V., Jezerskytė E. (2005). Comparing teamwork competencies of the school administration and educators: The aspects of groupthink (avoidance) and social loafing. *Socialiniai Mokslai – Social Sciences*, no. 3, pp. 87–95.

Источники

- Algharabat R., Alalwan A.A., Rana N.P., Dwivedi Y.K. (2017). Three dimensional product presentation quality antecedents and their consequences for online retailers: The moderating role of virtual product experience. *Journal of Retailing and Consumer Services*, no. 36, pp. 203–217. DOI: 10.1016/j.jretconser.2017.02.007
- Alnuaimi O.A., Robert L., Maruping L.M. (2010). Team size, dispersion, and social loafing in technology-supported teams: A perspective on the theory of moral disengagement. *Journal of Management Information Systems*, vol. 27, no. 1, pp. 203–230. <https://doi.org/10.2753/MIS0742-1222270109>
- Ambrose M.L., Seabright M.A., Schminke M. (2002). Sabotage in the workplace: The role of organizational injustice. *Organizational behavior and human decision processes*, vol. 89, no. 1, pp. 947–965. [https://doi.org/10.1016/S0749-5978\(02\)00037-7](https://doi.org/10.1016/S0749-5978(02)00037-7)
- Analoui F. (1995). Workplace sabotage: Its styles, motives and management. *Journal of Management Development*, vol. 14, no. 7, pp. 48–65.
- Anderson J.C., Gerbing D.W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, vol. 103, no. 3, pp. 411–423. <https://doi.org/10.1037/0033-2909.103.3.411>
- Aydemir K., Keleş Y. (2019). Lider Davranışlarının Sosyal Kaytarma Üzerindeki Etkisi: Antalya'daki Beş Yıldızlı Otellerin Mutfak Departmanı Çalışanları Üzerinde Bir Araştırma [The Effect of leader behaviors on social loafing: A research on the kitchen department employees of five star hotels in Antalya]. *Journal of Tourism and Gastronomy Studies*, vol. 7, no. 4, pp. 3303–3317. DOI: 10.21325/jotags.2019.530
- Chen P.Y., Spector P.E. (1992). Relationships of work stressors with aggression, withdrawal, theft and substance use: An exploratory study. *Journal of occupational and organizational psychology*, vol. 65, no. 3, pp. 177–184. <https://doi.org/10.1111/j.2044-8325.1992.tb00495.x>
- Chin W.W. (1998). The partial least squares approach for structural equation modeling (pp. 295–336). In: G.A. Marcoulides (Ed.). *Methodology for business and management. Modern methods for business research*.
- Crino M.D. (1994). Employee sabotage: A random or preventable phenomenon? *Journal of Managerial Issues*, vol. 6, no. 3, pp. 311–330.
- Deka D.D., Kashyap B. (2014). Social loafing – A perturb in human resource management. *Globsyn Management Journal*, vol. 8, no. 1/2, pp. 88.
- Demir N. (2009). Tükenmişlik Sendromunun Örgütsel Bağlılık Ve İş Tatmini Üzerindeki Etkisi [Relationship between burnout and organizational commitment]. *Öneri Dergisi – Öneri Journal*, vol. 8, no. 32, pp. 193–202. <https://doi.org/10.14783/maruoneri.696194>
- Di Battista R.A. (1991). Creating new approaches to recognize and deter sabotage. *Public Personnel Management*, vol. 20, no. 3, pp. 347–352.
- Doğan A., Bozkurt S., Demir R. (2012). Sosyal Kaytarma Davranışı İle Algılanan Görev Görünürlüğü Arasındaki İlişkinin İncelenmesine Yönelik Bir Araştırma [A research about investigating the relationship between social loafing behavior and the perception of task visibility]. *Sosyal Ekonomik Araştırmalar Dergisi – The Journal of Social Economic Research*, vol. 12, no. 24, pp. 53–80.
- Emecen D.D., Saraç I.H. (2020). Özel Eğitim Alanında Çalışan Öğretmenlerin Tükenmişlik Düzeyinin İncelenmesi [An examination of burnout levels of teachers in special education field]. *Electronic Turkish Studies*, vol. 15, no. 7, pp. 2877–2889. <http://dx.doi.org/10.7827/TurkishStudies.44862>
- Eroğlu H.N., Dündar M., Kişioğlu A.N. (2020). Süleyman Demirel Üniversitesi Tıp Fakültesi Öğrencilerinde Tükenmişlik ve Kaygı Düzeylerinin Değerlendirilmesi [Evaluation of burnout and anxiety levels in Süleyman Demirel University Faculty of Medicine students]. *Türkiye Klinikleri. Tıp Bilimleri Dergisi – Türkiye Klinikleri Journal of Medical Sciences*, vol. 40, no. 2, pp. 175–182. <https://doi.org/10.5336/medsci.2019-71759>

