



WORKAHOLIC TENDENCIES OF PRIMARY SCHOOL TEACHERS¹

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Abstract

This study aims to determine the rate of workaholism tendency in public primary school teachers. The study has been designed with quantitative research methods and techniques, and the public primary school teachers in central Eskişehir have been targeted as the focus group. The research sample consisted of 320 teachers and was selected using a convenience sampling technique. Data collection was done in two parts, one containing the questions on demographic information and the other having the Duwas Workaholism Scale Turkish Form (DUWASTR), which was tested and adapted as valid and reliable by Doğan and Tel (2011). SPSS statistical package program has been the tool for data analysis to test arithmetic mean, standard deviation, run t-test, and one-way analysis of variance. Findings indicate that teachers have moderate workaholism tendencies regarding overworking and compulsive working. As for overworking and generally speaking, the difference between males and females is significant. Tenure was not an influential factor.

Keywords: Workaholism, Workaholic, Education, School, Teachers.

İlkokullarda Görev Yapan Öğretmenlerin İşkoliklik Eğilimleri

Öz

Bu araştırmada kamu ilkokullarında görev yapan öğretmenlerin işkoliklik eğilimlerini belirlemek amaçlanmıştır. Araştırma nicel araştırma yöntem ve teknikleri kullanılarak yapılandırılmıştır. Araştırmanın hedef evrenini Eskişehir ili merkez ilçelerine bağlı kamu ilkokullarında görev yapan öğretmenler; örneklemini ise kolay ulaştırılabilir örnekleme tekniğine göre çalışmaya dâhil olan 320 öğretmen oluşturmaktadır. Araştırmanın verileri iki bölümden oluşan bir form aracılığıyla toplanmıştır. Formun ilk bölümünde demografik bilgilere ilişkin sorular, ikinci bölümünde ise Doğan ve Tel (2011) tarafından geçerlik güvenilirliği test edilerek uyarlama çalışmaları yapılan “Duwas İşkoliklik Ölçeği Türkçe Formu (DUWASTR)” yer almaktadır. Araştırma verilerinin çözümlenmesi SPSS istatistik paket programı ile yapılmıştır. Verilerin analizinde aritmetik ortalama, standart sapma, t-testi, tek yönlü varyans analizi kullanılmıştır. Araştırmanın sonuçlarına göre; aşırı çalışma ve kompulsif çalışma alt boyutlarında öğretmenlerin işkoliklik eğilimlerinin orta düzeyde olduğu, aşırı çalışma alt boyutunda ve ölçek bütününde kadın ve erkek öğretmenler arasında anlamlı farklılık olduğu, alt boyutlarda ve ölçek bütününde yer alan işkoliklik ifadelerine ilişkin öğretmen görüşleri arasında yaş, öğrenim süresi, mesleki kıdem ve çalışılan okuldaki görev süresinin bir farklılık oluşturmadığı tespit edilmiştir.

Anahtar Kelimeler: İşkoliklik, İşkolik, İşkolizm, Eğitim, Okul, Öğretmen.

1. Introduction

As prominent institutions in social development, schools need to adapt to change. Furthermore, they are expected to lead the change and encourage social development. Such a goal can only be achieved when the school operates more effectively. Therefore, teachers try to undertake tasks and responsibilities to support the student's development in all walks of life and thus ensure an effective

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operation. Nevertheless, other additional expectations include preparing and implementing education plans, supporting a child's development, cooperating with the families, being involved in project groups, material development, and socio-cultural studies. Teachers' voluntary contribution to such activities is of great importance as these activities are the subject of education and training. It is seen that primary school teachers devotedly dedicate their work so that children acquire basic knowledge, skills, behaviors, and habits that might be needed in the future and higher education. Primary school teachers overwork due to additional duties and responsibilities such as managing online parent groups, student assessments, and parent meetings. The literature defines *workaholism* as the increase in the workload and the extension of working time, which leads to positive and negative outcomes for the employees and the organization (Andreassen & Pallesen, 2016; Brummelhuis & Rothbard, 2018; Dosaliyeva, 2009; Machlowitz, 1980; Robinson, 2000; Snir & Harpaz, 2004; Snir & Zohar, 2000; Yöney, 2005).

Coining the term workaholism, Oates (1971) establishes a link between alcoholism and workaholism and defines *workaholism* as "the need to constantly work excessively and uncontrollably to the extent that it becomes disruptive for one's health, happiness and relationships." Workaholism and its negativity derive from alcohol dependence (alcoholism) (Zülfikar, 2007). Similar to alcoholics, workaholics need special attention and analysis. Although both are addictive, workaholism is considered socially acceptable. There are even idioms encouraging workaholism, such as "To work your fingers to the bone" and "to sweat blood to hand" (Günbeyi & Gündoğdu, 2010). In some ways, overworking is harder to quit as it is praised, rewarded, and appreciated by others from all walks of life (Robinson, 2000). Some organizations mainly prefer hiring workaholics to boost workplace efficiency; nonetheless, workaholism can eventually harm the addict and the environment (Zülfikar, 2007).

