

## **School Leadership Inducing Workaholism in Teachers: A Case of Secondary Schools**

Iram Parveen<sup>1</sup>  
Riffat-un-Nisa<sup>2</sup>  
Uzair-ul-Hassan<sup>3</sup>

### **Abstract**

The study investigates relationship between leadership styles of school heads as perceived by teachers (n=272) with teachers' Workaholism. It is assumed that workaholism, is a negative work behaviour that should be avoided through organizational factors, might be responsible for triggering workaholic behaviours in teachers. Leadership styles of school heads had been explored using The Multifactor Leadership Questionnaire, The MLQ (FORM5X) in terms of transformational, transactional and avoidant leadership whereas teachers' workaholic behaviours had been explored by administering DUWAS, Work Addiction Scale (shorter version) respectively. The universe of the study were school teachers from districts in Punjab (including both rural and urban areas) comprising sample of 272 (n=272) using convenience sampling technique. Results of statistical correlations using Pearson product-moment correlation coefficient (PPMCC) showed that leadership is related to workaholism (r=.169). Particularly, transformational leadership and transactional leadership i.e. contingent reward management, management by exception-Active, management by exception-Passive positively relates to workaholism. Where as avoidant leadership is negatively related to teachers' workaholism. The study confirms that leadership styles are correlated to teachers' workaholism indicating that excessive rewards, punitive culture, passive, avoidant leadership, and even transformational leadership, being the most effective form of leadership trigger workaholic behaviours in teachers. Workaholism, being negative work behaviour and having lasting negative impact on employees general well being, must be avoided.

**Keywords:** Workaholism, Leadership, Secondary Schools

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<sup>1</sup> Lecturer, Department of Education, University of Sargodha, Sargodha-Pakistan, irumiqbaluos@gmail.com

<sup>2</sup> Associate Professor, Department of Education, University of Sargodha, Sargodha-Pakistan

<sup>3</sup> Associate Professor, Department of Education, University of Sargodha, Sargodha-Pakistan

## **Introduction**

Since long, human resource has been considered a key resource in organizations. All other resources can best be utilized by improving on human resource. Increasing the efficiency of employees has been a key organizational issue. Effective organizations keep putting efforts to increase the efficiency of employees through different ways and means. Employees, at the other hand also, no matter what profession or level, now need to be more persistent and competent to meet the ends at jobs effectively and efficiently.

Persistent work behaviors of employees are a prerequisite of effective performances at job. These persistent work behaviors are seen in workaholics as well as in work engaged employees (Wijhe, Peeters and Schaufeli, 2011). Both kind of employees work for longer hours and strive for achieving targets. According Wijhe et al., (2011) both type of employees are the same at work behaviours, so to differentiate between the two on basis of work behaviors is a difficult task. However, they do differ from each other because the motives behind their doing work are different. Workaholics are driven by controlled i.e. extrinsic motivation, whereas engaged workers are driven by autonomous i.e. intrinsic motivation - SDT). It suggests that workaholics work harder to meet external standards without being fully identified by the standards whereas engaged workers work because for them, work is interesting, enjoyable and satisfying. Similar findings are observed within Chinese sample cited in Van Beek, Taris & Schaufeli (2011).

The two constructs i.e. work engagement and workaholism can also be differentiated on the basis of consequences they produce. Workaholics are work addicts that leads them to ill psychological an emotional well being, job dissatisfaction, career dissatisfaction, psychosomatic illness and overall life dissatisfaction (Burke, 1999). Whereas, work engaged employees are seen satisfied at work, enjoy good health. Work engagement is seen to be negatively correlated to health hazards (Bakker, 2007 cited in Demerouti et al., 2001) and depict positive attitudes towards job e.g. job satisfaction, organizational commitment, and low turnover intention (Gorgievski, Bakker, Schaufeli, 2010 cited from Demerouti et al., 2001; Salanova et al., 2000; Schaufeli & Bakker, in press; Schaufeli et al., 2003). Nonetheless, both workaholics and work engaged employees are considered good and effective from organizational point of view (Burke, 1999) as both give desired output at jobs. However, here the question arises: As both kinds are efficient workers to meet the ends from organizational perspective, leadership might be reinforcing positive or negative work behaviors in employees. In organizations, much stands on leaders' style to lead the human resource. A leader can persuade and motivate employees to create better work culture or can even ruin employees' behaviours, develop negativity and frustration and effect employees in a negative way by exercising unnecessary pressures and unhealthy practices.

