

Workplace Fear of Missing Out and Telepressure: How Digital Workplace Challenges Contribute to Employee Burnout?

İşyerindeki Gelişmeleri Kaçırma Korkusu ve Telebaskı: Dijital İşyeri Zorlukları Çalışan Tükenmişliğine Nasıl Katkıda Bulunur

İbrahim Yıkılmaz^{1*}, İlkey Gülerüz², Yücel Efe³

¹Kocaeli Üniversitesi İşletme Fakültesi, İşletme Bölümü, Kocaeli, Türkiye

²Jandarma ve Sahil Güvenlik Akademisi Güvenlik Bilimleri Fakültesi, Ankara, Türkiye

³Hacettepe Üniversitesi, İşletme Bölümü, Ankara, Türkiye

Orcid: İ. Yıkılmaz (0000-0002-1051-0886), İ. Gülerüz (0000-0002-4700-3386), Y. Efe (0000-0003-2871-1229)

Abstract: Information and communication Technologies (ICT) have significantly changed the workplace environment. The rise of remote work and online business processes, especially in the post-pandemic period, has blurred the boundary between work and life balance for many employees, especially academics. The need to respond quickly to messages, e-mails, and work using information and communication technologies has led to an increase in Workplace Telepressure on academics. Increasing demand for information and networks to mitigate the impact of telepressure has led to an increase in workplace FOMO. These two sources of stress have contributed to the burnout experienced by academicians. In this study, the mediator effect of Workplace Fear of Missing Out (WFOMO) on the effect of Academics' Workplace Telepressure (WPT) levels on their burnout experiences was examined within the scope of the extant literature. Data were collected from 286 academicians working in public and private universities using the convenience sampling method. The data were analyzed using SPSS 22 and Smart PLS 4 programs. The study results reveal that the Workplace Telepressure (WPT) levels of academicians have a significant effect on Burnout and Workplace-Fear of Missing Out (WFOMO). Additionally, WFOMO acts as a mediator role in the relationship between WPT and Burnout. These findings expand the existing literature on WPT and WFOMO, two emerging stress factors in the workplace, and provide recommendations for managers and policymakers.

Keywords: Telepressure, Workplace Fear of Missing Out, Burnout, Academics, Use of ICT.

Özet: Bilgi ve iletişim teknolojileri, çalışma ortamını önemli ölçüde değiştirmiştir. Özellikle pandemi sonrası dönemde uzaktan çalışmanın ve çevrimiçi iş süreçlerinin artışı, başta akademisyenler olmak üzere birçok çalışan için iş ve yaşam dengesi arasındaki sınırı bulanıklaştırmıştır. Bilgi ve iletişim teknolojilerini kullanarak mesajlara, e-postalara ve işe hızlı bir şekilde yanıt verme ihtiyacı, akademisyenler üzerinde İşyeri Telebaskısının artmasına neden olmuştur. Telebaskının etkisini azaltmak için artan bilgi ve ağ talebi, işyeri kaynaklı FOMO'da bir artışa yol açmıştır. Bu iki stres kaynağı, akademisyenlerin yaşadığı tükenmişliğe katkıda bulunmuştur. Bu çalışmada birikmiş literatür kapsamında akademisyenlerin İşyeri Telebaskı Düzeylerinin tükenmişlik deneyimlerine etkisinde İşyerindeki Gelişmeleri Kaçırma Korkusu (WFOMO) aracı etkisi incelenmiştir. Kolayda örnekleme yöntemiyle kamu ve vakıf üniversitelerinde görev yapan 286 akademisyenden veri toplanmıştır. Veriler SPSS 22 ve Smart PLS 4 programları kullanılarak analiz edilmiştir. Araştırma sonuçları, akademisyenlerin İşyeri Telebaskı (WPT) düzeylerinin Tükenmişlik ve İşyerinde Gelişmeleri Kaçırma Korkusu (WFOMO) üzerinde anlamlı bir etkiye sahip olduğunu göstermektedir. Ayrıca WFOMO, WPT ve Tükenmişlik arasındaki ilişkide aracı bir rol üstlenmektedir. Bu bulgular, işyerinde ortaya çıkan iki stres faktörü olan WPT ve WFOMO hakkındaki mevcut literatürü genişletmekte ve yöneticiler ile politika belirleyiciler için öneriler sunmaktadır.

Anahtar Kelimeler: Telebaskı, İşyerinde Gelişmeleri Kaçırma Korkusu, Tükenmişlik, Akademisyenler, BİT Kullanımı

1. Introduction

The use of technology and digital transformation processes in the workplace has increased significantly, particularly during the pandemic period (Yıkılmaz, 2021).