Workaholism can be defined as a state of mind with an extreme and uncontrollable dependency on the job as a result of the environmental, psychological, and social conditions as well as flexible working conditions, which eventually harms the individual's business, family, and social life due to its physiological and psychological harmful effects (Bardakçı, 2007). Clark et al. (2016) define workaholism as an addiction that occurs when an individual feels compelled or forced to work due to internal pressures and, as a result, starts to think about the work even when he is not working to an extreme degree. Similarly, Scott et al. (1997) define workaholics as those who spend much time in work activities at the expense of family and other external obligations and constantly think about work when not at work to an extreme degree.

Spence and Robbins (1992) describe workaholics as devoted individuals who feel obliged to work due to internal pressures and thus poorly enjoy it. With this definition, they expanded the scope of workaholism to attitudes. Ng et al. (2007) define workaholism in three dimensions: emotional, cognitive and behavioral. Researchers suggest that workaholics may have positive and negative feelings about the job. They might find pleasure in working. Nevertheless, they might also feel guilty when not working. Accordingly, a person obsessed with his job (cognitively) and working for long hours (behaviorally) is called a workaholic. In other words, "work is at the centre of a workaholic's universe" since workaholics consider their job, not a means of making a living but the most critical part of their lives (Dosaliyeva, 2009). That is to say, work is an indispensable part of a workaholic's life, and his life is centered around it.

Workaholism can also be seen as a virtue. Researchers studying workaholism with positive behavioral patterns define workaholism as a passion for work, the dedication of time to work, love for the job, and hard work as demanded by the job (Douglas & Morris, 2006; Machlowitz, 1980; Snir & Zohar, 2000; Snir & Harpaz, 2004; Yöney, 2005). Machlowitz (1980) states that workaholics cannot stop thinking about work even when they are not working, and they prefer to see workaholism as a working attitude, not as time spent on work. Workaholism commonly refers to those working hard for

longer hours than usual. They are the contributors with a high level of voluntary work (Douglas & Morris 2006). It is a state in which the individual is constantly occupied with work-related activities even when it is not required by the job or the working conditions (Yöney, 2005). Andreassen and Pallesen (2016) define workaholics as "biting more than they can chew." According to Snir & Zohar (2000), workaholism is a fixed and significant amount of time spent on work-related activities and thoughts, though not caused by external needs. Cantarow (1979) considers "creative pleasure" as an element of the workaholic personality and suggests that workaholics seek "passionate attachment and pleasure" through work (Harpaz & Snir, 2003). Upon examining the impact of attitudinal and demographic variables on workaholism, Snir and Harpaz (2004) discovered that participants with high job satisfaction had longer weekly working hours than those with low job satisfaction, which supports a positive conceptualization of workaholism. Sinangil (2003) classifies workaholism into two categories: healthy and unhealthy. He states that healthy workaholics with positive behavioral characteristics love their job passionately, are committed to their work, and take great pleasure in it. The author states that healthy workaholics are happy and contented with their jobs. As they do not feel the need to get away from work, they hardly go on vacation. They claim that they have their families' support. However, these characteristics might create stress for those around them.

Studying the precursors and consequences of workaholism in emotional, cognitive, and behavioral dimensions, Ng et al. (2007) define workaholics as those who enjoy working obsessively (compulsive work) and devote even their leisure time to work. A workaholic's job dominantly determines his behavior. Figure 1 illustrates the dimensions of workaholism.

