



The Effects of Workaholism and Work-Family Conflict on Job Satisfaction, Life Satisfaction and Mental Well-Being of Physical Education Teachers¹

Fırat ARSLAN, Mustafa Ertan TABUK²

¹Hitit Üniversitesi, Lisansüstü Eğitim Enstitüsü, Çorum/Türkiye

<https://orcid.org/0000-0002-3522-7665>

²Hitit Üniversitesi, Spor Bilimleri Fakültesi, Çorum/Türkiye

<https://orcid.org/0000-0002-6192-5731>

ORJINAL MAKALE

Abstract

Workaholism has begun to gain prominence with the understanding of its impact on employees' family life and individual outcomes. Workaholism is defined as the desire or irresistible need/obligation to work continuously. Due to intensive working hours, individuals cannot fulfill their family obligations and cannot spend the necessary time for their families, which causes the balance between family and work to be disrupted and individuals to be negatively affected. The aim of this study was to investigate the effects of workaholism and work-family conflict (WFC) on job satisfaction, life satisfaction and mental well-being. For this purpose, six hypotheses were developed to reveal the effects of two independent variables on three dependent variables. The study's data collection tool was a questionnaire and the data collection was from 428 physical education teachers. As a result of the regression analysis, it was found that workaholism has an effect on job satisfaction ($R^2 = .019$), life satisfaction ($R^2 = .017$) and mental health ($R^2 = .037$) and hypotheses H_1 , H_2 and H_3 were accepted. Since the models established to determine the effects of WFC on job satisfaction ($R^2 = .017$) and life satisfaction ($R^2 = .022$) are statistically significant and valid, hypotheses H_4 and H_5 are accepted; since it is seen that WFC has no effect on mental health, hypothesis H_6 is rejected.

Keywords: Workaholism, Job Satisfaction, Life Satisfaction, Mental Well-Being, Work-Family Conflict

Beden Eğitimi Öğretmenlerinde İşkoliklik ve İş-Aile Çatışmasının İş Doyumu, Yaşam Doyumu ve Ruhsal İyi Oluş Üzerindeki Etkileri

Özet

Çalışanların aile yaşamı ve bireysel çıktılar üzerindeki etkilerinin anlaşılmasıyla birlikte işkoliklik önem kazanmaya başlamıştır. İşkoliklik sürekli olarak çalışma isteği veya karşı konulmaz ihtiyaç/zorunluluk olarak tanımlanmaktadır. Yoğun çalışma saatleri nedeniyle bireylerin aile yükümlülüklerini yerine getirememesi ve ailelerine gerekli zamanı ayıramaması, aile ve iş arasındaki dengenin bozulmasına ve bireylerin olumsuz etkilenmesine neden olmaktadır. Bu çalışmanın amacı, işkoliklik ve iş-aile çatışmasının (İAÇ) iş tatmini, yaşam tatmini ve mental iyi oluş üzerindeki etkilerini araştırmaktır. Bu amaçla, iki bağımsız değişkenin üç bağımlı değişken üzerindeki etkilerini ortaya koymak için altı hipotez geliştirilmiştir. Çalışmanın veri toplama aracı ankettir ve veriler 428 beden eğitimi öğretmeninden toplanmıştır. Regresyon analizi sonucunda işkolikliğin iş tatmini ($R^2 = .019$), yaşam tatmini ($R^2 = .017$) ve ruh sağlığı ($R^2 = .037$) üzerinde etkisi olduğu tespit edilmiş ve H_1 , H_2 ve H_3 hipotezleri kabul edilmiştir. WFC'nin iş tatmini ($R^2 = .017$) ve yaşam tatmini ($R^2 = .022$) üzerindeki etkilerini belirlemek üzere kurulan modeller istatistiksel olarak anlamlı ve geçerli olduğundan H_4 ve

¹ This study was presented as a master's thesis in Hitit University Institute of Postgraduate Education, Department of Physical Education and Sports.

H₅ hipotezleri kabul edilmiş; WFC'nin ruh sağlığı üzerinde bir etkisi olmadığı görüldüğünden H₆ hipotezi reddedilmiştir.

Anahtar kelimeler: İşkoliklik, İş Tatmini, Yaşam Tatmini, Mental İyi Oluş, İş-Aile Çatışması

Introduction

Working life offers employees various experiences such as coping with problems, teamwork, appreciation, and career development. Work and family life are important parts of individuals' lives. Maintaining a balance between these two areas is becoming increasingly difficult under current conditions. In today's working conditions, commitment to the organization and work and the desire to work appear more as behaviors desired by organizations. This situation, defined as workaholism, causes various cognitive and behavioral consequences on both the work and family life of individuals. Since workaholics have problems in meeting family expectations with the desire to work more, the existence of a relationship between workaholism and work-family conflict (WFC) results in the emergence of negative situations.

Physical education teachers are expressed as workaholic individuals due to activities such as excessive course load and teamwork outside of working hours within the framework of the content of the profession they perform. Within the framework of the study, it is important to identify the effects of both workaholism and WFC on the individual outcomes of physical education teachers who constitute the main mass.

Workaholism, which has become one of the issues that have aroused the interest of both practitioners and researchers in recent years, is defined as a desire to work continuously or an irresistible need/obligation (Oates, 1971). Workaholism should be understood as an addiction, i.e. excessive behaviour, argues Porter (2006). In his view, workaholism is an addiction, that is, an excessive and persistent behaviour with harmful consequences. Scott et al. (1997) defined workaholics as employees who spend almost all of their time engaged in work-related activities, are constantly thinking about work, and constantly work beyond financial and task-related demands (Ng et al., 2007). Although workaholism is considered positive for businesses, it may be useful to investigate its effects on the individual, the organization, and its immediate environment.