This increase has led to the rapid adoption of technological applications, as well as the widespread use of teleworking and ICT-based communication, due to social issues like pandemics and recent earthquakes that have

* İletişim Yazarı / Corresponding author. Eposta/Email : ibrahimykilmz@gmail.com

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had large-scale effects. This prevalence is particularly noticeable in the professional lives of academics (Farnell, Skledar Matijevic & Šćukanec Schmidt, 2021; Pokhrel & Chhetri, 2021). The versatile roles of academics have increased the number and burden of ICT-based communication technologies, mail, and social media workgroups, particularly in education, training, and administrative activities (Byrnes, Kiely, Dunne, McDermott & Coffey, 2021; Myers et al., 2020; Pokhrel, S., & Chhetri, R., 2021; Schwarz et al., 2020; Ziemba & Eisenhardt, 2022). At this point, academics are exposed to two important workplace-related stress factors: Workplace Telepressure (WPT) and Workplace FOMO (WFOMO). WPT refers to the expectation and social norm of employees to respond quickly to work-related messages, emails, or communication sent to them during non-work hours. WFOMO, on the other hand, refers to the constant pressure to maintain contact with the organization out of fear and hesitation of missing out on information, development opportunities, networking opportunities in the workplace, and resources to assist in fulfilling their duties. In this context, both WFOMO and WPT create significant pressure, stress, and intensity on academics and employees. This negatively affects the physical and psychological health of employees and academics who are unable to leave their jobs, are constantly busy with work, and whose work-life balance is deteriorated (Barber & Santuzzi, 2017; Santuzzi & Barber, 2018; Pfaffinger, Reif & Spieß, 2022). The success of visionary academics in terms of improving both their own lives and society at large depends on good psychological and physical health and wellbeing. However, if academics are exposed to long-term stressors induced by WPT and WFOMO, they may experience emotional, physical, and mental exhaustion, leading to burnout on a large scale (Hu, Santuzzi & Barber, 2019; Kao, Chi, Thomas, Lee & Wang, 2020; Kotera, Maxwell-Jones, Edwards & Knutton, 2021). Academics who have already experienced a certain degree of burnout (Toker, 2011; Faisal, Rasli, Yusoff & Ahmad, 2015; Teoh & Kee, 2020; Mohamed, Nikmat, Hashim, Shuib & Raduan, 2021), both in Turkey and globally, will inevitably experience even more burnout with technological advances. This burnout will trigger many indirect negative effects on the organization, in addition to a decrease in productivity and performance (Candan, 2016; Akca & Küçüköğlü, 2020).

As ICT-based technologies continue to grow in the digital age, particularly in the education sector (Ben Youssef, Dahmani & Ragni, 2022), it is crucial to examine the effects of WPT and WFOMO, which have become even more prevalent in the post-pandemic period. However, only one study has been found to explore the relationship between WPT, WFOMO, and burnout, and the sample consisted solely of students (Albers, 2020). The study calls for further research to understand this mechanism. In this context, the aim of the study is to discuss in detail the relationship with WPT, WFOMO and burnout levels of academics, in order to respond to calls for new workplace stress factors. To this end, the extant literature is present-

ed, and the perception levels of academics in various positions working in public and private universities are examined. The study has determined the current situation in the field. It examines the holistic effect of WFOMO and WPT concepts on burnout, especially in relation to workplace stress factors, by expanding the literature with a research model. By raising awareness on effective academic organization management, this study is expected to make significant contributions to managerial practice.

2. Literature Review

2.1. Workplace Telepressure (WPT) and Burnout

Developments in information and communication Technologies (ICT) have significantly impacted the workplace environment and the employee's interaction with work (De Wet, Koekemoer & Nel, 2016; Stadin, Nordin, Broström, Hanson, Westerlund & Fransson, 2021; Rusminingsih, Harnani & Damayanti, 2022). Portable devices, video and audio programs enable employees to maintain their job connections, regardless of space and time. This often leads to employees being involved in work processes after work (Towers, Duxbury, Higgin, & Thomas, 2006). The bond that cannot be broken with work has created a multifaceted effect on employees, including the formation of negative behaviors and psychological states, and the deterioration of work-family balance (Derks, Duin, Tims, & Bakker, 2015; Park & Jex, 2011; Barber et al., 2019; Firoozabadi et al., 2018). While the flexibility and speed offered by ICT creates a sense of freedom for employees, integrating technological advancements with unlimited expectations has resulted in employees being constantly connected to work. This uninterrupted interaction with work is known as Workplace Telepressure (WPT). According to Barber and Santuzzi (2015) and Barber et al. (2019), employees often feel obligated to reply to work-related messages and communications, which causes WPT.

