İŞKOLİKLİK VE İYİ OLUŞ İLİŞKİSİNDE İŞ-AİLE ÇATIŞMASI VE STRESİN ARACI ROLLERİ: ADANA İLİNDE ÖĞRETMENLER ÜZERİNE BİR ÇALIŞMA

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ÖZ

Bu çalışmada öğretmenlerin işkolik olma durumları ile iyi oluşları ilişkisinde iş-aile çatışması ve stresin seri aracılık rolleri ele alınmıştır. Araştırma Adana ilinde 446 öğretmen ile gerçekleştirilmiş olup analizde kullanılan veri anket yöntemi ile elde edilmiştir. Veri analizinde açıklayıcı faktör analizi, Pearson korelasyon analizi, yapısal eşitlik modeli bootstrap yöntemi kullanılmıştır. Ölçeklerin güvenirliğini ortaya koymak için ise Cronbach Alpha katsayısı dikkate alınmıştır. Araştırma bulgularına göre, işkoliklik ile iş-aile çatışması ve stres üzerinde pozitif yönlü, iyi-oluş üzerinde ise negatif yönlü ve anlamlı etkileri bulunmuştur. Ayrıca iş-aile çatışmasının stres üzerindeki pozitif yönlü etkisi ile iyi-oluş üzerindeki negatif yönlü anlamlı etkileri ortaya konulmuştur. Bunlara ek olarak stresin de iyi oluş üzerinde negatif yönlü doğrudan etkisi gösterilmiştir. Doğrudan etkilere ilaveten işkoliklığin iyi oluşa etkisinde iş-aile çatışmasının ve stresin aracılık etkileri ile işkoliklığin iyi oluşa etkisinde iş-aile çatışmasının stres ile birlikte seri aracılık etkileri ortaya konulmuştur. Araştırma sonuçlarının ileride yapılacak çalışmalar ile farklı örneklemlerde ele alınarak söz konusu ilişkilerin incelenmesinde katkı sağlayacağını ifade etmek mümkündür.

THE RELATIONSHIP BETWEEN WORKAHOLISM AND WELL-BEING: THE MEDIATING ROLES OF WORK-FAMILY CONFLICT AND STRESS: A STUDY ON HIGH SCHOOL TEACHERS IN ADANA

ABSTRACT

In this study, the serial mediator roles of work-family conflict and stress in the relationship between workaholism and well-being are examined. Research is undertaken with 446 teachers in Adana, and the data is collected via the survey method. Data analysis is conducted by using explanatory factor analysis, Pearson correlation analysis, structural equation modeling with bootstrap. Cronbach's alpha coefficient is utilized to examine the reliability of scales. Research results showed that workaholism has positively affected on both work-family conflict and stress, and negatively affected on well-being. Moreover, in the study, while work-family conflict was found to impact on stress positively, it was found to impact on well-being negatively. Furthermore, the negative effect of stress on well-being was observed. In addition to these direct effects, both the mediating and serial mediating roles of work-family conflict and stress in the relationship between workaholism and well-being were detected. The research results are expected to shed light on the interplay of variables around workaholism and ignite further studies examining these relationships with different samples in the future.

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INTRODUCTION

Setting out from the similarities, the term "workaholism" was initially introduced by Oates (1968, 1971) in an analogy to the word "alcoholism". Robinson (1996, p. 447) supports this analogy arguing that it refers to someone, who behaves with work as others do with alcohol. However, it is argued that while alcoholism implied generally negative connotations, workaholism does not refer mostly to negative implications. Rather, it has been argued to be linked to both positive and negative outcomes.

Looking at from an organizational perspective, there have been arguments both for and against workaholism regarding organizational performance and employee satisfaction. For instance, Machlowitz (1980) and Peiperl and Jones (2001) contended that workaholism contributed job satisfaction and productivity. They asserted that workaholics were extremely productive and they were regarded as a valuable asset to any organization. On the contrary, Oates (1971), Killinger (1991), Robinson (1998), and Porter (1996) were some of the scholars who argued that workaholism had affected negatively on health and general well-being. They depicted workaholics as tragic figures, whose performance is low and who make troubles at work. Those who believed that workaholism affected organizational performance negatively, also exerted to find out how it could be reduced (Porter, 1996; Seybold & Salomone, 1994).

Workaholism is also argued to be linked to an array of negative outcomes for both workaholics and their social environment. For instance, workaholic employees have been reported to exhibit more work-family conflicts (Taris, Schaufeli, & Verhoeven, 2005) lower relational satisfaction and deteriorated social functioning (Bonebright, Clay, and Ankenmann, 2000; Burke & Koksal, 2002; Shimazu & Schaufeli, 2009). Depression, anxiety, lack of self-esteem, frustration, and social isolation have all been reported to be as symptoms of work addiction (Robinson, 1989). Taris, Schaufeli, and Verhoeven (2005) found a significant correlation between workaholism and non-work conflict. Workaholics have been argued to experience more work-family conflict, and less life satisfaction than non-workaholics (Aziz & Zickar, 2006).

The recent changes in work characteristics have blurred the borders between work and daily life (Fletcher & Bailyn, 1996). The pandemics, particularly the one which we have been experiencing for the last months, have changed working habits drastically. Traditional work hours have been replaced with flexible working hours. Employees do not have to stay at the office anymore. Technology provided various opportunities to perform jobs out of office, anywhere, and anytime. These developments have been argued to induce more workaholism. Thus, it became more crucial to delineate the true nature of work addiction and to delve into the reflections of this phenomenon both on work and daily life.