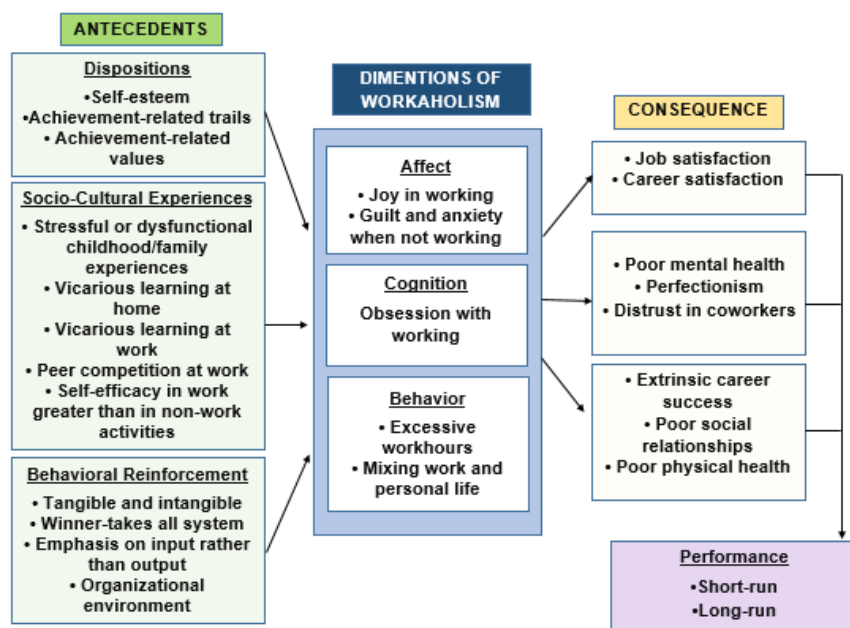


Figure 1. Dimensions of workaholism (Ng et al., 2007)

Figure 1 suggests that workaholism is an excessive dependency on work and might derive from psychological needs from one's childhood, personality traits, and expectations-desires-needs. An individual's relationship with his family, financial circumstances, and socio-cultural environment might also boost the tendency. Such other reasons can also foster workaholism as mobile working conditions, job insecurity, perks, and bonuses. Individuals might also opt to spend more time at work to avoid negativity in their personal life.

The literature puts forward different opinions on what workaholism is. Indeed, Snir and Harpaz (2012) state that "despite the widespread use of the term, there is hardly a consensus on the definition."

As an addiction, workaholism can be harmful to the person and his environment. However, workaholism is perceived as a virtue if defined as working with determination and will. However, in both definitions, work remains at the heart of a workaholic's life. It is a state of being overly dependent on work, making it the heart of one's life and dedicating all time and energy to it.

Literature analysis points to studies focusing on the relationship between workaholism and various other concepts (work-life balance, organizational commitment, employee performance, school climate, and burnout) (Altun-Dilek & Yılmaz, 2016; Akın & Oğuz, 2010; Altınkurt & Kapak, 2014; Nartgün et al., 2016; Nie & Sun, 2016; Yılmaz et al., 2015) the effect of various concepts (organizational commitment, workplace loneliness, personality traits, and organizational climate) on workaholism (Karakaya et al., 2015; Kesen, 2015; Özcan & Behram, 2013) as well as the workaholism tendencies of school administrators and teachers (Akın & Oğuz, 2010; Bardakçı & Baloğlu 2012; Dilek & Yılmaz, 2016; Gidiş & Kırıl, 2022; Özdemir, 2013; Yılmaz et al., 2014). It is possible to say that there are limited number of studies revealing the workaholism tendencies of teachers working in public primary schools in the literature survey. In this context, it can be said that the research will contribute to the literature. From this point of view, the problem of this research is the level of workaholism tendencies of teachers working in public primary schools.

This research aims to reveal the workaholism tendencies of public primary school teachers in central Eskişehir. With this objective in mind, the following questions were asked:

1. For public primary school teachers, what is the level of workaholism tendencies from the aspects of
 - a. overworking
 - b. compulsive working
2. From the aspects of overworking and compulsive working, is there a significant difference between the workaholism tendencies of public primary school teachers depending on gender, age, educational status, professional seniority, and tenure?

2. Method

This research aims to determine the workaholism tendencies of public primary school teachers using quantitative research methods and techniques. Quantitative research has been carried out to mathematically measure variables such as opinion, attitude, and behaviour and thus generalize to the universe so that a hypothesis can be verified or ratified (Özdemir & Doğruöz, 2020). In addition, causal comparison modelling was carried out. Survey models are designed to describe a situation that used to exist in the past or still exists (Karasar, 2015). On the other hand, a causal comparison model focuses on cause-effect relationships between variables to some extent. This model tries to determine the possible causes of a behaviour pattern by comparing those with this pattern to those without (Balcı, 2013). A causal comparison model was used to run the variability test between the personal variables and the teachers' perceptions of workaholism.

2.1. Population and Sampling

The research's target population is 1600 public primary school teachers in central Eskişehir (Odunpazarı and Tepebaşı). The study sample included 320 teachers from these districts who meet the participation criteria for the study (teachers working in public primary schools). According to the convenience sampling technique, they were involved in the study as the ones willing to participate in the research. Table 1 illustrates the participant distribution in the study sample based on personal variables.