WPT refers to the tendency of employees to quickly respond to incoming messages, requests, emails, and work-related tasks with a high level of motivation and a triggering momentum to fulfill the requirements. According to Day et al. (2010), WPT is a distinctive reaction to interpersonal job demands resulting from interpersonal communication. According to the Job Demands-Resources Model (Bakker & Demerouti, 2007), exerting physical and psychological effort beyond the normal level required by the job can have negative effects on employee health, which, in turn, can significantly impact job output (Schaufeli & Bakker, 2004). In addition, according to The Effort-Recovery Model (Meijman & Mulder, 1998), being exposed to long-term job demands without allowing the individual to recover necessary resources and time can create fatigue in employees. In such cases, employees should take a break from these demands for a certain period and engage in an effective recovery process. However, work environments that do not allow for this, such as those with high levels of job demands like WPT, which are increasing due to today's information

and communication technologies, and those that require a fast response, may deprive employees of the necessary recovery for sustainable health and performance. This, in turn, can lead to negative physical and psychological outcomes for employees.

The pressure to respond to work-related communication outside of regular work hours, also known as workplace telepressure (WPT), is linked to the perceived social norms for rapid response times. This suggests that responding promptly is viewed as an expected element of organizational culture and social acceptance, while waiting for a response from employees is seen as a job demand. As a result, WPT arises from an unwritten expectation that work-family boundaries will be exceeded in employee-work interactions.

Employees' increasing exposure to WPT causes them to experience work-related fatigue and stress. Like other technostress factors, WPT causes employees to experience difficulty and stress, reducing their level of well-being within the scope of traditional stress and recovery models (Santuzzi & Barber, 2018; Pfaffinger, Reif & Spieß, 2022). According to the job demands-resources (JD-R) model (Baker & Demerouti, 2007), employees under intense pressure due to job expectations from the workplace may feel inadequate to meet these expectations, causing work exhaustion (Shirom & Melamed, 2006). WPT disrupts the work-life balance as employees exceed their limits in favor of work (Barber, Conlin & Santuzzi, 2019). These workplace expectations may cause distractions, interruptions to daily life flow, work exhaustion, and sleep disorders (Querstret & Cropley, 2012; Cambier, Van Laethem & Vlerick, 2020; Page, Nastasi & Voyles, 2021).

The negative impact of WPT on the physiological and psychological state of employees (Richardson, 2017) is primarily associated with burnout syndrome, as documented in the JD-R model (Baker & Demerouti, 2007) and the effort-recovery model (Meijman & Mulder, 1998). Long-term exposure to WPT creates a stressful work environment beyond the job demand-related stresses and problems (Day et al., 2010; Lazarus & Folkman, 1984), leading to increased employee burnout (Barber & Santuzzi, 2015, 2017; Hu et al., 2019). According to Schaufeli et al. (2020), burnout is a state of fatigue experienced by employees. It is marked by extreme exhaustion, reduced cognitive and emotional regulation, and detachment from work-related tasks. Burnout is caused by the decrease in control and resources that employees have over their non-work time with WPT, as well as interruptions in the flow of life due to unpredictable work schedules and methods. Being in constant contact with work significantly affects burnout, which is the defense mechanism developed by employees against physical and psychological stress (Cheng & Yi, 2018). Furthermore, constant contact with work can cause experiences of physical and mental fatigue (Barber & Santuzzi, 2015; Kao et al., 2021; Kao et al., 2022). Despite being constantly alert and developing rapid responses, employees can experience burnout because they do

not give themselves the opportunity to improve in terms of resources and time. A study conducted by Kao et al. (2020) on 185 employees found that WPT significantly affects burnout. Another study by Kotera et al. (2021) on 110 professional psychotherapists revealed that WPT significantly affects both their burnout and work-life balance. In particular, academics' multiple identities and responsibilities in areas such as student affairs, administration, publication, project management, and social processes create work pressure and stress for many of them. This particular job-related situation may cause them to experience more burnout. Within the context of accumulated literature, the JR model, and the effort-recovery model theories, the following hypothesis has been developed:

H1: WPT positively affects burnout.