Different types of workaholism have been suggested to exist and it has also been argued that those various types of workaholics exhibit different kinds of attitudes regarding work and life satisfaction, productivity, health, and family issues. Thus, while some workaholics have been reported to be satisfied with their work and life, quite productive, happy with their family, and physically healthy, others have been depicted as dissatisfied with their work and life, not much successful, conflicting both with their colleagues and family and experiencing high levels of stress (Machlowitz, 1980; Spence & Robbins, 1992; Robinson, 1998; Burke, 2007).

Beside these differences among workaholics, the nature of interplay among the variables such as workaholism, stress, and well-being has also been investigated in the literature. In line with these efforts, in this study, workaholic characteristics of high school teachers, those working in Adana, a province of Turkey, will be scrutinized. The relationships among workaholism, work-family conflict, stress and well-being will be searched. Then, the mediating and serial mediating effects of work-family conflict and stress in the relationship between workaholism and well-being will be investigated.

LITERATURE REVIEW

Workaholism

Workaholism is mostly regarded as synonymous with working hard. However, this approach neglects its addictive character. Rather than being motivated by external factors, workaholics are argued to be mostly inspired by an internal drive, which they cannot resist. This compulsive character creates what we call a workaholic. It refers to an employee, whose passion for work hampers daily activities (Aziz & Zickar, 2006, p. 52). However, it is also argued that work addiction is often deemed as a positive attitude and even a sign of success in society (Korn & Pratl, 1986).

Oates (1971, p. 11) defined workaholism as "*the compulsion or the uncontrollable need to work incessantly*". The compulsion stressed in this definition does not come out of an outer source, such as a financial reward or a

career expectation, but rather something related to an inner drive (Spence & Robbins, 1992). Thus, an "irresistible inner drive" and "working excessively hard" have been regarded as the two main pillars of workaholism. Indeed, workaholics have been depicted as those, who tend to work too much, which is beyond what is expected and feel obsessed with their work even outside work (Scott, Moore & Miceli, 1997). Working excessively hard beyond what is required or expected, is also reflected in Machlowitz's (1980, p. 11) definition depicting workaholics as those who unceasingly devote more energy to their work than what is required. Indeed, workaholics have argued to spend more time on their work than others at the cost of non-work activities, so that the amount of time they allocated to their work is considered as beyond what is reasonable or expected by their employers (Scott et al., 1997; McMillan, Brady, O'Driscoll, & Marsh, 2002). This commitment to excessive work, which is implied in the aforementioned definitions is described by Harpaz and Snir (2003, p. 293) as an "irrational attitude".

Spence and Robbins are the two authors, whose approach has been one of the most cited in the literature, regarding workaholism. They defined the workaholic as "*a person who is highly work involved, feels compelled or driven to work because of inner pressures, and is low in the enjoyment of work*" (Spence & Robbins, 1992, p. 162). While on hand agreeing with Spence and Robbins (1992) in their characterization of workaholics as highly work involved, Ng et al. (2007, p. 114) differs them from their qualification of workaholics as "low in the enjoyment of work". Rather, they define workaholics as those, besides being obsessed with their work, who, feel enjoyment at work.

Scott et al. defined a workaholic as one who spends a significant amount of time on work-related activities, which is regarded as beyond organizational expectations, and who obsesses with work even if not at work (Scott, Moore & Miceli, 1997). Salanova, et al. (2008, p. 1) considered workaholism as a negative psychological state of mind, in which employees work extremely due to an inner drive that cannot be resisted. Working excessively hard and being obsessed with work are also involved in the definition developed by Schaufeli et. al., (2009, p. 322). Thus, these definitions involve two fundamental dimensions such as behavioral and cognitive. "Working excessively hard" at the cost of other social roles refers to the behavioral dimension while "being obsessed with work" out of a strong internal drive implies a cognitive dimension. These dimensions have been regarded as the two prominent facets of workaholism (Ng et al., 2007).

The majority of definitions that were developed to conceptualize workaholism have taken the term as an "addiction" to work. Addiction is argued to have consisted of obsession with the behavior that cannot be resisted and loss of self-control (Smith & Seymour, 2004). Robinson's (1989) argument is quite illuminating in this regard suggesting that the excess of work ranks in priority over everyone and everything else for workaholics (Robinson, 1989, p. 42).

Over the years, ''workaholism'' and ''work addiction'' concepts have been used alternatively. There is also a third concept interrelated with the aforementioned two terms, namely "work engagement". While on one hand, workaholics could be regarded as addicts, who do not have control over their behaviors related to their jobs, on the other hand, they can be deemed as dedicated workers. Thus, work engagement implies a positive work-related mood, in which the employee is motivated by vigor, commitment, and engagement (Schafueli et. al., 2002). What makes the difference between work addicts and engaged workers is that, while workaholics are driven almost always by an obsessive inner motivation that they cannot resist, engaged workers are being motivated by both intrinsic and exterior drives, which they can resist. In other words, work engagement is suggested to be linked with positive outcomes such as more commitment and a high level of satisfaction (Schaufeli et al., 2008) while workaholism is related mostly with negative outcomes. Besides, contrary to work addicts, engaged workers had been argued to have a balanced lifestyle (Atroszko et al., 2017, p. 2).