Literature also guides that management practices and leadership style does throw an impact on employees' nature of doing work at jobs. More specifically, transformational leaders are known to encourage work engagement and commitment in employees (Tims et al., 2011) as they are self motivated leaders, so they encourage and transform their employees into self motivated employees.

It can, therefore, be assumed that transformational leaders can motivate their subordinates to lead them towards achievement of organizational goals effectively. However, quality of motivation embarked on followers' may lead to foster work engagement or either workaholism in employees as well. Also according to Shimazu et al. (2011) cited in Ng et al., (2007), rewarding excessive work, keep focusing on invested efforts in work instead of end results and promoting culture where "winner-takes-all" might accelerate workaholism in employees. Workaholics might also be negatively reinforced and might want to flee with their work in order to avoid objectionable activities at job (Broeck, et al., 2011). The negative work behaviours can be triggered while working under the effective leadership also as both kind of employees are highly energetic, motivated and persistent workers and perceived good from organizational point of view (Burke,1999).

Provided that leadership might provoke work engagement or workaholism with in followers, work engagement is the one to be encouraged and workaholism need to be controlled and discouraged. This is because work engagement is not just good from personal but also organizational point of view, whereas workaholism has found out to be negative work behaviour due to aversive personal consequences (Sussman, 2012) and consequentially bad from organizational perspective too. As Dewilde et al., (2007) say that work strain and stress within workaholics might lead to absenteeism and poor performance that is not good for the organizations too.

The study conducted was an attempt to assess whether and to what degree relationship exists between leadership styles, (i.e. transformational, transactional and avoidant leadership) of school heads and teachers' workaholism at secondary school level. in Pakistan where teachers are exhaustively involved in multi tasking. School teaching does not mean executing seven to eight hours at job, rather it demands continuous hard work, full commitment and devotion to compete in dynamic nature of school teaching. Teachers are not only supposed to keep themselves abreast with new knowledge, innovative teaching techniques with good command in communication skills, but also have to face a tough competitive environment along with heavy pressures from the school management team. A teacher is also liable to execute many administrative tasks; many of them as permanent part of the job and still few assigned tasks from time to time. Keeping in view such demands on part of the teacher, a leader of the team might always be keen to inculcate persistent work behaviors in teachers so that teachers be able to confront to heavy loads of pressure at work. However, here a

leader might even motivate and let the teachers enjoy their work and also could prop up workaholism in teachers.

The study has implications in improving upon leadership practices at school level in Pakistan to minimize workaholic behaviours in teachers. The study also finds percentages of leadership styles (Transformational, transactional, avoidant leadership) and workaholic behaviours along with investigation of significant differences in workaholic behaviours across teachers' demographics.

Theoretical frame work adopted for assessing leadership styles in Full Range leadership theory, "FRLT" by Greiman, (2009) which assesses leaders on transformational, transactional and avoidant leadership style with multifactor leadership questionnaire as perceived by teachers. According to the theory, transformational leaders exhibit five characteristics according to which are; Idealized influence (attribute) Leader is charismatic, confident, ethical, idealistic, and trust worthy (Greiman, 2009), Idealized influence (behaviour) "...refers to behaviors like showing that benefits of the group are more important than benefits of the individual, demonstrating high ethical norms, and being a role model for the subordinates" (Tims et al., 2011 p. 123). Inspirational motivation in which leader communicates high expectations, inspires commitment to a shared vision, and motivates followers by portraying optimism" (Greiman, 2009). Intellectual stimulation: Leader stimulates followers to be innovative and creative by questioning assumptions, reframing problems, approaching old situations in new ways and avoiding negative criticism on part of individual members' mistakes (Greiman, 2009). Individualized consideration: Leader is a coach or mentor that develops higher levels of potential in followers by considering individual differences in followers. He creates supportive climate and new opportunities, the leader pays attention to each individual's need for growth and achievement (Greiman, 2009).

Transactional leadership: Eyal and Kark (2004) see transactional leadership as involving an exchange process between the leader and the followers, intended to increase followers' compliance to the leader and the organizational rules. Transactional leadership exhibits three management characteristics (Greiman et al., 2009) which are, contingent reward management in which leader clarifies expectations and positively reinforce followers' efforts by giving rewards to the employees, when the expectations are met.