- Ersoy A., Utku B.D. (2005). Konaklama işletmeleri muhasebe müdürlerinde tükenmişlik sendromu-1 [Burnout syndrome in accounting managers of accommodation establishments-1]. *Muhasebe ve Finansman Dergisi – The Journal of Accounting and Finance*, no. 26, pp. 43–50.
- Faiz E. (2019). Aşırı İş Yükü ve Tükenmişlik Sendromunun İşten Ayrılma Niyeti Üzerindeki Etkisi: Satış Personelleri Üzerinde Bir Araştırma [The effect of work overload and burnout syndrome on turnover intention: A Study on sales person]. *Çalışma İlişkileri Dergisi – Journal of Labour Relations*, vol. 10, no. 1, pp. 26–38.
- Fornell C., Larcker D.F. (1981). Evaluating structural equations with unobservable variables and measurement error. *Journal of Marketing Research*, vol. 18, no. 1, pp. 39–50.
- Freudenberger H.J. (1974). Staff burn-out. *Journal of Social Issues*, vol. 30, no. 1, pp. 159–165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- George J.M. (1992). Extrinsic and intrinsic origins of perceived social loafing in organizations. *Academy of Management Journal*, no. 35, pp. 191–202. <https://doi.org/10.5465/256478>
- Güler H.N., Marşap A. (2018). Duygusal Emek, Tükenmişlik Ve İşten Ayrılma Niyeti: Cinsiyet Ve İş Deneyimine Göre Farklılıkların İncelenmesi [Emotional labor, burnout and intention to leave: An analysis of differences according to gender and work experience]. *İşletme Araştırmaları Dergisi – Journal of Business ResearchTurk*, vol. 10, no. 3, pp. 488–507. DOI: 10.20491/isarder.2018.484
- Harcum E.R., Badura L.L. (1990). Social loafing as response to an appraisal of appropriate effort. *The Journal of Psychology*, vol. 124, no. 6, pp. 629–637. <https://doi.org/10.1080/00223980.1990.10543256>
- Harris L.C., Ogbonna E. (2006). Service sabotage: A study of antecedents and consequences. *Journal of the Academy of Marketing Science*, vol. 34, no. 4, pp. 543–559. <https://doi.org/10.1177/0092070306287324>
- Henseler J., Ringle C.M., Sarstedt M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, vol. 43, no. 1, pp. 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Heuzé J.P., Brunel P.C. (2003). Social loafing in a competitive context. *International Journal of Sport and Exercise Psychology*, vol. 1, no. 3, pp. 246–263. <https://doi.org/10.1080/1612197X.2003.9671717>
- Kaçmaz N. (2005). Tükenmişlik (burnout) sendromu [Burnout syndrome]. *İstanbul Tıp Fakültesi Dergisi – Journal of Istanbul Faculty of Medicine*, vol. 68, no. 1, pp. 29–32.
- Karadal H., Saygın M. (2013). An investigation of the relationship between social loafing and organizational citizenship behavior. *Procedia-Social and Behavioral Sciences*, no. 99, pp. 206–215. <https://doi.org/10.1016/j.sbspro.2013.10.487>
- Karau S.J., Williams K.D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, vol. 65, no. 4, pp. 681–706. <https://doi.org/10.1037/0022-3514.65.4.681>
- Ko H.C. (2018). Social desire or commercial desire? The factors driving social sharing and shopping intentions on social commerce platforms. *Electronic Commerce Research and Applications*, no. 28, pp. 1–15. <https://doi.org/10.1016/j.elerap.2017.12.011>
- Köksal K., Gürsoy A. (2019). Sosyal Kaytarma Algısının Rol Belirsizliği İle Politik Davranış İlişkisindeki Aracılık Rolünün Yapısal Eşitlik Modeli İle İncelenmesi [The mediating role of social loafing perception in the relationship between role ambiguity and political behavior: Structural equation modeling]. *Ekonomik ve Sosyal Araştırmalar Dergisi – The International Journal of Economic and Social Research*, vol. 15, no. 1, pp. 49–59.
- Kravitz D.A., Martin B. (1986). Ringelmann rediscovered: The original article. *Journal of Personality and Social Psychology*, vol. 50, no. 5, pp. 936–941. <https://doi.org/10.1037/0022-3514.50.5.936>
- Latané B., Williams K., Harkins S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of personality and social psychology*, vol. 37, no. 6, pp. 822–832. <https://doi.org/10.1037/0022-3514.37.6.822>
- Li W.J., Liu L.R., Lin J., Jiang Y., Zeng X. (2016). Influence of emotional labor on job burnout and service sabotage of medical staff in primary health care institutions. *Chinese Rural Health Service Administration*, no. 3, pp. 32.
- Liden R.C., Wayne S.J., Jaworski R.A., Bennett N. (2004). Social loafing: A field investigation. *Journal of Management*, vol. 30, no. 2, pp. 285–304. <https://doi.org/10.1016/j.jm.2003.02.002>
- Lount Jr., R.B., Wilk S.L. (2014). Working harder or hardly working? Posting performance eliminates social loafing and promotes social laboring in workgroups. *Management Science*, vol. 60, no. 5, pp. 1098–1106. <https://doi.org/10.1287/mnsc.2013.1820>
- Maslach C., Jackson S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, no. 2, pp. 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach C., Jackson S., Leiter M. (1996). *Burnout inventory manual*. Palo Alto, CA: Consulting Psychologists.
- Maslach C., Schaufeli W.B., Leiter M.P. (2001). JOB burnout. *Annual Review of Psychology*, vol. 52, no. 1, pp. 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Mulvey P.W., Klein H.J. (1998). The impact of perceived loafing and collective efficacy on group goal processes and group performance. *Organizational Behavior and Human Decision Processes*, vol. 74, no. 1, pp. 62–87. <https://doi.org/10.1006/obhd.1998.2753>
- Özan M.B., Gündüzalp S., Yaraş Z., Polat H. (2020). Eğitim Kurumlarında Sosyal Kaytarma [Social loafing in educational institutions]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi – Journal of Ziya Gökalp Faculty of Education*, no. 36, pp. 1–9.
- Özbey D.O., Kapsuz A.G. (2020). Do the strategic innovative organizations reduce social loafing behaviors? *Independent Journal of Management & Production*, vol. 11, no. 6, pp. 2005–2019. DOI: 10.14807/ijmp.v11i6.1123
- Özdevicioğlu M., Aksoy M.S. (2005). Organizasyonlarda Sabotaj: Türleri, Amaçları, Hedefleri Ve Yönetimi [Sabotage in organizations: Types, goals, targets and management of sabotage]. *C.Ü. İktisadi ve İdari Bilimler Dergisi – Journal of Economics and Administrative Sciences*, vol. 6, no. 1, pp. 95–109.