2.2. Mediating Role of Workplace FOMO in the Effect Between WPT and Burnout

WPT (Workplace Telepressure) is formed as a result of meeting job expectations quickly and effectively through work interaction with the employee's ICT elements (Barber & Santuzzi, 2015). However, this situation can lead to various difficulties and stress for the employee. Technological opportunities that increase the employee's control over business processes can eventually lead to increased control of the individual's work. In other words, being accessible throughout the work process and meeting job expectations can increase pressure on the employee, while also triggering the perception of constantly encountering new situations related to the job. This situation brings up the recently developing Workplace FOMO (WFOMO) phenomenon. As featured by Budnick et al. (2015, 2017), WFOMO refers to the anxious feeling that one may miss out on important career opportunities compared to their colleagues when they are disconnected from work. This fear is based on the idea that valuable experiences, such as building professional relationships, gaining important information, and contributing to key organizational decisions and projects, may only be available during certain times. It is important to address this fear in order to ensure that employees feel valued and connected to their work. At times, the intense WPT experienced by employees can also affect their ability to disconnect from work in personal and social contexts (Albers, 2020; Budnick, Rogers & Barber, 2020). The constant connection to work can lead to maintaining the knowledge and relationships necessary for career development and solving work-related problems. However, this can also increase WFOMO along with work-related pressure.

The increased WPT and resulting WFOMO, caused by individuals constantly searching for awareness, information exchange, and data, can lead to employee burnout. Within the scope of the Job Demands-Resources (JD-R) framework and Effort-Recovery Theory (Meijman & Mulder, 1998), the employee's constant engagement with job demands can make it challenging to allocate sufficient time and resources for recovery, ultimately causing burnout. In fact, the multi-dimensional and well-defined

task processes of academics, along with the expectation of results from many segments simultaneously, can result in work-related stress factors due to email, telephone, and other ICT-based tools. As a result, burnout is inevitable after a certain period of time. This can be explained in the context of the Conservation of Resources Theory (Hobfoll, 2002). Academics are under increasing pressure to be constantly accessible outside of work due to WPT. This leads to an intense process of meeting job demands. In this process, their motivation to stay current with developments increases, as they experience a continuous WFOMO on necessary knowledge and relationship networks. However, increasing dual workplace stressors (WPT and WFOMO) cause academicians to deplete their resources without finding time to replenish them. As a result, academics often experience significant burnout due to a lack of resources.

A study conducted by Budnick et al. (2020) on 324 employees across various industries found that WFOMO significantly predicted burnout. While no study was reached in the literature review that addresses the role of WFOMO as a mediator variable in the effect between WPT and burnout. However, in a study conducted by Albers (2020) on Dutch employees, it was empirically revealed that WPT significantly affected burnout and that employees with high WFOMO increased this effect more. Again, in the study, there is a call for empirical studies with large samples that address the relationship between WFOMO and WPT concepts and burnout. To achieve this, the existing literature will be examined within the context of the Job Demands-Resources (JD-R) framework, the Effort-Recovery Theory (Meijman & Mulder, 1998), and the Conservation of Resources Theory (Hobfoll, 2002). Hypotheses have been developed for this purpose.

H2: WPT positively affects WFOMO

H3: WFOMO positively affects burnout.

H4: WFOMO plays a mediator role in the effect of WPT on burnout.

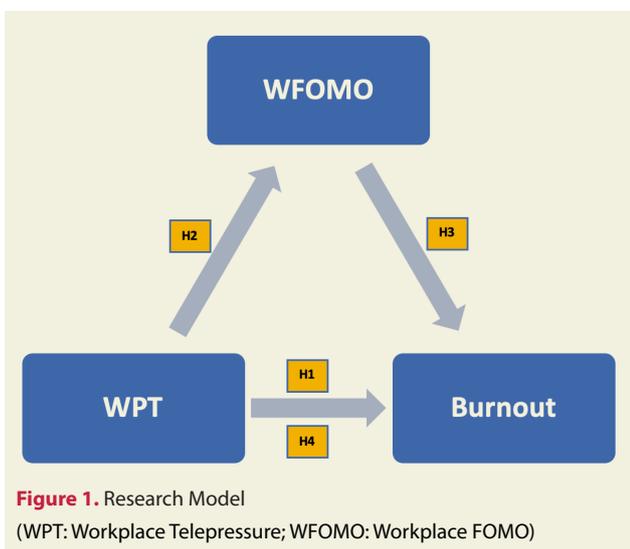


Figure 1. Research Model

(WPT: Workplace Telepressure; WFOMO: Workplace FOMO)

3. Methodology

3.1. Population, Sample and Measurement Tools

The main purpose of this research is to examine the mediating role of WFOMO in the relationship between WPT and Burnout. To conduct the study in accordance with ethical research principles, approval was obtained from the Kocaeli University Social and Human Sciences Ethics Committee with decision number 2023/06-08, dated 16/05/2023. Data has been collected from academics who have experienced the effects of ICT and technological advances in the recent period. As part of the research, academics working in various positions in public and private universities were contacted using the convenience sampling method through professional WhatsApp groups, email lists, and LinkedIn. The participants who were reached were asked to voluntarily complete a questionnaire. As a result of this process, data of 286 participants were reached. While 172 of the participants are male and 114 are female, 139 are working in public and 147 private universities. Also, while the majority of the participants are Assistant Professors with 55.9%, the average tenure is approximately 12 years for all positions.