Another one is Management-by-exception-Active (MBE-A) which is strict inspection and monitoring of performances by the leader, taking timely counteractive actions by providing negative reinforcements to make sure that standards are met. Yet another form of transactional leadership is Management-by-exception-Passive (MBE-P) in which leader intervenes and takes actions (e.g. punishments, negative criticism) after failure of meeting standards.

Another major form of leadership according to Full range leadership theory is avoidant leadership which is a non leadership style that refers to absence of leadership behavior. The leaders pass up decision making, does not utilize authority and abandon the required duties (Greiman, 2009)

According to Rowold and Rohmann (2009), categorization of leadership as transformational or transactional had been elaborated by Bass and Avolio in which transformational leaders motivate and inculcate positivity in people by imparting an exciting vision of the future, (cited in Bass, 1997) whereas, transactional leadership is based on exchange between leader and follower. However, Bass (1985, 1998) brought forward a new paradigm of Transformational-Transactional Leadership style. Differing from Burns idea of transformational leadership, he asserted that transformational leader just not only raises followers to a higher level of awareness, but also broadens the vision of followers' needs and wants. Second contradiction to Burns ideas (1978) is that the transforming leadership might not always be encouraging and might lead followers toward unhealthy goals. Bass (1985) also asserted that leader can exhibit both styles (transformational as well as transactional) in different situations and that they are not "mutually exclusive". Contrasting Burns (1978), Bass (1985) also claimed that transformational leadership just not only focuses on a specifying rules and exchanging rewards and punishment but also focuses on enhancing followers' performances by idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. He acts as a role model, builds morale and keeps motivating them for achievement of common goals. Bass (1999) even comments "the best leaders are both transformational and transactional" (p. 21). It is further agreed that leaders can supplement both styles with each other (Judge and Picolo, 2004).

Furthermore, Judge and Picolo (2004) declare that transformational leadership has a strong positive correlation with contingent reward (.80) and strong negative correlation with laissez-faire (-.65) leadership. It directs that transformational leadership is based on transactional leadership and that "transactions are at the base of transformations" (p. 37) (cited in Avolio 1999). Bass's (1985) transactional leadership end up in meeting expectations and provision of rewards, however, transformational leaders encourage followers to move beyond expectations. It suggests that transactional leadership might serve as basis to transformational leadership.

## **Workaholism**

It has been defined in many ways. Some define it in terms of hours worked; those who work 50 hours per week; an irrational commitment to excessive work due to which workaholics are unable to divert themselves from work; workaholic could be differentiated on the basis of attitude towards work; the one who devotes more than required time and thoughts to work. It is defined as the one who is highly involved in

work, feels driven to work because of inner pressures, and is low in enjoyment at work. Patel (2012) declares general agreement that working for long hours beyond job necessity accelerates workaholism. Supporting workaholics to be identified on number of hours worked, European workers (N=30,000) shows that 20% of all report long working hours i.e. more than 42 hours per week (Dewilde, et al. 2007). Shimazu, Schaufeli and Taris (2010) also agree that workaholism should not be exclusively understood in terms of the number of working hours as it ignores its addictiveness, as workaholics are work addicts that are provoked by strong internal drive that they cannot resist. It has its roots in earlier research presented by Scott and her colleagues, who framed three key features of workaholics i.e. long hours spent on work, reluctance to discontinue, keenly thinking about work even when not working and working beyond expectations in a pursuit to meet organizational or economical demands. However, the third one is a specification of the first two features as it has an expression of working hard and compulsively. Basing on conceptualization of Scott et al. (1997) Schaufeli and his colleagues defined workaholism as “the tendency to work excessively hard (the behavioral dimension) and being obsessed with work (the cognitive dimension), which manifests itself in working compulsively.” (Shimazu et al., 2010).