Work fulfills important human needs, but also takes something away from the individual. Similarly, the family demands individuals in terms of time, energy, work, and love in addition to what it provides. When people cannot adequately meet the demands of both work-family lives, the system becomes imbalanced and problems begin to emerge (Aycan et al., 2007). When we look at the definition of workaholic individuals, we can see that they tend to spend a lot of time when they are not working, at the expense of not being able to spare time for other non-work activities.

It is well recognized that personal energy and time are inadequate compared to the need for responsibilities in work and family life (Noor, 2004). In the face of these constraints,

individuals try to manage their non-work processes and their work life as stress-free as possible. Accordingly, WFC and FWC have been the subject of research by various academic experts in terms of their causes and consequences (Greenhaus & Allen, 2011). Given that work-family life are two important elements of an individual's life, maintaining a good balance between work-family life is extremely important for individuals to continue their lives in a happy and healthy way. Researchers have tried to understand the complex and diverse factors that have an impact on an individual's experience of work-family balance and have focused on the 'struggle to balance responsibilities,' which is thought to be particularly relevant for women and working families with children (Whitehead et al., 2008). Within this context, this study aims to determine the effects of WFC on the relationship between workaholism and job satisfaction, life satisfaction and mental well being.

According to the results of the meta-analysis, it is suggested that workaholics experience more distress when they are not working than when they are working (Ng et al. 2007). This is due to the fact that they find their work enjoyable and experience feelings of happiness and satisfaction from their work. Peiperl and Jones (2001) examined levels of workaholism and subsequent job satisfaction among a group of managers and professionals. They concluded that people who work hard do so, at least in part, because they perceive that the rewards justify the time and effort they put into their work. In his qualitative research, Machlowitz (1980) found that workaholics do experience satisfaction at work, but it is predominantly in the form of intrinsic satisfaction. It appears that workaholics experience a sense of involvement and satisfaction in their work. Workaholics value power, responsibility, meaning and recognition more than any financial reward, which Machlowitz (1980) referred to as 'psychic income'. The assumption that there is a mismatch between work and family needs and roles underlies the relationship between WFC and job satisfaction. Therefore, the WFC-job satisfaction relationship is a result of this mismatch.

Life satisfaction is generally based on an individual judgement, which is a common feature of definitions of life satisfaction. According to Veenhoven (1994), it is a holistic judgement of how well one lives. It is expressed as the degree to which standards and expectations are met, covering all areas of life such as work, family and the environment (Christopher, 1999). In terms of life satisfaction, it can be said that workaholics have a higher level of life satisfaction than non-workaholics. Additionally, higher work engagement was associated with feeling more coherence. Workaholics were more likely to experience curiosity and anger at work than non-workaholics, but no differences were found in levels of anxiety (Bartczak & Bulik, 2012). One of the most important factors influencing life satisfaction is family structure and family life. The presence of a spouse, children and family in an individual's life is an important source of motivation and satisfaction. Many studies examining the relationship between life satisfaction and marriage and family structure have found that married people are happier and have higher levels of life satisfaction than unmarried people (Myers, 2000). In this respect, work-family balance is considered to be very important. Recent research has shown that 40% of working parents have experienced WFC at least once in their lives. Research shows that WFC is negatively and significantly related to life satisfaction (Taşdelen & Bakalım, 2017).

Well-being is a complex concept that emphasizes hedonism, happiness, morality, and ethics, goals that humanity has pursued for thousands of years (Ryff & Keyes, 1995). In particular, workaholism may be associated with poor mental health, as the obsession with work causes workaholics to think about work constantly and often. Workaholic individuals may experience emotional and cognitive exhaustion over time due to a lack of time and opportunity to recover from excessive work effort through leisure activities (Midje et al., 2014). On the other hand, workaholism was found to be associated with low psychological well-being and self-acceptance (Chamberlin and Zhang, 2009). Shimazu et al. (2010) reported an association between workaholism and emotional exhaustion, which leads to poor health. In addition, workaholics had higher scores on emotional exhaustion and depersonalisation than non-workaholics (Shimazu & Schaufeli, 2009). Work-family conflict involves the perceived degree of competition in the use of an individual's limited time and energy between family responsibilities and expectations (Greenhaus & Parasuraman 1987). Considerable research has shown that WFC is a significant and pervasive source of stress with detrimental health consequences (Byron, 2005). Despite this knowledge, surprisingly little is known about the relationship between WFC and mental well-being outcomes.

Workaholism has been associated with negative long-term effects. These include the accumulation of fatigue as a result of long working hours and an increase in workload. Negative long-term effects, such as accumulation of fatigue due to long working hours and increased workload, can lead to stress, fatigue (Schaufeli et al., 2009) and a difficult working environment, which can affect the quality and creativity of work, interprofessional relationships with colleagues and subordinates, and ultimately undermine organisational goals (Luque, 2017). Hypotheses were developed regarding the effects of workaholism on job satisfaction (H₁), life satisfaction (H₂), and mental well-being (H₃), which may affect the occurrence of organizational and individual problems.

Researchers have sought to understand the complex and diverse factors that influence the work-family balance experienced by individuals and have focused on the 'struggle to balance responsibilities', which is thought to be particularly relevant for women and working families with children (Whitehead et al., 2008). Parasuraman and Simmers (2001) also state that WFC arises because of the simultaneous execution of both responsibilities. Therefore, in the presence of WFC, changes in the roles and responsibilities of the individual may reduce an individual's job satisfaction. Decreased job satisfaction may affect the general life of an individual and, accordingly, their mental health. In this context, hypotheses were developed that WFC has an effect on job satisfaction (H₄), life satisfaction (H₅), and mental health (H₆).

A review of the literature shows that although there are various studies that include the relationships between research variables, there is no study that includes the relationships between all variables in one trial. This study makes a contribution to the literature in this respect. In addition, the fact that the study was conducted with physical education teachers increased the significance of the study.