To achieve the main purpose of the study, four different scales were utilized, comprising of 29 questions in total. These include demographic questions, as well as questions pertaining to WPT, WFOMO, and Burnout variables. The demographic section of the survey inquires about tenure, university type, position, and gender. In addition, other measurement tools related to the main variables are;

Workplace FOMO: WFOMO was measured using the Workplace Fear of Missing Out Scale, developed by Budnick et al. (2020) and adapted to Turkish by Özdemir (2021). The scale comprises 10 items, graded on a scale of 1 (strongly disagree) to 5 (strongly agree).

Workplace Telepressure: The WPT levels of academics were examined with the Workplace Telepressure scale developed by Barber and Santuzzi (2015). The scale consists of 6 questions, graded from 1 (strongly disagree) to 5 (strongly agree).

Burnout: To measure the burnout levels of academics, the researchers used the Copenhagen Burnout Scale. This scale, originally designed to measure workplace-related burnout, was adapted into Turkish by Bakoğlu Deliorman et al. (2009) for the purposes of the study. The researchers chose this scale to measure participants' perceptions of burnout specifically related to work. The scale comprises seven questions, each graded on a scale of 1 (strongly disagree) to 5 (strongly agree).

High scores on all scales indicate a high perceptual state for that scale. For this study, data were analyzed using SPSS 22 and Smart PLS 4 programs, and hypothesis tests were conducted.

Table 1. Measurement Model Analysis Results

Construct	Items	Factor loadings	Mean	Cronbach's alpha $\alpha \geq 0.70$	Composite reliability $\alpha \geq 0.70$	AVE $\alpha \geq 0.50$	VIF
WPT	WPT1	0.761	3,3483	0.816	0.865	0.567	2.198
	WPT3	0.824					2.032
	WPT4	0.542					2.595
	WPT5	0.744					2.194
	WPT6	0.853					1.539
	Burnout	B1					0.854
B2	0.791	1.929					
B3	0.866	1.520					
B4	0.823	2.491					
B6	0.674	2.486					
WFOMO	WFOMO1	0.760	2.6950	0.952	0.959	0.698	2.965
	WFOMO 2	0.820					5.893
	WFOMO 3	0.841					4.458
	WFOMO 4	0.807					3.164
	WFOMO 5	0.855					5.601
	WFOMO 6	0.859					4.912
	WFOMO 7	0.874					6.256
	WFOMO 8	0.825					3.925
	WFOMO 9	0.856					5.287
	WFOMO 10	0.853					5.490

4. Findings

Structural equation modeling, one of the multidimensional analysis methods, was used to analyze the data collected within the scope of the research. Hypothesis tests were conducted using a statistical significance level of $p < 0.05$ with the Smart PLS 4 program. During the structural equation analysis in Smart PLS, measurement model analyses are performed, which involve a detailed examination of the scales and variables used. The results of the structural equation analysis are then shared after meeting the conditions highlighted in the literature.

4.1. Measurement Model Analysis

As suggested by Hair et al. (2010), items with a loading value below 0.7 were identified in the scale items. Those with loading values below 0.40 were directly deleted, and for those between 0.40-0.70, their AVE and CR values were checked to determine whether they were within the acceptable range. As a result of the scale pre-analysis, one expression in the WPT and one expression in the Burnout scale were excluded from the analysis.

In the second stage, internal consistency analysis was conducted using Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) values for convergent validity. Following the framework suggested by Hair et al. (2017), Cronbach's alpha and composite reliability (CR) were analyzed for construct reliability. As shown in Table 1, both Cronbach's alpha and CR values exceed the literature's threshold value of 0.7 (Urbach & Ahlemann, 2010). In this context, it is observed that the scales are reliable. Additionally, standardized loadings and average variance extracted (AVE) were calculated to

ensure convergent validity of each construct. Upon examination of Table 1, the values being above 0.7 and 0.5, which are established as threshold values in the literature, indicate that the necessary conditions for convergent validity are met (Sekaran and Bougie, 2003).