In terms of work outcomes, while some authors have found that workaholism was positively associated with organizational commitment and job satisfaction (Ng et al., 2007; Schaufeli, Taris, and van Rhenen, 2008), some others suggested that it was negatively correlated with those variables (Burke, 2001; Graves, et al., 2012; Burke & Fiskenbaum, 2009). For instance, Machlowitz (1980) and Scott et al. (1997) were among those who contended that workaholics were mostly satisfied with their work, while on the contrary, Spence and Robbins (1992) and Robinson (1999) and Burke et al. (2004) have suggested that they were not. Burke et al. (2004) argued that since workaholics work hard because of an obsessive inner drive, they tend to experience lower levels of job satisfaction than work enthusiasts (Burke, 1999).

Work addiction has also been reported to be negatively related to work performance (Shimazu & Schaufeli, 2009; Shimazu et al., 2010; Atroszko, 2012). Reduced actual productivity, weakened morale, increased safety concerns, and absenteeism are some of the fundamental costs suffered by the organizations due to the work

addicts (Hanson, 1985; Salmela-Aro & Nurmi, 2004). Since stress hinders their overall productivity, higher work involvement does not always translate to positive organizational outcomes (Clark et al., 2014). Therefore, while some researchers put forth that workaholics were more productive than the average (Machlowitz, 1980; Ng et al., 2007), some others contented that despite the high quantity of work they engage with, the outcome was mostly disappointing (Spence & Robbins, 1992; Scott et al., 1997).

Work-Family Conflict
Increased work-family conflict is argued to be among the major negative outcomes of work addiction (Robinson & Post, 1995; Bakker, Demerouti, & Burke, 2009). Since workaholics tend to work longer hours than the others in the office, they neglect some of their responsibilities towards their families (Scott et al., 1997). They also usually bring work home with them causing a disturbance among the family members. Thus, investing more than the required amount of time and effort at work, at the cost of their family responsibilities, is argued to lead low family satisfaction, marital problems and high work-family conflict (Burke, 1999; Taris, Schaufeli & Verhoeven, 2005; Robinson, Flowers & Carroll, 2001, Robinson, Flowers, & Caroll, 2001; Bakker et al., 2009; Bonebright, Clay, & Ankenmann, 2000; Taris et al., 2005).

Workaholics were reported to have worse communication with their family members (Robinson & Post, 1997). Lower levels of emotional attachment and caring for their families were also reported to be observed on the workaholics (Robinson, Flowers, & Carroll, 2001). Scott et al. (1997) pointed out that workaholics were mostly isolated from their families. Therefore, workaholism was revealed to be positively correlated with the level of perceived family dysfunction (Garson, 1990; Robinson (1996, p. 447) contends that the excessive preoccupation with work may lead to isolation from family and may harm social relationships. Thus, family alienation and even divorce have been cited as some of the major potential risks of workaholism to family integration (Greenberg, 1987). Wives of workaholics considered their relationships more problematic than non-workaholics (Robinson, Carroll & Flowers, 2001). It has been suggested that the difficulties experienced by families of workaholics were even comparable to the suffering felt by families of alcoholics (Schaef & Fassel, 1998).

Well-being and Stress
As Holland (2008, p. 2) asserts, work should be a significant part of our life but should not displace one's personal life. However, work addiction generally causes a failure to accomplish life duties (Lowman, 1993). It has been contended to lead to a position, where an imbalance occurs between work and life (Robinson, 1989). Porter (1996, p. 71) suggested that excessive involvement with work had caused the neglect of life to a considerable extent. Scott, Moore, and Miceli (1997, p. 292) were the authors confirming the aforementioned argument by pointing out to the features of workaholics as ". . . *spend a great deal of time in work activities when given the discretion to do so, which results in their giving up important social, family or recreational activities because of work*." It is generally argued that negative outcomes that stem from work-life imbalance may spread into other domains of life and threaten one's overall well-being both physically and psychologically (Aziz & Zickar, 2006; Clark et al., 2014). Indeed, researches have revealed that there is a negative correlation between workaholism and health. In other words, workaholism is reported to be negatively correlated with both physical and psychological health (Burke, 2000; Schaufeli et al., 2008; Taris, Schaufeli, & Verhoeven, 2005; Kanai, Wakabayashi, & Fling, 1996).

While working long hours is linked with lower levels of both job and family satisfaction, it is also reported to be negatively correlated with emotional well-being and physical health (Burke, 2007). Andreassen et al. (2014, p. 8) defined workaholism as being excessively engaged with work and spending more effort than required to an extent that it damages social relationships and even health. In other words, people who work excessively at the cost of losing work-life balance, are more likely to expose various health complaints both physically and psychologically (Sparks, Cooper, Fried, & Shirom, 1997; Spence & Robbins, 1992; Van der Hulst, 2003; Burke, 1999, 2000; Taris et al., 2005).