Methods

Research Design

The research was designed according to the model of a relational survey. The correlational survey model is defined as "a research model that aims to determine the degree of change or the presence of co-change between two or more variables" (Fraenkel & Wallen, 2006; Karasar, 2016). The data used in solving the research problem were obtained through the survey technique. The measurement tool prepared to collect data within the scope of the research was applied face-to-face to the participants, and the data of the participants who agreed to take part in the research were assessed. During the current research, the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" was followed.

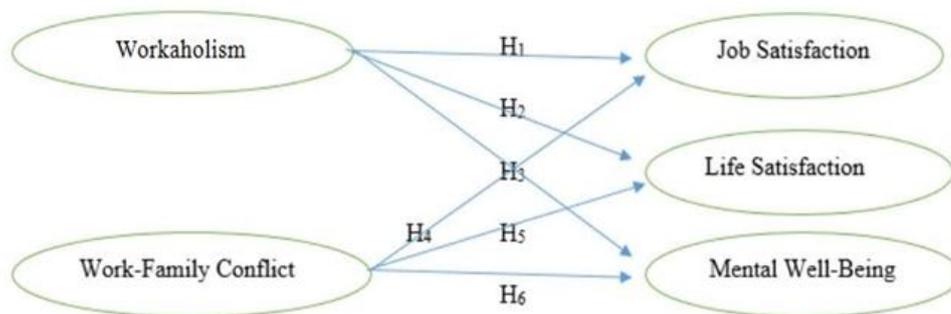


Figure 1 Model of research

The hypotheses developed in the research are as follows;

H1: "Workaholism has an effect on job satisfaction".

H2: "Workaholism has an effect on life satisfaction".

H3: "Workaholism has an effect on mental well-being".

H4: "Work-family conflict has an effect on job satisfaction".

H5: "Work-family conflict has an effect on life satisfaction".

H6: "Work-family conflict has an effect on mental well-being".

Study Design and Data Collection Tools

The study consists of 428 participants, 70.3% (n=301) male and 29.7% (n=127) female, working as physical education teachers in the 2022-2023 academic year. Data were collected from 428 physical education teachers with the questionnaire form. The questionnaire includes a personal information form containing the demographic characteristics of the participants and 38 statements belonging to a total of 5 variables in the scales determined in line with the purpose of the research. These scales consist of;

Workaholism scale: The "Workaholism Scale" consisting of 17 statements developed by Del Líbano et al. was used to measure the participants' level of workaholism. The scale's reliability was $\alpha=0.82$ for the Spanish sample (n=550) and $\alpha=0.85$ for the German sample (n=2164). The scale is a 5-point Likert scale (1=not at all appropriate, 2=not appropriate,

3=somewhat appropriate, 4=appropriate and 5=fully appropriate). The scale has been used in several studies and reliability values between $\alpha=0.87$ - $\alpha=0.82$ have been obtained.

Work-family conflict scale: The validity and reliability of the widely used 5-point scale has been demonstrated by numerous studies (Namasivayam & Mount, 2004; Voydanoff, 2005; Byron, 2005; Efeoğlu, 2006; Karatepe, 2009).

Job satisfaction scale: The 5-item scale developed by Judge et al. (1998) was used, faithfully adapted to Turkish by Keser and Bilir (2019).

Life satisfaction scale: In order to determine life satisfaction in the studies, a 5-item scale developed by Diener et al. (1985) and adapted to the Turkish language by Dağlı and Baysal (2016) in accordance with the original scale was used.

Mental well-being scale: The "Mental Well-Being Scale" consisting of 6 items developed by Demirtaş and Baytemir (2019) was used.

Results

Table 1

Demographic data of the study group

	n	%
Gender		
Female	127	29,7
Male	301	70,3
Age	n	%
21-30 ages	52	12,1
31-40 ages	166	38,8
41-50 ages	174	40,7
51-60 ages	36	8,4
Marital Status	n	%
Married	324	75,7
Single	104	24,3
Undergraduate graduation field	n	%
Physical education and sports teaching	347	81,1
Sport management	50	11,7
Except from sport science	31	7,2
Work experience	n	%
<10 years	133	31,1
10-19 years	173	40,4
20-29 years	105	24,5
>30 years	17	4,0
Coaching certificate	n	%
Yes, I have	241	56,3
No, I don't have	187	43,7
Organising a sports team in school	n	%
Yes, I do.	331	77,3
No, I don't.	97	22,7
Type of school	n	%
Work at public school	392	91,6
Work at special school	36	8,4
Total	428	100

Analysing Table 1, it can be seen that in terms of gender, the majority of participants are male (70.3%). In terms of age, it can be stated that 52 participants are between 21-30 years old, 166 participants are between 31-40 years old, 174 participants are between 41-50 years old and 36 participants are 51 years old and above. Regarding marital status, 75.7% are married and 24.3% are single. In terms of graduation, 347 participants graduated from physical education and sports teaching. Regarding working experience, it can be seen that 40.4% have worked between 10 and 19 years. 241 of the participants have at least a second degree coach certificate and 331 of the participants coach at least one school team. Finally, it can be said that 91.2% of the participants work in public schools.

Reliability values of research statements

The reliability of the research scales was assessed prior to testing the research hypotheses. Reliability is used to measure the consistency of measuring. Measurements should yield similar results in different locations. This means that independent tests should give similar stable results. Reliability is a concept that reveals the consistency of all statements in a measurement tool with each other, their uniformity and adequacy in measuring the phenomenon under consideration. The 'alpha coefficient' is an application of the internal consistency method. The alpha coefficient, which takes a number between zero and one, is the most widely used method of testing the reliability of a scale. The alpha coefficient should be 0.70 and above to be able to talk about the reliability of the scale used in research. Alpha values calculated for the statements in the questionnaire form are as shown in Table 2.