- Perry S.J., Lorinkova N.M., Hunter E.M., Hubbard A., McMahon J.T. (2016). When does virtuality really “work”? Examining the role of work-family and virtuality in social loafing. *Journal of Management*, vol. 42, no. 2, pp. 449–479. <https://doi.org/10.1177/0149206313475814>
- Plaks J.E., Higgins E.T. (2000). Pragmatic use of stereotyping in teamwork: Social loafing and compensation as a function of inferred partner-situation fit. *Journal of Personality and Social Psychology*, vol. 79, no. 6, pp. 962–974. <https://doi.org/10.1037/0022-3514.79.6.962>
- Simms A., Nichols T. (2014). Social loafing: A review of the literature. *Journal of Management Policy and Practice*, vol. 15, no. 1, pp. 58–67.
- Uludağ G. (2020). Örgütsel Adaletin Tükenmişlik Sendromuna Etkisi Üzerine Bir Alan Araştırması [A Field Study on the Effect of Organizational Justice on Burnout Syndrome]. In: *Geleceğin dünyasında bilimsel ve mesleki çalışmalar 2020 sosyal ve beşeri çalışmalar*. Ekin Basın Yayın Dağıtım.
- Uslu Y.D., Çavuş M.F. (2014). Örgütsel Adalet Ve Kaytarma Davranışları [Organizational justice and loafing behaviors]. *Sosyal Bilimler Araştırmaları Dergisi – Journal of Social Sciences Research*, no. 9, pp. 51–57.
- Uysal H.T. (2016). Örgütlerde sosyal kaytarma algısının çalışanların tükenmişlik duygusuna etkisi [The effect of social loafing perception to workers' feelings of burnout in organizations] (pp. 732–743). 3. *Ulusal Meslek Yüksekokulları Sosyal ve Teknik Bilimler Kongresi*.
- Uzun L.N., Mayda A.S. (2020). Hemşirelerde Tükenmişlik Düzeyinin Çeşitli Değişkenlere Göre İncelenmesi: Bir Üniversite Hastanesi Örneği [Investigation of burnout levels in nurses according to different variables: Example of a university hospital]. *Konuralp Tıp Dergisi – Konuralp Medical Journal*, vol. 12, no. 1, pp. 137–143. <https://doi.org/10.18521/ktd.493186>
- Ülke H.E., Bilgiç R. (2011). Investigating the role of the Big Five on the social loafing of information technology workers. *International Journal of Selection and Assessment*, vol. 19, no. 3, pp. 301–312. <https://doi.org/10.1111/j.1468-2389.2011.00559.x>
- Varshney D. (2018). Relationship between social loafing and the self-concept. *Journal of Indian Business Research*, vol. 11, no. 1, pp. 60–74. DOI: 10.1108/JIBR-11-2017-0230
- Voorhees C.M., Brady M.K., Calantone R., Ramirez E. (2016). Discriminant validity testing in marketing: An analysis, causes for concern, and proposed remedies. *Journal of the Academy of Marketing Science*, vol. 44, no. 1, pp. 119–134. <https://doi.org/10.1007/s11747-015-0455-4>
- Wright T.A., Bonett D.G. (1997). The contribution of burnout to work performance. *Journal of Organizational Behavior*, vol. 18, no. 5, pp. 491–499. [https://doi.org/10.1002/\(SICI\)1099-1379\(199709\)18:5<491::AID-JOB804>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1099-1379(199709)18:5<491::AID-JOB804>3.0.CO;2-I)
- Yakın B., Sökmen A. (2018). Sosyal Kaytarmanın Örgütsel Sinizme Etkisinde Zorunlu Vatandaşlık Davranışının Aracılık Rolü: Sosyal Ağ Gruplarında Bir Araştırma [The mediating role of compulsory citizenship behavior in the effect of social loafing on organizational cynicism: A survey in social networking groups]. *Ankara Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi – Ankara Hacı Bayram Veli University Journal of the Faculty of Economics and Administrative Sciences*, vol. 20, no. 2, pp. 399–416.
- Yıldırım M. (2019). Tükenmişlik ve Örgütsel Sessizlik İlişkisi: Otel İşletmelerinde Bir Araştırma [Relationship of burnout and organization silence: A study at hotel businesses]. *İşletme Araştırmaları Dergisi – Journal of Business Research-Turk*, vol. 11, no. 1, pp. 358–371. <https://doi.org/10.20491/isarder.2019.605>
- Žydzūnaitė V., Jezerskytė E. (2005). Comparing teamwork competencies of the school administration and educators: The aspects of groupthink (avoidance) and social loafing. *Socialiniai Mokslai – Social Sciences*, no. 3, pp. 87–95.