A positive correlation between workaholism and general and occupational stress has also been detected by various authors (Spence & Robbins, 1992; Andreassen, Ursin, & Eriksen, 2007, p. 617; Dudek & Szymczak (2011). The higher levels of job stress are contended to be caused by the pressures, which workaholics put on themselves (Spence & Robbins, 1992; Porter, 1996; Kanai et al., 1996). Working excessively hard and being obsessed by work even they are not at work, make workaholics exhausted over time and result usually in physical complaints and emotional distress (Taris et al., 2005; Schaufeli et al., 2008; Spence & Robbins, 1992). Therefore, workaholics have been reported by several authors as experiencing high levels of job stress,

exhaustion (Sparks, Cooper, Fried, & Shirom, 1997; Kanai et al., 1996) and some other health complaints (McMillan et al., 2001; Spence & Robbins, 1992; Atroszko, 2012; Burke, 1999; Andreassen, Ursin, & Eriksen, 2007; Kanai et al., 1996).

METHOD

Procedures and Participants

After designing research tools, the authors get in tauch with the the Ministry of National Education in Adana. Then with the help of official authority, researchers communicated with high school principals. School principals were informed about the purposes of the study and requested to deliver the survey forms to concerned teachers in Adana. Informed consent forms and survey forms were distributed to high school teachers. We identified the purpose of the study and respondents' rights and highlighted that their participation was entirely voluntary, anonymous, and trustworthy. Data collection was completed in two months in 2019 (Between February and March 2019). In some of the schools, we also have conducted personal interviews with some of the participant teachers. Responses were coded to the survey forms for analysis. There are 3.715 high school teachers in Adana (2019-2023 strategic plan of the Ministry of National Education in Adana, Date Accessed: 22.05.2020). Participants have completed 456 questionnaires. Some of the missing survey forms have been omitted from the study. So, we had 446 survey forms for analysis.

Model and Hypotheses

We established the visual model (figure 1) and the hypotheses of the study from the theoretical perspective. In literature, it is established that there is a negative correlation between workaholism and wellbeing and that workaholism affects work-family conflict and stress. Given the literature, we searched this model empirically on the education sector in Adana.
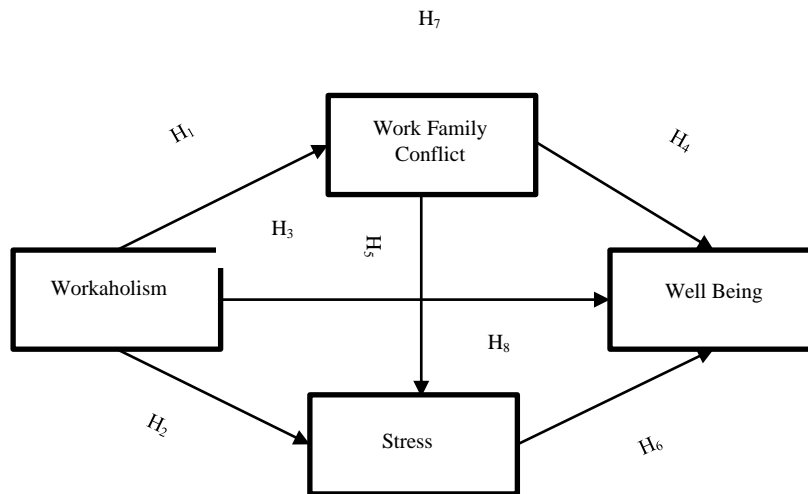

Figure 1. The Study Model

The following research hypotheses H1, H2, and H3, were prepared to test the relationships between workaholism and work-family conflict, stress, and wellbeing: *H1: Workaholism has a positive and significant effect on work-family conflict; H2: Workaholism has a positive and significant effect on stress; H3: Workaholism has a negative and significant effect on well-being.*

The research hypotheses H4 and H5 were configured to test the relationships between work-family conflict and wellbeing, stress: *H4: Work-family conflict has a negative and significant effect on well-being; H5: Work-family conflict has a positive and significant effect on stress.*

The research hypothesis H6 was generated to test the relationship between stress and wellbeing: *H6: Stress has a negative and significant effect on well-being.*

The research hypotheses H7 and *H8* were expected to test the mediating role of the work-family conflict, and stress in the relationship between workaholism and well-being: *H7: Work-family conflict has a mediating*

role in the relationship between workaholism and well-being; H8: Stress has a mediating role in the relationship between workaholism and well-being.

The last research hypothesis *H*9 was prepared to test the serial mediating role of the work-family conflict and stress in the relationship between workaholism and well-being: *H9: Work-family conflict and stress have serial mediating roles in the relationship between workaholism and well-being.*

Sample

The sample of the study consisted of teachers working in high schools under the Ministry of National Education in Adana. The 446 participants were consisted of 232 (52%) females and 214 (48%) males. The participants were consisted of 316 (70.9%) married and 130 (29.1%) single. The participants were consisted of 115 (21-30 age, 25.8%), 205 (31-40 age, 46%), 80 (41-50 age, 17.9 %), 30 (51-60 ages, 6.7%), 16 (61 and more age, 3.6%). The work tenure of the participant consisted of 65 (less than 1, 14.6%), 240 (1-5 year, 53.8%), 94 (6-10 year, 21.1%), 30 (11-15 year, 6.7%), 7 (16-20 year, 1.6%), 10 (21 and more, 2.2%). Total work tenure consisted of 87 (1-5 year, 19.5%), 109 (6-10 year, 24.4%), 101 (11-15 year, 22.6%), 65 (16-20 year, 14.6%), 84 (21 and more, 18.8%). And the education of participant consisted of 384 (86.1%) bachelor's degree, 57 (12.8%) master's degree, 5 (1.1%) PhD (see Table 1).