Table 1. Number of teachers in the study sample based on personal variables

Variable	Categories	N	%
Gender	Female	237	74.1
	Male	83	25.9
Age	31-40	141	44.1
	41-50	126	39.4
	51 and older	53	16.6
Educational Background	Graduate	248	77.5
	Post-graduate	72	22.5
Seniority	6-10 years	47	14.7
	11-15 years	59	18.4
	16-20 years	74	23.1
	21 years and more	140	43.8
Tenor	1-3 years	91	28.4
	4-6 years	76	23.8
	7-9 years	48	15.0
	10 years and more	105	32.8
Total		320	100

237 (74.1%) participants were female, and 83 (25.9%) were male. 141 (44.1%) are 31-40, and 126 (39.4%) are 41-50, 53 (16.6%) are 51 years old or older. 248 (77.5%) had graduate degrees, and 72 (22.5%) had postgraduate degrees. As for professional seniority, 47 (14.7%) had a seniority of 6 to 10 years, 59 (18.4%) had a seniority of 11 to 15 years, and 74 (23.1%) had 16 to 20 years. 140 (43.8%) had a seniority of 21 years or more. Tenure was 1-3 years for 91 (28.4%), 4-6 years for 76 (23.8%), 7-9 years for 48 (15%), and ten years or more for 105 (32%).

2.2. Data Collection Tools

The "*Duwas Workaholism Scale Turkish Form (DUWASTR)*," tested and approved for reliability and validity and adapted into Turkish by Doğan & Tel (2011), was used for data collection. Researchers were asked for permission to use the scale. The scale, a five-point Likert type from 0 to 5, consists of two sub-dimensions and 14 items. Researchers calculated the reliability coefficient of the scale as $\alpha = .84$. The first sub-dimension was defined as "overwork" (8 items, $\alpha = .76$) and the second sub-dimension as "compulsive work" (6 items, $\alpha = .74$). Three different types of scores, total score and subdimension scores, are obtained from the scale. The analysis points to a meager average score range between 1.00-1.80, low between 1.81-2.60, moderate between 2.61-3.40, high between 3.41-4.20, and very high between 4.21-5.00.

As a result of the reliability analysis, Cronbach's Alpha values of the scale were found to be $\alpha = .97$ for the whole scale, $\alpha = .91$ for the overwork sub-dimension, and $\alpha = .92$ for the compulsive working sub-dimension.

2.3. Data Collection and Analysis

Data collection was carried out through an online form. The first part of the form included demographic information questions (gender, age, education level, professional seniority, tenure at the school), and the second part included scale items. In addition to the research objective, form completion duration, participation criteria, and the participants' rights to withdraw, the preliminary information of the form includes a consent statement for the participants. In the 2022-2023 academic year, researchers contacted public primary school teachers in central Eskisehir, and teachers consenting to the preliminary information were asked to fill in the data collection tool. Research data were analyzed with SPSS 21.0 statistical package program. $p < 0.05$ was accepted as the limit for differences. A calculation of Mahalanobis distances through regression analysis showed extreme values before analysis. When data with a value less than ($X^2 < 0.001$) in the chi-square table were found, they were deleted (Tabacnick & Fidell, 2015). As a result, ten tools were removed from the dataset. Then, skewness, kurtosis coefficients, and graphical outputs were examined to check whether the data showed a normal distribution. The

kurtosis values and skewness close to zero indicated normal distribution. Most of the time, these values are between ± 1.0 . It is acceptable to see these values between ± 2.0 (George & Mallery, 2016). It was also observed that the skewness value of the distribution (-.148) and the kurtosis value (-.488) were found. As the values are within ± 1.0 , one of the normality assumptions is met.

2.4. Research Ethics

The authors declared that they comply with all ethical rules. Ethical permission was obtained for this research from Karamanoğlu Mehmetbey University Social and Human Sciences Scientific Research and Ethics Committee (decision number 09-2022/280 dated 06.12.2022).

3. Findings

This section includes descriptive statistics on the workaholism tendencies of public primary school teachers and analyzes whether their workaholism tendencies differ based on the variables of gender, age, education level, professional seniority, and tenor.

3.1. Findings on Workaholism Tendencies of Public Primary School Teachers

This section includes the analysis results on the workaholism tendencies of public primary school teachers in the sub-dimensions of "Overworking" and "Compulsive Working." Table 2 illustrates the arithmetic mean and standard deviation values of teachers' opinions for the "Overworking" sub-dimension of the Duwas Workaholism Scale.