Table 2
Scale reliability coefficients

	Items n	α
Workaholism	17	,899
Work-Family Conflict	5	,927
Job Satisfaction	5	,833
Life Satisfaction	5	,854
Mental well-being	6	,819

The table shows the scales used in the study, their sub-dimensions, number of items and Cronbach's alpha coefficients. The alpha coefficients are greater than .70 for all scales and subscales, as can be seen in Table 2. The internal consistency of the scales is high when analysing the scores. Cronbach alpha coefficients ranged from 0.819 to 0.927. This result shows that the scales are reliable and the trait to be measured is most likely to be measured accurately.

Table 3
Analysis of the correlation between variables

Variables	1	2	3	4	5
1. Workaholism	1	,427**	,138**	,132**	,192**
2. Work-Family Conflict		1	-,130**	-,150**	-,044
3. Job Satisfaction			1	,391**	,388**
4. Life Satisfaction				1	,459**
5. Mental well-being					1

As a result of correlation analysis; There are positive and significant relationships between workaholism and WFC at the level of ,427, workaholism and job satisfaction at the level of ,138, workaholism and life satisfaction at the level of ,132, workaholism and mental well-being at the level of ,192. There are negative and significant relationships between WFC and job satisfaction at the level of ,130 and WFC and life satisfaction at the level of ,150, job satisfaction and life satisfaction at the level of ,391, job satisfaction and mental well-being at the level of ,388, life satisfaction and mental well-being at the level of ,459. It couldn't find any significant relationship was found between WFC and mental well-being.

Table 4

Workaholism's relationships with dependent variables

H ₁ : Workaholism affects on job satisfaction.							
	Beta	T	Sig.	R	R²	F	p
	3,885	25,718	,000				
Workaholism	,127	2,882	,004	,138	,019	8,307	,004
H ₂ : Workaholism affects on life satisfaction.							
	Beta	T	Sig.	R	R²	F	p
	1,556	8,188	,000				
Workaholism	,138	4,828	,000	,132	,017	7,534	,006
H ₃ : Workaholism affects on mental well-being.							
	Beta	T	Sig.	R	R²	F	p
	3,501	24,089	,000				
Workaholism	,171	4,032	,000	,192	,037	16,257	,000

Considering the results of the model established to determine the effects of workaholism on life satisfaction, the F value was calculated as 7,534 and p= ,004. Finally, when the results of the model established to determine the effects of workaholism on mental well-being were examined, the F value was calculated as 16,257 and p= ,000. These results show that the established models are statistically significant and valid models.

Then, the regression coefficients R, which show the relationships between workaholism and job satisfaction (R= ,138 and R² = ,019), life satisfaction (R= ,132 and R² = ,017) and mental well-being (R= ,192 and R² = ,037), and R² values that explain the change of independent variables on dependent variables were examined. Since all these findings show that workaholism has an effect on the dependent variables, albeit at a low level, hypotheses H₁, H₂ and H₃ are accepted.

Table 4 shows the results of the regression analysis conducted to determine the effects of WFC on job satisfaction, life satisfaction and mental well-being and the results of the evaluations of the hypotheses. Firstly, it was checked whether the three models established in the regression analysis were statistically valid and significant. Considering the results of the model established to determine the effects of WFC on job satisfaction, the F value was

calculated as 7,338 and $p = ,007$. When we look at the results of the model established to determine the effects of WFC on life satisfaction, the F value was calculated as 9,746 and $p = ,002$. Finally, when the results of the model established to determine the effects of WFC on mental well-being were examined, the F value was calculated as ,834 and $p = ,362$. These results show that the results of the first and second models are statistically significant and valid, while the third model is insignificant.

Table 5

The relationships between work-family conflict and dependent variables

H ₄ : WFC affects on job satisfaction.							
	Beta	T	Sig.	R	R ²	F	p
	4,527	52,187	,000				
WFC	-,078	-2,709	,007				
				,130	,017	7,338	,007
H ₅ : WFC affects on life satisfaction.							
	Beta	T	Sig.	R	R ²	F	p
	3,598	31,992	,000				
WFC	-,116	-3,122	,002				
				,150	,022	9,746	,002
H ₆ : WFC affects on mental well-being.							
	Beta	T	Sig.	R	R ²	F	p
	4,144	48,841	,000				
WFC	-,026	-,913	,362				
				,637	,406	,834	,362

The regression coefficients R, which show the relationships between WFC and job satisfaction ($R = ,130$ and $R^2 = ,017$) and life satisfaction ($R = ,150$ and $R^2 = ,022$), and R^2 values, which explain the change of independent variables on dependent variables, were examined. Since all these findings show that WFC has an effect on the dependent variables, albeit at a low level, hypotheses H₄ and H₅ are accepted; and since it is seen that WFC has no effect on mental well-being, hypothesis H₆ is rejected.

Discussion

This study focused on understanding the experiences of physical education teachers in their working lives. Workaholism, an important work-life concept, was examined in this context. This study was concerned with how conflict between work and family, a key factor in workaholism and PE teachers' social lives, affects working life. In this sense, the effects of the excessive desire to work and the conflict that they experience on the level of job satisfaction, life satisfaction and mental well-being of physical education teachers were studied.

Instead of examining the negative consequences of workaholism and WFC, studies on sports organizations, athletes, coaches and physical education teachers have generally tried to reveal ways to increase individuals' work behaviors. Considering that work and family life are two important aspects of an individual's life, it is important to reveal how workaholism and WFC affect physical education teachers.

All the findings obtained according to the research results show that workaholism has an effect on job satisfaction, albeit at a low level ($F=8,307$, $p= .004$). Findings on significant positive relationships between workaholism and job satisfaction confirm the relationship between the variables (Arsezen & Kılıçarslan, 2017; Macit & Ardiç, 2018; Yalçınsoy & Aksoy, 2019). Similarly, in the studies conducted to determine the types of workaholics, It has been found that some of the typologies have a very high level of enjoyment and satisfaction with the work they do (Erkan & Cezlan, 2022; Naughton, 1987; Scott et al., 1997). It can be concluded that workaholics are generally happy, productive and creative individuals and therefore perceive high job satisfaction (Gerdan, 2018).