Table 1. Sample (n=446)

Gender	Frequency	Percent	Marital status	Frequency	Percent
Female	232	52	Married	316	70.9
Male	214	48	Single	130	29.1
Total	446	100	Total	446	100
Age	**Frequency**	**Percent**	**Work tenure**	**Frequency**	**Percent**
21-30	115	25.8	Less than 1	65	14.6
31-40	205	46	1-5	240	53.8
41-50	80	17.9	6-10	94	21.1
51-60	30	6.7	11-15	30	6.7
61 and more	16	3.6	16-20	7	1.6
			21 and more	10	2.2
Total	446	100	Total	446	100
Education	**Frequency**	**Percent**	**Total Work tenure**	**Frequency**	**Percent**
Bachelor's Degree	384	86.1	1-5	87	19.5
Master's Degree	57	12.8	6-10	109	24.4
PhD	5	1.1	11-15	101	22.6
			16-20	65	14.6
			21 and more	84	18.8
Total	446	100	Total	446	100

Data Collection Instruments

Workaholism is measured by using the workaholism scale developed by Andreassen, Griffiths, Hetland, and Pallesen (2012), which assesses workaholism as a behavioral addiction and requires at least 4 of 7 items for categorization as a workaholic. This instrument consists of 7-items, which are scored with a 5-point frequency scale. These 7 items are salience, mood modification, tolerance, withdrawal, conflict, relapse and health and/or other problems (Orosz et al., 2015, p. 663). In their study, Andreassen et. al. (2012) obtained a Cronbach's Alpha of 0.84 and 0.80 in two samples.

Work-Family conflict is assessed with the work-family conflict dimension of the instrument developed by Matthews, Kath, and Barnes-Farrell (2010). This scale has 3-items and these are scored with a 5-point Likert scale. Matthews et. al. (2010) reported Cronbach's Alpha value 0.75 and 0.80 in two surveys.
Stress is examined by utilizing the perceived stress scale created by Cohen and Williamson (1988). This instrument has 10-items which are scored with a 5-point scale. Cohen & Williamson (1988) obtained a 0.78 reliability coefficient in their study. Erci (2006) adopted the reliability and validity of the perceived stress scale for the Turkish population. Well-being is measured by using Lyubomirsky and Lepper's (1999) subjective happiness scale. This scale consists of 4-items and utilizes a 7-point Likert scale. However, in this study 5-point Likert scale is used. In their study, Lyubomirsky and Lepper (1999) reported Cronbach's Alpha coefficient 0.87.

Procedure

In the study, firstly the factorial structure is assessed by using exploratory factor analysis. The reliability of the scales is examined by Cronbach Alpha coefficients and the correlations between the variables in the model

are estimated by Pearson Correlation Coefficients. The model is examined using structural equation modeling and the bootstrapping method.

Results

Construct validity is examined by using explanatory factor analysis. The principle component analysis method is utilized for extraction and Varimax with Kaiser normalization for rotation purposes. Factor analysis results showed that a Kaiser-Meyer-Olkin measure of sampling adequacy is .96 and Bartlett's test of sphericity is $\chi^2 = 8048.79$; df = 276; p < .0001. According to the results variables in the model emerged as unique dimensions which explained 72.36% of the total variance and factor loadings are obtained between .76 and .83. (see Table 2).

Table 2. Factor Loadings

	Factor Loadings			
	Workaholism	Well-being	Work-Family Conflict	Stress
W1	.78			
W2	.78			
W3	.77			
W4	.79			
W5	.76			
W6	.77			
W7	.77			
WB1		.80		
WB2		.79		
WB3		.79		
WB4		.79		
WFC1			.78	
WFC2			.83	
WFC3			.80	
S1				.77
S2				.78
S3				.78
S4				.76
S5				.79
S6				.80
S7				.80
S8				.79
S9				.78
S10				.78
Explained Variance: % 72.36				
KMO: .96				
Bartlett's Test of Sphericity: $\chi^2 = 8048.79$; df = 276; p < .000				
Principle Component Analysis, Rotation method: Varimax with Kaiser normalization				

Cronbach Alpha coefficients of the scales used in the study are between .87 and .93 as seen in Table 3. These results are above .70 which is accepted as a cutoff value in the literature (Hair et. al., 2010: 25). Means, standard deviations, and correlations for the variables are presented in Table 3. The correlations between the variables in the model are revealed as follows; workaholism and well-being (r = -.54, p <. 01); workaholism and work-family conflict (r = .51, p <. 01); workaholism and stress (r = .55, p <. 01); well-being and work-family conflict (r = -.46, p <. 01), well-being and stress (r = -.53, p <. 01); and work-family conflict and stress (r = .50, p <. 01).

Table 3. Means, Standard Deviations, Cronbach's Alphas, and Correlations of the Scales

	Mean	SD	1	2	3	4
1.Workaholism	3.91	.91	**.93**			
2.Well-being	2.98	.99	-.54[**]	**.90**		
3.Work-Family Conflict	4.37	.77	.51[**]	-.46[**]	**.87**	
4.Stress	3.95	.86	.55[**]	-.53[**]	.50[**]	**.95**

*Diagonal values are Cronbach Alpha coefficients, n = 446, [**]p<.01

The maximum likelihood estimation method is used in the structural equation modeling analysis. Model fit indices shows an excellent fit of the studied model (χ^2/sd = 1.25; p < .004; CFI = .99; TLI = .99; IFI = .99; RMSEA = .024; SRMR = .021) (see Table 4).