Table 2. Arithmetic mean and standard deviation values for overwork sub-dimension

Sub-dimension	Item	\bar{X}	SS	Frequency
Overwork	1. I see myself as a person in a hurry and a race against time.	3.68	1.14	Convenient
	2. Even when my colleagues stop working, I still continue working.	3.36	1.16	Convenient
	3. I take on much more than I can handle.	3.49	1.14	Convenient
	4. While working, I put myself in trouble because of the time constraint I set for completing the work.	3.48	1.20	Convenient
	5. I spend much more time for studying than spending time with my friends, my hobbies or my free time activities.	3.17	1.18	Somewhat Convenient
	6. I feel guilty when I am not working on a job-related task.	3.24	1.26	Somewhat Convenient
	7. When talking on the phone, I multitask by taking notes and eating.	3.29	1.25	Somewhat Convenient
	8. I find it difficult to relax when I am not working.	2.90	1.33	Somewhat Convenient
Sub-dimension Mean		3.33	1.21	Somewhat Convenient

An analysis of Table 2 shows that teachers found the items in the overwork sub-dimension somewhat appropriate ($\bar{X}= 3.33$) as a whole. In the overwork sub-dimension, teachers' workaholism tendencies are moderate. Among the items related to workaholism in this sub-dimension, teachers mainly stated their opinion on the item "I appear to be in a hurry and a race against time" ($\bar{X}= 3.68$). They stated their opinion least on the item "I have difficulty relaxing when I am not working" ($\bar{X}= 2.90$).

Table 3 illustrates the arithmetic mean and standard deviation values of teachers' opinions regarding the "Compulsive Working" sub-dimension of the Duwas Workaholism Scale.

Table 3. Arithmetic mean and standard deviation values for compulsive working sub-dimension

Sub-dimension	Item	\bar{X}	SS	Frequency
Compulsive Working	9. Working hard is essential to me, even if I dislike what I do.	3.20	1.09	Somewhat convenient
	10. Even if I want to get away from work for a while, I often think about that job.	3.42	1.11	Convenient
	11. Whether I want to do something or not, I feel an inner compulsion to work hard at it.	3.40	1.15	Convenient
	12. I often feel that something in me drives me to work hard.	3.34	1.15	Somewhat convenient

13. Even though my job is not enjoyable, I feel compelled to work hard.	3.16	1.17	Somewhat convenient
14. I feel guilty when I take time off from work.	3.34	1.32	Somewhat convenient
Subdimension Mean	3.24	1.07	Somewhat convenient

Table 3 shows that the teachers found the items in the compulsive study sub-dimension somewhat appropriate (\bar{X} = 3.24) as a whole. In the compulsive working sub-dimension, teachers' workaholism tendencies are moderate. Among the items related to workaholism in this dimension, teachers mainly stated their opinion on "I often find myself thinking about that job even if I want to get away from work for a while" (\bar{X} = 3.42). They stated their opinion least on the item "I feel compelled to work hard even though my job is not enjoyable" (\bar{X} = 3.16).

3.2 Comparison of Workaholism Tendencies of Public Primary School Teachers Based on Personal Variables

This section includes results on whether public primary school teachers' workaholism tendencies differ depending on gender, age, education level, professional seniority, and tenure for the sub-dimensions of "Overworking" and "Compulsive Working." An independent sample t-test was used to analyze the differentiation in teachers' agreement degree with workaholism statements in the sub-dimensions of the Duwas Workaholism Scale. Table 4 illustrates the analysis results.

Table 4. Differences in teachers' views on the sub-dimensions of the Duwas Workaholism Scale by gender

Subdimensions	Gender	N	\bar{X}	SS	sd	t	p
Overworking	Female	237	3.41	0.90	318	2.85	0.005*
	Male	83	3.07	1.01			
Compulsive Working	Female	237	3.35	0.98	318	1.148	0.252
	Male	83	3.20	0.99			

*p<.05

Based on the independent sample t-test results illustrated in Table 4, teachers' opinions on workaholism statements in the sub-dimension of overwork ($t(318) = 2.85, p < 0.05$) differ in gender variable. On the other hand, there is no meaningful difference found in teachers' opinions on workaholism statements in the sub-dimension of compulsive working ($t(318) = 1.15, p > 0.05$) depending on gender variables. Female teachers' level of finding workaholism in the overwork sub-dimension convenient (\bar{X} = 3.41) is higher than that of male teachers (\bar{X} = 3.07). In other words, female teachers tend to be relatively more workaholics than male teachers.

A one-way analysis of variance was used to test the variation in the level of teachers' approval of workaholism expressions in the sub-dimensions of the Duwas Workaholism Scale according to the age variable. Table 5 illustrates the analysis results.

Table 5. The differences in teachers' views on the sub-dimensions of the Duwas Workaholism Scale by age variable

Subdimensions	Age Gap	N	\bar{X}	SS	Sum of Squares	SD	Mean of Squares	F	p
Overworking	31-40 years	141	3.29	0.92	0.644 279.730	2 317	0.322 0.882	0.36	0.695
	41-50 years	126	3.34	0.95					
	51 years and older	53	3.41	0.95					
Compulsive working	31-40 years	141	3.22	0.97	2.961 302.795	2 317	1.481 0.955	1.55	0.214
	41-50 years	126	3.33	0.98					
	51 years and older	53	3.50	0.98					

*p<.05

The results of the one-way analysis of variance in Table 5 show that overworking ($F(2,317) = 0.36, p > 0.05$) and compulsive working ($F(2,317) = 1.55, p > 0.05$) were subgroups. There was no significant difference between teachers' views on workaholism items in the age dimension. In other words, age does not make a difference in teachers' views on workaholism expressions in the sub-dimensions of overworking and compulsive working. That is to say; teachers have similar views.