The results of the research show that workaholism has an effect on life satisfaction, albeit at a low level ($F=7,534$, $p= .004$). A review of studies in the literature shows that workaholic behaviour leads to an increase in life satisfaction. It has been observed that individuals having workaholic behaviors, having long working hours and constantly thinking about work contribute significantly to positive decisions about their lives while raising themselves positively in the field of work (Özsürünç & Koçak, 2021). According to the research findings that workaholism has a positive effect on life satisfaction (Bulgurcu Gürel & Altunoğlu, 2016), psychological well-being, positive effect on psychological health (Souto-Pinheiro & Sandra-Carlotto, 2016), high work engagement and enjoyment of work (Wojdylo, 2015) and is related to work engagement depending on passion for life (Birkeland & Buch, 2015).

It is seen that participants' workaholism has an effect on mental well-being, albeit at a low level ($F =16,257$, $p= ,000$; Table 4). The literature reports a strong relationship between workaholism and mental well-being. Workaholism, which has negative effects on family life, can lead to mental well-being and health problems (Karakaya et al., 2015). According to another study, there was a stronger relationship between mental well-being and workaholism levels (Rogowska et al., 2021). The research that examined the effect of workaholism on the psychological health of employees found that workaholism was associated with impaired psychology. It was observed that the absenteeism of employees increased due to their deteriorated psychology, and it was stated that it should be associated with workaholism when looking at the level of comfort (Matsudaira et al., 2013).

Some studies have also emphasized the negative effects of workaholism, stating that workaholism causes obsessive moods and perfectionism and has been called addiction. It has been reported that workaholism syndrome occurs as a result of the increase and uncontrollability of workaholism in individuals and this situation causes WFC. It has been reported that people with high work anxiety have problems of distancing from family relationships, not enjoying leisure time activities and having difficulty in communicating (Piotrowski & Vodanovich, 2008). It was similarly concluded that workaholism has negative consequences on individuals' mental well-being and causes restlessness in individuals, and was found to be associated with depression. Among the measures to improve the life satisfaction of workers, it was stated that effective use of time and stress management would be appropriate (Yang et al., 2020). These results match those observed in earlier studies.

As seen in the research results, it can be stated that workaholism causes some health problems and negative effects on social life, especially in East Asian countries where typologies defined as workaholism and working life are perceived as high performance-oriented.

The findings revealed that WFC has an effect on job satisfaction, albeit at a low level ($F = 9,746$, $p = ,002$; Table 5.). Looking at similar studies in the literature, Zhao and Namasivayam (2012) reported that the negative impact of the roles of working individuals in the family on their roles in the workplace decreases the level of job satisfaction. In addition, it is argued that the level of job satisfaction decreases when other family members, managers and other employees in the workplace interfere with the person. In the study by Valcour et al. (2007), it was concluded that the increasing number of hours spent at work disrupts the balance between work and family, leading to a decrease in job satisfaction and an increase in WFC. Work-family balance plays a major role in job satisfaction (Ferguson et al., 2012). Arslan (2012) found that only the WFC dimension influenced job satisfaction. Yapraklı and Yılmaz (2007) were stated that WFC has an effect on job satisfaction. It can be stated that the role conflict in family and work responsibilities affects each other in both directions and the possible conflict state reduces job satisfaction. The reason for the low level of this relationship may be the responsibility of participating in sportive activities, which is considered to be necessary for physical education teachers to fulfill in their work life. The time period in which sportive activities are realized is generally known as non-work time. It is thought that this situation normalizes the teachers' understanding of time use in their working life.

Finally, when the effect of participants' WFC levels on mental well-being was examined, the analysis showed that WFC had no effect on mental well-being and this hypothesis was rejected ($F = ,834$, $p = ,362$, Table 5). A research on working parents in Australia found that a significant proportion of parents experienced changes related to workaholism. It was reported that parents exposed to chronic workaholism reported the worst mental state. When parents' workaholism disappeared, the mental health of both mothers and fathers improved significantly. Workaholism along with poor job quality, a skilled occupation, and having more children affected fathers' mental health, whereas for mothers, only the work factor was reported to be a contributing factor (Cooklin et al., 2016).

A study found that workers who have high levels of work stress due to workaholism are more likely to have psychiatric disorders. It is not only their own characteristics that cause these mental health problems, but also their work environment, their family life and the society they live in. The roles of individuals in their work and family lives affect each other. Workaholism in work life negatively affects the roles of the individual in family life. This leads to WFC. Work-family conflict directly affects people's mental well-being (You & Li, 2019).

It has been emphasized that WFC is an important source of stress (Davis et al., 2017) and is among the causes of psychological problems (Zhoua et al., 2018) and that long-term WFC has negative consequences. Emotional reactivity and sleep problems associated with workaholism negatively affect physical and mental health and cause emotional reactivity in employees. It was concluded that these psychological processes are supported by WFC and have negative effects on health (Lawson et al., 2021). The family demands of workaholic individuals that spill over to the workplace arise from the inability of individuals to fulfill their family responsibilities effectively. This situation causes WFC and it is stated that WFC causes psychiatric disorders. It has been stated that the situation experienced in WFC causes mental health problems in individuals (Frone, 2000). Work-family conflict has anxiety and dysphoric symptoms (You, & Li, 2020), and mothers who experience WFC have psychological disorders (Nilsen et al., 2016; Qi et al., 2022). Despite the many studies on the negative effects of WFCs

on physical and mental health, these research findings do not support a relationship between WFCs and mental health. It is thought that this may be due to the satisfaction that physical education teachers experience in the process of sportive activities.