Discriminant validity was established using the Fornell-Larcker criterion, which compares the square root of the average variance extracted (AVE) to the inter-construct correlations. If the AVE is greater than the inter-construct correlation, the variables are considered to have discriminant validity (Fornell and Larcker, 1981). When examining the results obtained from Fornell and Larcker analysis in Table 2, it can be seen that the model demonstrates discriminant validity. However, it is important to note that Fornell and Larcker analysis alone may not be sufficient to establish discriminant validity, as noted by Henseler et al. (2015). Therefore, it is recommended to also conduct a Heterotrait-Monotrait ratio (HTMT) analysis. Upon examining the Table 3, it is observed that the HTMT values are below the threshold of 0.90, meeting the necessary conditions for discriminant validity (Henseler et al., 2014).

4.2. Structural Model Analysis-Hypothesis Testing

As suggested by Hair et al. (2010), the Variance Inflation Factor (VIF) was checked first in the path analysis. In the literature, VIF values are expected to be less than 10 (Hair, Anderson, Tatham, & Black, 1995). When examining Table 1, VIF values are between 1512-5893 and are less than the threshold value, indicating no multicollinearity problem. In the next stage, the relationship between variables was examined using path analysis in the research model. Path analysis was performed with

Table 2. Fornell and Larcker Analysis

Variables	WPT	Burnout	WFOMO
WPT	0.753		
Burnout	0.293	0.805	
WFOMO	0.372	0.317	0.836

Note: Figures in italic bold indicate the square root of AVE

Table 3. Heterotrait-Monotrait ratio (HTMT) analysis

Variables	WPT	Burnout	WFOMO
WPT			
Burnout	0.296		
WFOMO	0.388	0.347	

5000 resampling bootstrapping in Smart PLS v4 (Hair, Sarstedt, Ringle, & Mena, 2012). To determine whether the β values obtained from the analysis were significant at a 5% significance level, t-tests and p-values were examined. Within the scope of the hypothesis test results, it was determined that there was a direct effect of WPT on WFOMO ($\beta = 0.372, p < 0.01$), WPT on Burnout ($\beta =$

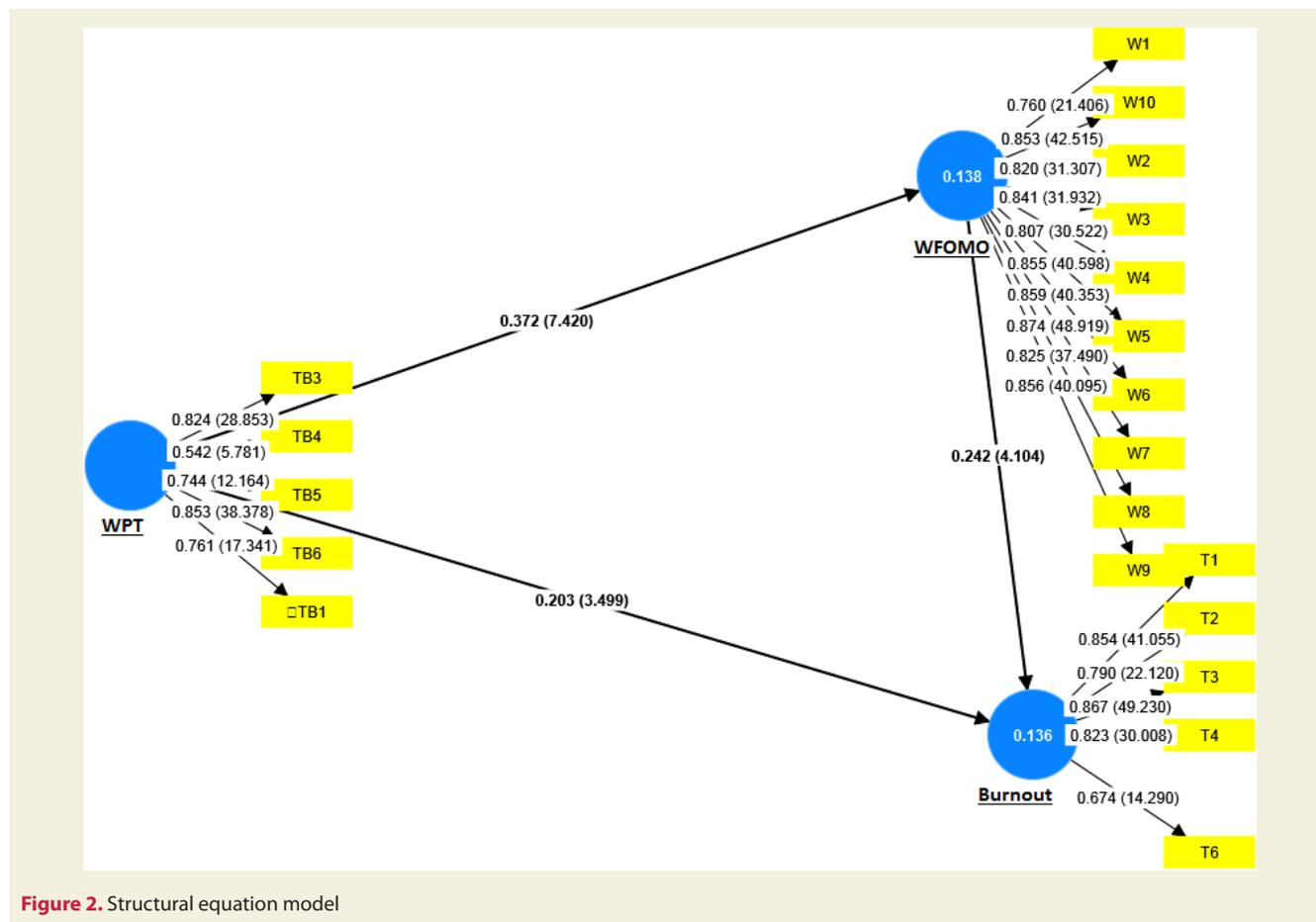
$0.293, p < 0.01$), and WFOMO on Burnout ($\beta = 0.242, p < 0.01$). Thus, hypotheses H1, H2, and H3 were supported.