An independent sample t-test was used to analyze the differentiation status of teachers' level of agreement on workaholism expressions in the sub-dimensions of the Duwas Workaholism Scale based on the variable of educational status. Table 6 illustrates the analysis results.

Table 6. Differentiation of teachers' views on the sub-dimensions of the Duwas Workaholism Scale based on the variable of educational status

Subdimensions	Educational Background	N	\bar{X}	SS	sd	t	p
Overworking	Graduate	248	3.30	0.95	318	1.03	0.302
	Post-graduate	72	3.43	0.89			
Compulsive working	Graduate	248	3.28	1.00	318	0.81	0.417
	Post-graduate	72	3.39	0.91			

* $p < .05$

According to the independent sample t-test results presented in Table 6, the teachers' views on workaholism expressions in the sub-dimensions of overwork ($t(318) = 1.03, p > 0.05$) and compulsive working ($t(318) = 0.81, p > 0.05$) do not significantly differ in the educational status variable. In other words, the educational background does not make a difference in teachers' views on workaholism expressions in the sub-dimensions of overworking and compulsive working. Thus, teachers have similar views.

A one-way analysis of variance was used to set the differentiation status of teachers' level of agreement on workaholism statements in the sub-dimensions of the Duwas Workaholism Scale according to the professional seniority variable. Table 7 illustrates the analysis results.

Table 7. Differentiation of teachers' views on the sub-dimensions of the Duwas Workaholism Scale by professional seniority variable

Subdimensions	Seniority	N	\bar{X}	SS	Sum of Squares	SD	Mean of Squares	F	p
Overworking	6-10 years	47	3.18	1.01	277.122	316	0.877	1.236	0.297
	11-15 years	59	3.21	0.83					
	16-20 years	74	3.45	0.95					
	21 years and more	140	3.35	0.94					
Compulsive Working	6-10 years	47	3.10	1.01	300.049	316	0.95	2.004	0.113
	11-15 years	59	3.15	0.88					
	16-20 years	74	3.35	0.99					
	21 years and more	140	3.43	0.99					

* $p < .05$

According to the independent sample t-test results presented in Table 7, the teachers' views on workaholism expressions in the sub-dimensions of overworking ($F(3,316) = 1.24, p > 0.05$) and compulsive working ($F(3,316) = 2.00, p > 0.05$) do not significantly differ in the professional seniority variable. In other words, professional seniority does not make a difference in teachers' views on workaholism expressions in the sub-dimensions of overworking and compulsive working. Therefore, teachers have similar views.

A one-way analysis of variance was used to set the differentiation status of teachers' level of agreement on workaholism statements in the sub-dimensions of the Duwas Workaholism Scale according to the tenure variable. Table 8 illustrates the analysis results.

Table 8. Differentiation of teachers' views on the sub-dimensions of the Duwas Workaholism Scale according to the tenure variable

Subdimensions	Tenure	N	\bar{X}	SS	Sum of Squares	SD	Mean of Squares	F	p
Overworking	1-3 years	91	3.39	0.93					
	4-6 years	76	3.27	0.98	2.011	3	0.670	0.76	0.517
	7-9 years	48	3.18	0.87	278.363	316	0.881		
	10 years and more	105	3.38	0.94					
1-3 years	91	3.34	0.96						
Compulsive Working	4-6 years	76	3.27	0.98	2.565	3	0.855	0.89	0.446
	7-9 years	48	3.13	0.86	303.191	316	0.959		
	10 years and more	105	3.40	1.04					

*p<.05

According to the independent sample t-test results presented in Table 8, the teachers' views on workaholism expressions in the sub-dimensions of overworking ($F(3,316) = 0.76, p > 0.05$) and compulsive working ($F(3,316) = 0.89, p > 0.05$) do not significantly differ in the tenure variable. In other words, tenure does not make a difference in teachers' views on workaholism expressions in the sub-dimensions of overworking and compulsive working. Therefore, teachers have similar views.

Table 9 illustrates the analysis results for the differentiation status of the level of teachers' approval of the workaholism expressions in the Duwas Workaholism Scale as a whole according to the personal variables.