Table 4. Model Fit Results

Fit Index	Model Results	Reference Values[1]
χ^2 (CMIN)	307.96	$0 \leq \chi^2 \leq 2d$
df	246	-
χ^2/df (CMIN/df)	1.25	$0 \leq \chi^2/df \leq 2$
p-value	.004	-
CFI	.99	.90< CFI
TLI	.99	.90< TLI
IFI	.99	.90≤ IFI ≤ .95
RMSEA	.024	.00≤ RMSEA ≤ .05
SRMR	.021	.00≤ SRMR ≤ .05
Note.- χ^2=Chi-Square, df=Degrees of Freedom, RMSEA= Root Mean Square Error of Approximation, IFI= Incremental Fit Index, TLI = Tucker Lewis Index, CFI = Comparative Fit Index, SRMR = Standardized Root Mean Square Residual, [1]Referance values adapted from Bayram, 2010; Meydan & Şeşen, 2011, Hair et al, 2010.		

As the model and path coefficients are presented in Figure 2, workaholism has a positive effect on work-family conflict and stress. However, it has a negative effect on well-being. In addition to these results, work-family conflict has a negative effect on well-being whereas it has a positive effect on stress. And lastly stress has a negative effect on well-being. According to these results, H_1, H_2, H_3, H_4, H_5, and H_6 hypotheses are supported. Analysis results (see Table 5, Table 6) shows the direct and indirect effects in the study. According to these findings, work-family conflict has a mediating role on the relationship between workaholism and well-being (Estimate = -.118 (.043), 95%CI = [-.189 − -.048], Bca 95%CI = [-.188 − -.048]) and stress has a mediating role on the relationship between workaholism and well-being (Estimate = -.0131 (.030), 95%CI = [-.183 − -.084], Bca 95%CI = [-.186 − -.085]).

Table 5. Path Coefficients in the Model

	Path Coefficients		
	Well-being	Work-Family Conflict	Stress
Workaholism	-.401** (.066)	.521** (.048)	.443** (.063)
Work-Family Conflict	-.226** (.082)		.392** (.067)
Stress	-.295** (.063)		

Note.- Adapted from Hayes, Preacher ve Myers (2011). Total Effect (W → WB) = -.709** (.056), values in parenthesis are standard errors, *p < .05, **p < .01
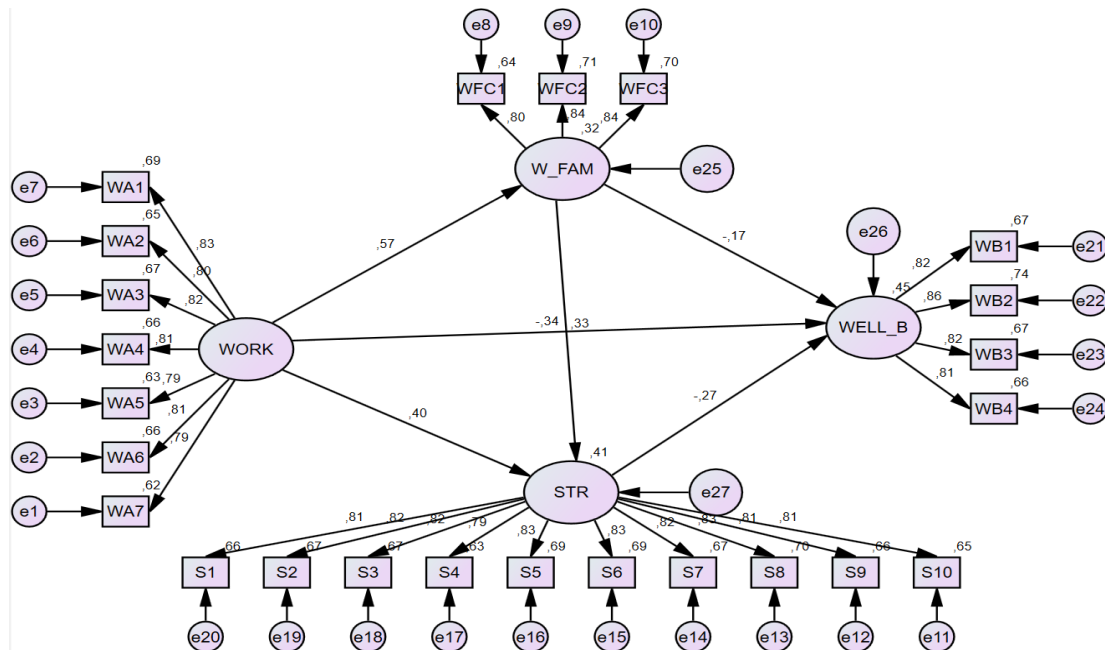
Figure 2. Structural Equation Modelling Results