When evaluating the information presented in Table 4 within the scope of the study's main hypothesis (H4), it is revealed that WFOMO may have a mediating effect on the relationship between WPT and Burnout. However, since the direct effect continues, it may only have a partial mediation effect. The level and significance of the mediation effect were examined using Variance Accounted For (VAF), which measures the extent of mediation between variables. The Variance Accounted For (VAF) is calculated as the ratio of the Beta Coefficient of the indirect effect to the total effect. A VAF value of 80% or more indicates full mediation, while a value between 20% and 80% suggests partial mediation. A VAF value below 20% means that there is no mediation between the variables (Hair, Ringle & Sarstedt, 2011).

After the necessary calculations were made, the VAF value was found to be 0.31. This result shows that WFOMO plays a partial mediating role in the relationship between WPT and Burnout. Therefore, the H4 hypothesis is supported.

Table 4. Mediation Analysis Results

Total Effects (WPT->Burnout)			Direct Effect (WPT-> Burnout)			Indirect Effect (WPT-> WFOMO-> Burnout)					
Coefficient	T value	p-value	Coefficient	T value	p-value	Coefficient	SE	T value	p-value	Percentile bootstrap 97.5% confidence interval	
										Lower	Upper
0.293	5.368	0.001	0.203	3.499	0.001	0.090	0.026	3.439	0.001	0.046	0.147


Figure 2. Structural equation model

5. Discussion and Conclusion

The development of technological opportunities and the increasing effects of digital transformation on business processes have significantly changed both the quality and the form of interaction between employees and businesses. In addition to these changes, recent global events such as the COVID-19 pandemic and the Kahramanmaraş-centered earthquake that has shaken Turkey require dramatic changes in work-employee interaction and the adoption of fast practices. This was especially felt for academics. Academics were particularly affected by the shift to distance and online work, which began during the COVID-19 pandemic in 2020. Just as the full return to regular face-to-face education was about to begin, the Kahramanmaraş earthquake struck, causing widespread sadness throughout the country. Despite this interruption, online work has continued to a large extent. With the latest advancements in online and ICT technologies, many businesses and transactions have taken advantage of the communication opportunities they offer. This has been especially true for academics, who are in contact with various segments including students, administrative processes at the university, other academicians in their field of study, and many businesses and institutions. Within this multifaceted and multilateral influence, the main motivation for this study was to investigate the increase in workplace-related stress sources (such as WPT, WFOMO, and burnout) caused by the use of communication channels offered by various stakeholders through ICT technologies, including e-mails, messages, group reports, and meetings. The study yielded important empirical results.

The study's first important finding is the empirical demonstration that WPT, which has been examined to a limited extent in the literature, affects academicians' perceptions of WFOMO and burnout. This conclusion was reached by examining a larger sample than previous studies. Academics' burnout levels are affected by WPT experienced through email, telephone, WhatsApp groups, or other ICT-based communication channels. This finding supports the limited amount of accumulated literature (Barber & Santuzzi, 2015; Kao et al., 2020). WPT increases WFOMO, which is considered an important workplace stress factor for academics. This study shows that the WPT, which academics have experienced significantly, affects their level of WFOMO, which expresses their need to keep their information and relationship resources up-to-date. In this respect, the study expands the existing literature.