Table 9. Differentiation of teachers' views according to personal variables in Duwas Workaholism Scale as a whole

Variables	Categories	N	\bar{X}	SS	Sum of Squares	SD	Mean of Squares	t/F	p
Gender	Female	237	3.38	0.85				2.271	0.024*
	Male	83	3.13	0.96					
Educational Background	Graduate	248	3.29	0.91				1.014	0.312
	Postgraduate	72	3.41	0.77					
Age	31-40 years	141	3.25	0.87				0.917	0.401
	41-50 years	126	3.33	0.88	1.430	2	0.715		
	51 years and more	53	3.44	0.93	247.21	317	0.780		
Seniority	6-10 years	47	3.14	0.92				1.598	0.190
	11-15 years	59	3.18	0.76	3.716	3	1.239		
	16-20 years	74	3.41	0.90	244.93	316	0.775		
Tenure	21 years and more	140	3.38	0.90				0.926	0.428
	1-3 years	91	3.37	0.87					
	4-6 years	76	3.27	0.87	2.166	3	0.722		
	7-9 years	48	3.16	0.81	246.47	316	0.780		
	10 years and more	105	3.39	0.93					

*p<.05

Upon an analysis of Table 9 illustrating independent sample t-test results on the differentiation status of teachers' level of agreement on the workaholism expressions in the scale depending on gender and educational background variables, no significant difference in gender ($t(318) = 2.27, p < 0.05$) was found. However, the difference in the educational background ($t(318) = 1.01, p > 0.05$) was significant.

Accordingly, female teachers ($\bar{X}= 3.38$) were likelier to consider workaholism expressions convenient than males ($\bar{X}= 3.13$). In other words, female teachers' tendency to workaholism is relatively higher than that of males. There is also no significant difference found for teachers' views on workaholism expressions in such scales as age ($F(2,317) = 0.92, p>0.05$), professional seniority ($F(3,316) = 1.60, p>0.05$), tenure ($F(3,316) = 0.93, p>0.05$). In other words, age, professional seniority, and tenure at the school do not make any difference in teachers' views on workaholism expressions in the scale, as a whole.

4. Discussion, Conclusion and Recommendations

This research aimed to examine the workaholism tendencies of public primary school teachers based on various variables. According to the research results, it has been revealed that teachers have moderate workaholism tendencies in the overwork sub-dimension. In this sub-dimension, teachers mostly found the following expression convenient: "I see myself as someone who is in a hurry and racing against time." The findings are consistent with the literature stating that "Workaholics spend much more than their thoughts, time and energy on their relationships with their families, spending time with friends, hobbies and leisure activities when it comes to their jobs." (Robinson, 2000). Snir and Harpaz (2012) state that time and effort investments in work are positively related to workaholism. While workaholism may have undesirable effects on family and social relations, it may also negatively affect individuals in other matters, such as life satisfaction, burnout, and emotional-mental-physical health. In addition, it is known that there are negative reflections on organizational life on issues such as work stress, burnout and loss of motivation (Andreassen & Pallesen, 2016; Barutçu & Serinkan, 2008; Naktiyok & Karabey, 2005; Yöney, 2005).

It was seen that teachers had moderate workaholism tendencies in the compulsive working sub-dimension, where teachers mostly found the following expression convenient: "Even if I want to get away from work for a while, I often find myself thinking about that job." Machlowitz (1980) states that workaholics continue to think about work even when they are not working, and they prefer to see workaholism as an approach or attitude towards work rather than the amount of time spent at work. A study by Naktiyok and Karabey (2005) to determine the correlation between workaholism and burnout syndrome in faculty members concludes that workaholism increases individual burnout. The study's findings also state that workaholism is expressed as a state of interest in work when the individual feels obliged or directed to work due to internal pressures and as a work orientation when the individual continuously thinks about the work even in his leisure time and all combined increase physical, mental and emotional burnout. Researchers stated that the need for excessive and uncontrollable continuous work negatively affects the individual's health. Therefore, they recommend allocating time for activities other than working in their spare time, planning and controlling the work, and seeing work as an activity that gives pleasure rather than a behavior.

Results suggest that teachers' views on workaholism tendencies differ in the overwork sub-dimension and the whole scale, according to the gender variable. Female teachers' tendency to workaholism is relatively higher than male teachers. It is possible to find studies in the literature that support this result. Özdemir (2013) revealed that the participants' workaholism tendencies differed in gender variables in a study to determine the workaholism tendencies of the classroom teachers. The research shows that the workaholism tendencies of female classroom teachers are higher than that of male classroom teachers. Similarly, a study by Altinkurt and Yılmaz (2013) to determine the workaholism tendencies and job satisfaction of school administrators found that female school administrators were more workaholic than men. On the other hand, some research claims that workaholism does not differ in gender (Akın & Oğuz, 2010; Bardakçı, 2007; Burke, 2000; Konan & Türkoğlu, 2017; Yüksekbilgili & Akduman, 2016) and others claim that male teachers tend to be more

workaholic than female teachers (Ataş & Yirci, 2018; Harpaz & Snir, 2003;). However, Akyüz (2012) and Naktiyok ve Karabey's (2005) studies did not find significant gender differences in the workaholism tendencies of the participants.