Table 6. Indirect Effects in the Model

	Indirect Effects		
	Estimate	Symmetric 95% Confidence Interval	Bootstrap 95% Confidence Interval
W → WFC → WB	-.118[**] (.043)	-.189 – -.048	-.188 – -.048
W → S → WB	-.0131[**] (.030)	-.183 – -.084	-.186 – -.085
W → WFC → S → WB	-.060[**] (.017)	-.091 – -.035	-.095 – -.038
Total	-.309[**] (.046)	-.388 – -.237	-.390 – -.238

W = Workaholism, Work-Family Conflict = WFT, Stress = S, Well-being = WB, *Note.*- Adapted from Hayes, Preacher ve Myers (2011). Values in parenthesis are standard errors, [*]p < .05, [**]p < .01

Moreover, the results showed that work-family conflict and stress have serial mediating roles on the relationship between workaholism and well-being (Estimate = -.309 (.046), 95%CI = [-.388 – -.237], Bca 95%CI = [-.390 – -.238]). These findings reveal that H_7, H_8, and H_9 are supported.

DISCUSSION AND CONCLUSIONS

In this section, we will first discuss the research findings in light of the previous studies and our suggested hypotheses. Afterward, we will discuss the limitations of this research, put forth suggestions for future studies, and point out to the practical implications.

Our present study focused on the relationships among the concepts of workaholism/work addiction, work-family conflict, stress, and well-being. The hypotheses H1, H2, H3, H4, H5, and H6 were developed to discover these relationships. Our first goal was to find out the nature of these relations. And the second goal was to examine the mediating and serial mediating roles of work-family conflict and stress on the relationship between workaholism and well-being. The hypotheses H7, H8, and H9 were established to understand these relations.

The first hypothesis, that is workaholism has a positive and significant effect on work-family conflict, was observed to be supported. This finding has been found to be in line with the previous research findings arguing that workaholism and work-family conflict are correlated with each other and that workaholics tend to experience; poor family relationships, low family satisfaction, high work-family conflict, marital problems, more problematic relations, and higher divorce rates (Robinson & Post, 1995; Bakker, Demerouti, & Burke, 2009; Burke, 1999; Taris, Schaufeli & Verhoeven, 2005; Robinson, Flowers & Carroll, 2001). Scott, Moore, & Miceli, 1997, p. 292; Burke, 1999; Robinson, Flowers, & Caroll, 2001; Bakker et al., 2009; Bonebright, Clay, & Ankenmann, 2000; Taris et al., 2005; Robinson, Carroll, & Flowers, 2001).

The second hypothesis, that is workaholism has a positive and significant effect on stress, was also supported. Various studies have determined a positive correlation between workaholism and job stress (Spence and Robbins, 1992; Lanzo, Aziz, & Wuensch, 2016). Spence and Robbins's (1992) study discloses that workaholics have higher levels of job stress compared to non-workaholics. Bonebright (2001) has found that enthusiastic workaholics had higher job stress than non-workaholics. Non-enthusiastic workaholics were found to have higher job stress and higher levels of burnout than non-workaholics.

Beside these outcomes in the long-run, one of the most critical findings of workaholism researches is chronic stress. In numerous studies, chronic stress has been suggested to be linked to physical (McMillan et al., 2001; Spence & Robbins, 1992) and mental health complaints (Cobb, 1976; Kornhauser, 1965; Morris & Snyder, 1979; Taris et al., 2005; Schaufeli et al., 2008; Spence & Robbins, 1992). In other words, people who work a great deal of overtime are more likely to report high levels of stress and various health complaints (Sparks, Cooper, Fried, & Shirom, 1997; Spence & Robbins, 1992; Van der Hulst, 2003; Burke, 1999, 2000; Taris et al., 2005). The reaction of human body to the high level and chronic stress is contended to be as hormonal imbalance, impaired immune function, blood glucose imbalance, ulcer, chronic fatigue syndrome, allergy and et cetera (Şimşek, 2020, p.77).

The third hypothesis that is workaholism has a negative and significant effect on well-being, was supported. Well-being generally refers to the good life, feeling good, and functioning effectively (Huppert & So, 2013). Workaholism is not only negatively correlated with physical health (Burke, 2007) but it is also related to lower levels of job and family satisfaction, emotional well-being, and poor social relationships (Andreassen et al., 2014, p. 8). Dramatically, Fassel (1990, p. 2) defined workaholism as a progressive, fatal disease in which a person addicted to the process of working. That might be the most various identification of workaholism. In our

study, the workaholism level (Mean: 3.91, SD: .91) is high, so in the long run, it would be serious exhaustion and chronic stress source of teachers. In the future, the researcher may focus on workaholism and health relation within a long-term study.

In our study, we found the moderate effect of workaholism on well-being (table 5). The findings show that the respondent's "subjective happiness" level (Mean, 2.98, and SD, .99) is low. It means that they are generally unhappy people. Lyubomirsky and Lepper (1997) suggested that considering physiological responses, facial expressions, voice characteristics, cognitive processes, clinician reports, and adaptive versus maladaptive behaviors of respondents should be admitted. We have considered this indication. Our observation and face-to-face conversations with some of the participants and other subsidiary sources indicated that the participant teachers seemed unhappy in our population. The high workload density, unclear shared vision, role ambiguity, unclear future, high level past negative and future negative time perspectives (Boyd & Zimbardo, 2012), personal reasons, and some other structural factors might be the reason for this low-level well-beings. In literature, high workaholism levels and some organizational necessities (high expectation) were argued to cause some negative outcomes in life balance and satisfaction of some work force. Our observations revealed that the respondents had great difficulty in coping not only with over workload/job requirement but also with non-work factors. Work addicts might be masking something out, such as a desire to be away from home, perfectionism, self-control, and et cetera. In future, research might consider these factors. Because of pandemic (covid-19) conditions, teachers would be work out of school anywhere, and anytime so that this new flexible working hours may cause more workaholism. In the future, researchers can take into account these developments.