Conclusion

The study confirms what many previous studies have shown. The results of this study on the effects of workaholism and WFC on job satisfaction, life satisfaction, and mental well-being of physical education teachers can be summarized as follows: gender, age, marital status, graduation areas, duration of professional experience, whether they have a coaching certificate, whether they coach a school team, and the type of institution they work in.

Physical education teachers are satisfied with their lives, love their work and feel close to the people around them. However, it is also noted that they are always busy and have to change their family plans because of their professional responsibilities.

Based on the results of the research, organizational problems experienced by physical education teachers in their working life were tried to be defined. By reducing the organizational and work-related consequences, sports education can be improved and the sports environment can be improved. It is thought that improving the qualifications of physical education teachers and the personal changes that will occur in this way can create positive results especially job satisfaction and life satisfaction.

It is thought that the improvements that may occur in the personal and organizational factors of physical education teachers, who are an effective factor in the development of sports in all aspects, will also affect sports management in a holistic way. It can be stated that every change that will occur in educational institutions, which are considered as the basis of sports, will have a widespread effect on the development of sports on a mass and society basis.

Research into individual and organisational causes such as workaholism, WFC and work environments will continue to be central to understanding and managing sport, athletes and coaches in an era of increasing concern about mental and emotional health, well-being and life satisfaction. The current study builds on this understanding and provides fertile ground for further research in the future.

Limitations

Firstly, the research data were collected using a cross-sectional design. For this reason, it eliminates the possibility of collecting only the perceptions of the participants, who are only physical education teachers, in a moment and consequently predicting the behavior over time. The fact that the study population consists only of physical education teachers creates an obstacle to the generalizability of the results to other areas of sport management. Another constraint of the study is that the participants correctly understood the statements in the questionnaire form. In this study, in order to limit the number of statements in the questionnaire form, it was conducted with five variables. In addition to workaholism and WFC, adding the variables of work dedication, workload, autonomy and desire to succeed to the model and revealing their effects on the dependent variables may allow for a better interpretation of the research results.

Ethics Committee Permission Information

Ethical evaluation board: Hitit University Non-Interventional Research Ethics Committee

Date of the ethical assessment document: 09/12/2022

Number of the ethical assessment certificate: 2022/26

Declaration of Contribution Rates of Researchers

The introduction, methodology, findings, discussion and conclusion sections of the study were carried out by the first author. The second author provided consultancy in the design and all processes of the research.

Conflict Statement

The authors have no conflict declaration regarding the research.

References

- Arsezen, P. & Kılıçarslan, U. (2017). Relationship between workaholic behavior and job satisfaction of tourism industry employees: Intermediary role of emotional commitment to the organization. *Journal of Social and Humanities Sciences Research*, 4(12), 867-882. <https://doi.org/10.26450/jshsr.163>
- Arslan, M. (2012). The effect of work-family and family-work conflicts on job satisfaction of female employees. *Individual and Society*, 2(3), 99-113.
- Aycan, Z., Eskin, M. & Yavuz, S. (2007). *Life balance: The art of balancing work, family and private life*. System Publishing
- Bartczak, M., & Ogińska-Bulik, N. (2012). Workaholism and mental health among polish academic workers. *International Journal of Occupational Safety and Ergonomics*, 18(1), 3-13. <https://doi.org/10.1080/10803548.2012.11076910>
- Birkeland, I.K., & Buch, R. (2015). The dualistic model of passion for work: Discriminate and predictive validity with work engagement and workaholism. *Motivation and Emotion* 39, 392–408. <https://doi.org/10.1007/s11031-014-9462-x>
- Bulgurcu Gürel, E.B. & Altınoğlu, A.E. (2016). Investigation of the relationship between workaholism, work stress and life satisfaction: A research in Muğla province. *Journal of International Social Research*, 9(42), 1431-1438. <https://doi.org/10.17719/jisr.20164216251>
- Byron, K. (2005). A meta-analytic review of work–family conflict and its antecedents. *Journal of Vocational Behavior*, 67(2), 169-198. <https://doi.org/10.1016/j.jvb.2004.08.009>
- Chamberlin, C. M., & Zhang, N. (2009). Workaholism, health, and self-acceptance. *Journal of Counseling & Development*, 87(2), 159-169. <https://doi.org/10.1002/j.1556-6678.2009.tb00563.x>
- Christopher, J. C. (1999). Situating psychological well-being: Exploring the cultural roots of its theory and research. *Journal of Counseling and Development*, 77(2), 141-153. <https://doi.org/10.1002/j.1556-6676.1999.tb02434.x>.
- Cooklin, A.R., Dinh, H., Strazdins, L., Westrupp, E., Leach, L.S. & Nicholson, J.M. (2016). Chance and stability in work family conflict and mothers' and fathers' mental health: Longitudinal evidence from an Australian cohort. *Social Science & Medicine*, 155, 24-34. <https://doi.org/10.1016/j.socscimed.2016.02.036>
- Davis, K. D., Gere, J., & Sliwinski, M. J. (2017). Investigating the work–family conflict and health link: Repetitive thought as a mechanism. *Stress and Health*, 33(4), 330-338. <https://doi.org/10.1002/smi.2711>