In this study, it was concluded that workaholism did not differ in age. In other words, age does not make a difference in teachers' views on workaholism expressions in the sub-dimensions of overworking and compulsive working. The study findings are consistent with the analysis results by Bardakçı (2007), Eraslan (2019) and Dak (2022) in that the workaholism levels of the participants did not show a significant age difference. It is also possible to find other findings in literature stating that workaholism differs in age. They suggest that the classroom teachers in the 20-30 age group enjoy their work more at the workaholism level than other age groups. In other words, as the teachers' age increases, their workaholism level decreases in the dimension of enjoying work (Özdemir, 2013).

Another result is that workaholism does not differ in educational background. This finding is consistent with the literature (Akın & Oğuz, 2010; Ataş, 2021; Konan & Türkoğlu, 2017; Naktiyok & Karabey, 2005; Oğuz & Akın, 2008; Özkul, 2021; Uğurlu & Şahin, 2018; Yüksekbilgili & Akduman, 2016). Some other studies (Dak, 2022; Eraslan, 2019) also state that the workaholism tendency differs in educational background. In Eraslan's (2019) study, the workaholism tendencies of school administrators with a graduate degree were significantly higher than the mean scores of school administrators with a post-graduate degree in the sub-dimension of enjoying work and the scale as a whole. Similarly, Dak (2022) concluded that the workaholic tendencies of school administrators with a high school degree differ in their educational background for the overworking sub-dimension and that the workaholism tendencies of high school administrators with an undergraduate degree are higher than those of school administrators with graduate and post-graduate degree.

An analysis of the professional seniority variable concludes that workaholism does not differ in professional seniority. Similar results were found in the study of Altun-Dilek and Yılmaz (2016) examining teachers' workaholism tendencies and work-life balances and Akyüz's (2012) study pointing to no meaningful difference between seniority and the level of workaholism. Yeşilyurt (2017) found significant differences in the workaholism tendencies of teachers with different employee types in terms of the total length of service variable. The study found that teachers with relatively high workaholism tendencies had seniority of 21 years and above, and teachers with a relatively low workaholism tendency had a seniority of 11-20 years. Similarly, Konan and Türkoğlu (2017), in their study examining the relationship between school administrators' workaholism and narcissistic levels, found that school administrators who have been administrators for 31 years or more have higher workaholism levels than school administrators who have been administrators for 1-10 years. Similarly, Özkul (2021) concluded that school administrators with high professional seniority tend to workaholism in the dimension of overworking. On the other hand, Bardakçı and Baloğlu (2012) found that employees with 10-15 years of service have a significantly higher tendency to workaholism than those who work for 15 years or more.

Finally, this study determined that workaholism did not differ according to the tenure at the school, which is consistent with other studies in the literature (Altun-Dilek & Yılmaz, 2016). There are also studies with different results in the literature. Yeşilyurt (2017) examined the workaholism tendencies and job satisfaction of teachers with different employee types and concluded that the longer they work, the higher their workaholism tendencies.

An analysis of research results indicates that public primary school teachers had moderate workaholism tendencies in the sub-dimensions of overworking and compulsive working. An analysis of participants' workaholism tendencies based on demographic variables suggests that female teachers have

higher workaholism tendencies than males in the overwork sub-dimension and the whole scale. The workaholism tendencies do not differ significantly in the compulsive working subdimensions. Age, years of education, professional seniority, and tenure were found to make no difference in the subdimensions and as a whole.

Based on the research results, the following recommendations have been developed: Workaholism, it leads to thinking about work outside of work and devoting too much time to work. Based on this statement, it can be said that workaholism is basically the inability to manage time effectively because of work. For this reason, it would be beneficial for teachers to undergo in-service training that will improve their competence in time management. In addition, teachers should be supported to plan their social life outside of school by limiting their constant thinking about their work. It is highly likely that in-service training will also contribute to teachers' time management in social life. In this study, it was concluded that female teachers were more workaholic than male teachers. Retesting this result with other field studies will contribute to the literature. In addition, there is a need for other studies on the reasons for the differentiation of workaholism tendency according to gender. This research was carried out in public primary schools. In the literature, it is possible to say that there is a need for comparative studies in which both private education institutions and public schools are included. As a matter of fact, it is possible to say that teachers working in private education institutions work more overtime than teachers working in the public sector. Therefore, it should also be investigated whether working hours affect the tendency to workaholism.

5. References

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