The fourth hypothesis, that work-family conflict has a negative and significant effect on wellbeing, was supported. The fifth hypothesis is that the work-family conflict has a positive and significant impact on stress, was also supported.

The sixth hypothesis, which suggested that stress had a negative and significant effect on wellbeing, was supported. The hypotheses analysis shows that work-family imbalance is negatively correlated with a good life and that high work-family conflict (Mean 4.37, SD .77) damages family relations. High work-family imbalance causes a high level of stress. Our findings indicate that moderately high stress (Mean 3.95, SD .86) also negatively triggers teachers' wellbeing. Wellbeing is measured by using the subjective happiness scale, which considers happiness from the respondent's perspective. Two items request from participants to identify themselves using both absolute ratings and ratings relative to peers. In comparison, the other two items offer brief descriptions of happy and unhappy individuals and ask participants the extent to which each characterization describes them (Lyubomirsky & Lepper, 1999). So, subjective happiness needed for self-evaluation. Although the self-evaluation that is not looked on lightly in the Turkish indirect cultural, consistent with our prediction, the participants' evaluation of themselves was apparent (high work-family conflict/stress and low well-being) and realistic in our study.

The seventh hypothesis arguing that work-family conflict has a mediating role in the relationship between workaholism and well-being was supported (table 6). Our findings also disclosed a mediating role of work-family conflict within this relationship. Longer work time, poor family relations, marital dissatisfaction, and low responsibilities towards their families cause a high level of work-family conflict (Robinson & Post, 1995; Bakker, Demerouti, & Burke, 2009; Scott et al., 1997). In this study, we see that these factors were significant in the well-being of teachers.

The eighth hypothesis that stress has a mediating role in the relationship between workaholism and well-being were was supported. Stress was affected by workaholism and also negatively affected well-being. High stress levels were observed to mediate between workaholism and well-being.

The ninth hypothesis is that work-family conflict and stress have serial mediating roles in the relationship between workaholism and well-being. In this study, we separately observed the mediating roles of work-family conflict and stress on in the relationship between workaholism and well-being. The most potent findings finding of this study, thus, is discovering the serial mediating roles of work-family conflict and stress in the relationship between workaholism and well-being.

Our research model about the serial mediating role was not tested before in the theory. In this study, our model was tested in the selected population. This occupational group seems to had high needs to self-sacrifice, dedication, long work hours, high personal satisfaction, high responsibility of being a role model, high self-esteem need, and high perfectionism. Although most findings were associated with the theory, it this research particularly contributed to the theory through its empirical finding of serial mediating roles of stress and work-family conflict on in the relationship between workaholism and well-being. First, this study focuses only on the

education sector in one geographical region and on high school teachers. Second, in our research, we did not make variance analysis between demographic and main research variables. We would recommend future researchers to take in samples that are more demographic and structural balanced. Third, we did not consider the fundamental factors (e.g., school type, classroom size, private schools) and the specific nature of the work itself (e.g., area of expertise, workload, student success). These factors may have a significant influence on the research variables.

We conducted our research and tested our models in the work context of Turkish society. We would recommend testing this model cross-culturally. It would be fascinating to conduct this study on the diverse international cultural samples, especially those from east and west. Including organizational outcome variables such as job satisfaction, job performance, and productivity along with the variables included in this study, would add significant insight into the understanding of workaholism.

Studying the causes of workaholism also provide causal links between the variables. In our study, the well-being measurement tool focuses on subjective happiness. In future research, the well-being of teachers could be measured by PERMA scales (Seligman, 2011). This tool defines well-being in terms of five separate but interrelated domains: Positive emotion, engagement, positive relationships with others, a sense of meaning or purpose in life, and accomplishment. Recent studies have provided support for this measurement model.

Our findings show us that workaholism negatively affected the well-being of the teachers. As well as affecting behavioral factors such as stress, work-family conflict of the teacher's, workaholism also affects organizational performance negatively (Porter, 1996; Seybold & Salomone, 1994). Future research could focus on the negative structural outcomes besides the behavioral results. Although workaholism is mostly regarded exclusively as a male disorder (Cochran & Rabinowitz, 2000), the prevalence of female work addicts has also argued to be rising (Holland, 2008, p. 6). Future researches might also focus on whether there is a exists a significant relationship between gender and workaholism's variances for the participants. Lastly, future researches could take into consideration the effects of, tenure, and chronic stress variables on the workaholism in the education sector with high school teachers.

Our study's key outcome was finding out the serial mediating roles of work-family conflict and stress in the relationship between workaholism and well-being. This empirical finding is expected to contribute to the field: the other findings related to workaholism and work-family conflict, stress, and well-being (Oates, 1971; Killinger, 1991; Robinson, 1998; Porter, 1996). It has been long known that teachers are the most significant and core assets of the education system. Serial mediating roles of work-family conflict and stress would be among the most critical findings for understanding and explaining unproductive outcomes of the teachers.

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