Information about the authors

Информация об авторах

H. Tezcan Uysal

Уйсал Х. Тезджан

PhD, Associate Professor of Management and Organization Dept. **Zonguldak Bülent Ecevit University** (38 Mehmet Ünlütürk St., Kilimli, Zonguldak Province, 67500, Turkey). E-mail: h.tezcanuysal@hotmail.com.

PhD, доцент кафедры управления и организации. **Зонгулдакский Университет им. Бюлент Эджевита** (67500, Турция, провинция Зонгулдак, г. Килимли, ул. Мехмета Юнлютюрка, 38). E-mail: h.tezcanuysal@hotmail.com.

Murat Ak

Ак Мурат

PhD, Assistant Professor of International Trade and Business Dept. **Karamanoglu Mehmetbey University** (Campus of Yunus Emre, 70100, Karaman, Turkey). E-mail: muratak1578@hotmail.com.

PhD, доцент кафедры международной торговли и бизнеса. **Университет Караманоглу Мехметбей** (70100, Турция, г. Караман, Кампус Юнус Эмре). E-mail: muratak1578@hotmail.com.

Mukaddes Özlem Çelik

Челик Мукадес Озлем

PhD Student, Social Sciences Institute. **Karamanoglu Mehmetbey University** (Campus of Yunus Emre, 70100, Karaman, Turkey). E-mail: mcelikozlem90@gmail.com.

Соискатель степени PhD, Институт социальных наук. **Университет Караманоглу Мехметбей** (70100, Турция, г. Караман, Кампус Юнус Эмре). E-mail: mcelikozlem90@gmail.com.