Another important finding of the study is that WFOMO increases burnout levels among academics. Due to their administrative and academic workloads, personal and academic development, and involvement in various societal fields related to their areas of expertise, academics must constantly establish information and networks. Consequently, they experience a high level of WFOMO in order to closely follow information and developments, particularly in business environments and academic processes.

The pressure to dominate the constantly updated information, network and developments, known as WFOMO, causes academics to experience burnout to a certain extent. This situation has been empirically demonstrated in a study with field investigation. The results of this study support the findings of existing literature (Budnick, Rogers & Barber, 2020; Albers, 2020). It has been observed that WFOMO (Workplace Fear of Missing Out) is a significant factor in academics' experience of burnout. As highlighted in previous studies, this issue should be given due attention in work environments.

Within the scope of the main hypothesis of the study, it has been determined that WFOMO has a mediating role in the effect of WPT on burnout. This situation has empirically revealed that the need and pressure of WFOMO, that is, the need and pressure to be in a constant search for information and developments, plays a role in the formation of the burnout created by the WPT, which academics experience due to their various roles. No study has been found in the existing literature that addresses the mechanism between WPT, WFOMO, and burnout within the framework of WFOMO's mediating role. This study aims to expand the literature by exploring the effect and importance of WFOMO as a mediator between work-related stress factors (WPT) and work-related burnout levels. It is clear that two important stress factors, WPT and WFOMO, should be emphasized in order for academics to exhibit effective and productive performance, maintain well-being, and experience low burnout.

The study's results indicate that, especially for academics with various roles and responsibilities, WPT and WFOMO should be prioritized to improve efficiency, productivity, and employee well-being. Burnout can lead to numerous negative outcomes, including decreased productivity and quality for organizations, both directly and indirectly. To address this issue, it is important to assess the WPT and WFOMO levels of both academics and employees. Specifically, the Human Resources Department should gauge academics' perceptions of their multifaceted roles and their levels of burnout during work processes. Additionally, the possibility of WPT and WFOMO as workplace stress factors should be examined. Organizations, especially those with remote or semi-remote working policies like universities, should establish a set of norms for business processes and management of relationships and communication between employees. Whether using ICT-based communication channels or working groups, WhatsApp, or communication groups established for business purposes, communication should be restricted to certain hours and times or adhere to community rules statements. Establishing communication norms can help reduce WPT and burnout. These norms should regulate communication within WFOMO, which can be created by high levels of WPT. Building a business culture that aligns with the organizational culture can also alleviate concerns among employees, including academicians, about information, opportunities, and resources. However, setting just one norm may not

always produce the desired results. To increase awareness among top management about WPT and WFOMO, practical training on effective and healthy communication norms should be provided to all employees, especially managers at all levels. In this context, top management should emphasize and support the need to bring about a change in the organizational culture of doing business. The expectation is that technological advancements will increase the speed and solution capability, leading to a positive effect on the overall performance of the enterprise. However, a significant amount of WFOMO, WPT, stress, and burnout can cause the deterioration of the physical and psychological health of academicians and other employees. This can result in a serious loss of performance and a qualified workforce. Therefore, a balance should be established between technological advances and the well-being of employees within the framework of a sustainable management approach. In addition to these, Academics can reduce the levels of burnout caused by work-related pressure and fear of missing out (FOMO) by taking individual actions. First, to establish a work-life balance and reduce pressure from these stress factors, working hours can be restricted. For example, avoiding screens after a certain hour can help avoid the temptation to check phone or email. Also, they can raise awareness about the government's adoption of policies that

prohibit sending work-related items such as telephone or email after certain hours, as has been implemented in some European countries. This can help ensure that academic institutions such as YÖK raise awareness about the negative impact of these stress factors and encourage policymakers to take steps to address the issue.

The study primarily contributes to the theory by empirically examining the mechanism between the emerging work-related stress factors (WFOMO and WPT) in the field between the sustainable performance of academics and the burnout state that negatively affects their non-work lives. In addition, the study raises the awareness of the top management by making suggestions to take measures against the distorted effects of new technological advances to ensure that managers have an effective management practice. However, like any study, there are some limitations in terms of time and resources. Firstly, the cross-sectional nature of the study is a significant limitation. To obtain more comprehensive results, conducting a longitudinal study would be appropriate. Additionally, examining the mechanism between WPT and burnout can be accomplished by developing models that incorporate internal factors, such as personality and self-esteem. This approach would provide a more detailed understanding of the relationship between the two variables.

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