- Dağlı, A. & Baysal, N. (2016). Adaptation of life satisfaction scale into Turkish: Validity and reliability study. *Electronic Journal of Social Sciences*, 15(59), 1250-1262. <https://doi.org/10.17755/esosder.263229>
- Demirtaş, Z. & Alanoğlu, M. (2015). The relationship between teachers' participation in decision making and job satisfaction. *Journal of Ahi Evran University Kırşehir Faculty of Education*, 16(2), 83-100.
- Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49, 71-75. https://doi.org/10.1207/s15327752jpa4901_13
- Erkan, B. & Cezlan, E. Ç. (2022). The Examination of the Relationship between Workaholic and Individual Happiness for Healthcare Professionals: Implementation in A Public Research and Implementation University Hospital. *Süleyman Demirel University Visionary Journal*, 13 (35), 920-935. <https://doi.org/10.21076/vizyoner.1070283>
- Ferguson, M., Carlson, D., Zivnuska, S., & Whitten, D. (2012). Support at work and home: The path to satisfaction through balance. *Journal of Vocational Behavior*, 80, 299-307. <https://doi.org/10.1016/j.jvb.2012.01.001>
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education (6th ed.)*. McGraw-Hill Publishing.
- Frone, M.R. (2000). Work-family conflict and employee psychiatric disorders: The national comorbidity survey. *Journal of Applied Psychology Copyright 2000 By The American Psychological Association*, 85(6), 888-895. <https://doi.org/10.1037/0021-9010.85.6.888>
- Gerdan, E. (2018). *The effect of managers' workaholic behaviours on their life satisfaction: An example of accommodation businesses* (Published Master's Thesis), Balıkesir University Institute of Social Sciences, Balıkesir.
- Giray, M. D. & Ergin, C. (2006). The Effects of Stressful Life Events and Self-Monitoring Behavior on Work-Family Conflict in Dual-Career Families. *Turkish Journal of Psychology*, 21(57), 83-101.
- Greenhaus, J. H., & Parasuraman, S. (1987). A work-nonwork interactive perspective of stress and its consequences. *Journal of Organizational Behavior Management*, 8(2), 37-60. https://doi.org/10.1300/J075v08n02_04.
- Greenhaus, J. H., & Allen, T. D. (2011). Work-family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 165-183). American Psychological Association.
- Greenhaus, J. H., & Parasuraman, S. (2014). A work-nonwork interactive perspective of stress and its consequences. In *Job Stress* (pp. 37-60). Routledge.
- Judge, T. A., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology*, 83(1), 17-34. <https://doi.org/10.1037/0021-9010.83.1.17>
- Karakaya, A., Büyükyılmaz, O., & Alper Ay, F. (2015). The effect of workplace loneliness on workaholism. A research in Kardemir AŞ. *Journal of Management and Economics Research*, 13(3), 79-100. <https://doi.org/10.11611/JMER603>
- Karasar, N. (2016). *Scientific research method*. Ankara: Nobel Academic Publishing.
- Karatepe, O. (2009). An Investigation of the Joint Effects of Organisational Tenure and Supervisor Support on Work-Family Conflict and Turnover Intentions. *Journal of Hospitality and Tourism Management*, 16(1), 73-81. <https://doi.org/10.1375/jhtm.16.1.73>
- Keser, A. & Öngen-Bilir, K. B. (2019). Turkish reliability and validity study of job satisfaction scale. *Kırklareli University Journal of Social Sciences*, 3(3), 229-239.
- Lawson, K.M., Lee, S. & Maric, D. (2021). Not just work-to-family conflict, but how you react to it matters for physical and mental health. *Work & Stress*, 35(4), 327-343. <https://doi.org/10.1080/02678373.2021.1888821>
- Luque, A. M. A. (2017). Workaholism: La Adicci' on Al Trabajo. *La Ciencia En La Calle*, 1-12.

- Machlowitz, M. (1980). *Workaholics; Living with them, working with them*. Addison-Wesley Publishing Company. Reading, MA.
- Macit, M. & Ardiç, K. (2018). A study on the relationship between workaholism, work-family conflict and burnout. *Atatürk University Journal of Economics and Administrative Sciences*, 32(3), 825-844.
- Matsudaira, K., Shimazu, A., Fujii, T., Kubota, K., Sawada, T., Kikuchi, N. & Takahashi M. (2013). Workaholism as a risk factor for depressive mood, disabling back pain, and sickness absence. *Plos One*, 8(9). <https://doi.org/10.1371/journal.pone.0075140>
- Midje, H. H., Nafstad, I. T., Syse, J., & Torp, S. (2014). Workaholism and mental health problems among municipal middle managers in Norway. *Journal of Occupational and Environmental Medicine*, 56(10), 1042-1051. <https://doi.org/10.1097/JOM.0000000000000223>
- Myers, D. G. (2000). The funds, friends and faith of happy people. *American Psychologist*, 55, 56-57.
- Namasivayam, K., & Mount, D. J. (2004). The relationship of work-family conflicts and family-work conflict to job satisfaction. *Journal of Hospitality & Tourism Research*, 28(2), 242-250. <https://doi.org/10.1177/1096348004264084>
- Naughton, T. J. (1987). A conceptual view of workaholism and implications for career counseling and research. *The Career Development Quarterly*, 35(3), 180-187. <https://doi.org/10.1002/j.2161-0045.1987.tb00912.x>
- Netemeyer, R. G., Boles, J. S., & Mc Murrian, R. (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology*, 81(4), 400-410. <https://doi.org/10.1037/0021-9010.81.4.400>
- Ng, T. W. H., Sorensen K. L. & Feldman D.C. (2007). Dimensions, antecedents, and consequences of workaholism: a conceptual integration and extension. *Journal of Organizational Behavior*, 28, 111-136. <https://doi.org/10.1002/job.424>
- Nilsen, W., Skipstein, A. & Demerouti, E. (2016). Adverse trajectories of mental health problems predict subsequent burnout and work-family conflict-a longitudinal study of employed women with children followed over 18 years. *BMC Psychiatry*, 16, 384-394. <https://doi.org/10.1186/s12888-016-1110-4>
- Noor, N. M. (2004). Work-family conflict, work-and family-role salience, and women's well-being. *The Journal of Social Psychology*, 144(4), 389-406. <https://doi.org/10.3200/SOCP.144.4.389-406>
- Oates, W. (1971), *Confessions of a workaholic: The facts about work addiction*. New York: World.
- Özsürününç, R. & Koçak, Ö. E. (2021). The mediating effect of thriving at work between workaholic behaviors, perceived contribution and life satisfaction. *International Journal of Law and Social Science Research*, 3(1), 83-93. <https://doi.org/10.51524/uhusbad.940291>
- Parasuraman, S. & Simmers, C. (2001). *Type of employment, work- family conflict and well-being: A comparative study*. *Journal of Organizational Behavior*, 22(5), 551-568. <https://doi.org/10.1002/job.102>
- Peiperl, M., & Jones, B. (2001). Workaholics and overworkers. *Group & Organization Management*, 26(3), 369. <https://doi.org/10.1177/1059601101263007>
- Piotrowski, C. & Vodanovich, S. J. (2008). The workaholizm syndrome: An emerging issue in the psychological literature. *Journal of Instructional Psychology*, 35(1), 103-105.
- Porter, G. (2006). Profiles of workaholism among high-tech managers. *Career Development International*, 11(5), 440-462. <https://doi.org/10.1108/13620430610683061>
- Qi, Q., Yan, X., Gao, M., Wu, X., Zhang, S., Rosa, R.D.D., Zhang, Y. & Xu, Y. (2022). A study on the relationship between mental resilience, work-family conflict, and anxiety of nurses in Shandong, China. *BioMed Research International*, 1-8. <https://doi.org/10.1155/2022/4308618>
- Rogowska, A. M., Zmaczyńska-Witek, B., & Olejniczak, P. (2022). Depression and workaholism in undergraduates: Examining gender as a moderator. *Journal of American College Health*, 70(8), 2445-2453. <https://doi.org/10.1080/07448481.2020.1865976>

- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Schaufeli, W. B., Shimazu, A., & Taris, T. W. (2009). Being driven to work excessively hard: The evaluation of a two-factor measure of workaholism in The Netherlands and Japan. *Cross-Cultural Research*, 43(4), 320–348. <https://doi.org/10.1177/1069397109337239>
- Scott, K. S., Moore, K. S., & Miceli, M. P. (1997). An exploration of the meaning and consequences of workaholism. *Human Relations*, 50, 287–314. <https://doi.org/10.1023/A:1016986307298>
- Shimazu, A., Schaufeli, W.B. & Taris, T.W. (2010). How does workaholism affect worker health and performance? The mediating role of coping. *International Journal of Behavioral Medicine*. 17, 154–160. <https://doi.org/10.1007/s12529-010-9077-x>
- Shimazu, A., & Schaufeli, W. B. (2009). Is workaholism good or bad for employee well-being? The distinctiveness of workaholism and work engagement among Japanese employees. *Industrial Health*, 47(5), 495-502. <https://doi.org/10.2486/indhealth.47.495>
- Souto Pinheiro, L. R., & Sandra Carlotto, M. (2016). Relações entre a satisfação com a vida e adição ao trabalho. *Quaderns de Psicologia*, 18(2), 97–105. <https://doi.org/10.5565/rev/qpsicologia.1340>
- Taşdelen-Karçkay, A., & Bakalim, O. (2017). The mediating effect of work–life balance on the relationship between work–family conflict and life satisfaction. *Australian Journal of Career Development*, 26(1), 3-13. <https://doi.org/10.1177/1038416216682954>
- Valcour, M. (2007). Work-based resources moderators of the relationship between work hours and satisfaction with work family balance. *Journal of Applied Psychology*, 92, 1512-1523. <https://doi.org/10.1037/0021-9010.92.6.1512>
- Veenhoven, R. (1994). Is happiness a trait?. *Social Indicators Research*, 32, 101-160. <https://doi.org/10.1007/BF01078732>
- Voydanoff, P. (2005). Toward a conceptualization of perceived work-family fit and balance: A demands and resources approach. *Journal of Marriage and Family*, 67(4), 822-836. <https://doi.org/10.1111/j.1741-3737.2005.00178.x>
- Whitehead, D. L., Korabik, K. & Lero, D. S. (2008). Work-family integration: Introduction and overview. K. Korabik, D.S. Lero & D. L. Whitehead (Ed.). In *Handbook of work-family integration*. (pp. 3-11). Elsevier. <https://doi.org/10.1016/B978-012372574-5.50004-1>
- Wojdylo, K. (2015). “Warkaholizm” Does not always mean workaholizm...? About the controversial nomenclature in the research on work addiction. *Polish Psychological Bulletin*, 45(1), 133-136. <https://doi.org/10.1515/ppb-2015-0017>
- Yalcinsoy, A. & Aksoy, C. (2019). The relationship between organisational commitment, job satisfaction and workaholism. *Eurasian Journal of Social and Economic Research*, 6(1), 365-375.
- Yang, X., Qiu, D., Lau, M.C.M. & Lau, J.T.F. (2020). The mediation role of work-life balance stress and chronic fatigue in the relationship between workaholizm and depression among Chinese male workers in Hong Kong. *Journal of Behavioral Addictions*, 9(2), 483-490. <https://doi.org/10.1556/2006.2020.00026>
- Yapraklı, Ş. & Yılmaz, M. K. (2007). The effect of employees' perception of job stress on job satisfaction: A field study on pharmaceutical representatives in Erzurum. *Atatürk University Journal of Economics and Administrative Sciences*, 21(1), 155-183.
- You, M. & Li, J. (2020). Work-family conflict and mental health among Chinese underground coal miners: The moderating role of psychological capital. *Psychology, Health & Medicine*, 25(1), 1-9. <https://doi.org/10.1080/13548506.2019.1595686>
- Zhao, X., & Namasivayam, K. (2012). The relationship of chronic regulatory focus to work family conflict and job satisfaction. *International Journal of Hospitality Management*, 31, 458-467. <https://doi.org/10.1016/j.ijhm.2011.07.004>
- Zhoua, B., Marchand, A. & Guay, S. (2018). Gender differences on mental health, work-family conflicts and alcohol use in response to abusive supervision. *Journal of Work and Organizational Psychology*, 34(3), 157-167. <https://doi.org/10.5093/jwop2018a18>