“Workaholism” is defined as “the tendency to work excessively hard and being obsessed with work, which manifests itself in working compulsively” (Schaufeli, Shimazu, & Taris, 2009, p. 322.). So workaholism is two dimensional concept where “working excessively” is a behavioural aspects of workaholics that is characterized by giving long hours to work and work beyond expectations to meet the ends. “Working compulsively” is personal reluctance to disengage from work” and inner compulsion to work hard (cited in Tabassum & Rahman, 2012). According to Tabassum & Rahman (2012) “Working excessively” is a behavioural aspects of workaholics that is characterized by giving long hours to work i.e. 50 hours or so in a week and work beyond expectations to meet the ends. They further discuss that “Working compulsively” is an inner compulsion to work hard. People might not necessarily work longer hours just because they are work addicts, rather they might be working for long hours due to their high obsession with work. Compulsive workaholics keep thinking about work, even when not working. That makes it a cognitive aspect of workaholism. Most definitions of the term are negative in nature. Workaholism as a negative construct involves; excessive time spent working and having difficulty in disengaging from work often brings out negative emotions during and after work; frustration when prevented from working; association with an inflexible or compulsive working style, leading to poor interpersonal relationships with others at work and at home, and negative life outcomes including high perceived stress, low self-esteem, low life satisfaction, difficulties sleeping, career dissatisfaction and poor performance, delay of planned retirement, work “burnout” and ill-health (Sussman, 2012). Workaholics report relatively greater marital estrangement,

perceive less effective family problem solving and communication, report strained relations with children (more so with children than with spouse and female workaholics report being relatively unlikely to get married. Furthermore, children of workaholics have found to be reporting greater depression and external locus of control relative to children of non-workaholics. Many other scholars also agree with the negative view on workaholism (Gorgievski et al., 2010). Workaholics are seen as unhappy, obsessive, tragic figures who do not perform their jobs well and create difficulties for their coworkers (Dewilde, et al. 2007). Some argue on its advantageous outcomes at individual and organization level. In this regard Spence and Robbins (1992) asserted that “enjoyment of work” is also a dimension of workaholism. Workaholics attain zealous involvement and satisfaction from working. However, supporting lack of enjoyment factor, Ng and colleagues assume that nature of work might let workaholics enjoy (Dewilde, 2007). “To conclude, taking workaholism as a negative concept, Sussman (2012) explains the concept as feeling driven beyond the stated demands of the job to attempt to obtain an appetitive effect, a sense of lack of control over working, and suffering negative consequences as a result can qualify as a reasonable consensual definition, consistent with a generalized addiction model” ( p. 2)

### **Prevalence of workaholism in the society**

Schaufeli, et al. (2009) researched in ‘PsycInfo’ revealed that the journal had 184 publications on workaholism since 1968, of which 88 were published after 2000. None the less, the concept has gained popularity since long. The term first introduced by Wayne E. Oates in 1971 (Gorgievski, Bakker, Schaufeli, 2010) and (Burke, 1999) is now gaining increasing popularity in recent press with the claim that workaholism may be increasing in North America (Burke, 1999). Although prevalence of workaholism is hard to measure statistically, however, Porter (1996) claimed that every fourth employed person is workaholic.

### **Workaholism and measures**

Burke, (1999) says that many writers in past have tried with developing measures of Workaholism and most popular to evaluate work addiction in past had been the “WorkBAT” (Workaholism Battery) and the “WART” (Work Addiction Risk Test). According to Schaufeli, Shimazu and Taris (2009), DUWAS (longer version- 16 items) included two further scales; “Working excessively and working compulsively”. “Working excessively” comprises nine-items of “Compulsive Tendencies scale” of the “Work Addiction Risk Test”- WART and “working compulsively” is measured by eight-items of “Drive” scale of the “Workaholism Battery”. Thus, DUWAS opens to possibility to investigate the underlying psychological mechanisms of workaholism and differentiate it from the process that drives work engagement. For instance, workaholics

may be motivated by quest of competitive performance goals that are other referenced, and extrinsic, whereas engaged workers are motivated by mastery goals that are self-enhancing, self-referenced and intrinsic. (Schaufeli, Shimazu and Taris, 2009).

### **Causes of Workaholism**

Workaholism is triggered by certain personality traits (individual dispositions) e.g. high scores on “Type A personality”, “extraversion”, and “neuroticism” and “need for achievement” might be reasons of cultivating work addiction (Shimazu et al., 2011). Traumatic family/life experiences, competition at work place, following role models, putting work ahead of family commitments, peer competition, and explicit learning at the workplace might constitute three of organizational motivators in terms of Socio-cultural backdrop (Sussman, 2012). Workaholic behaviors are also reinforced repeatedly. When excessive work is kept rewarded, emphasizing on endless energies, one puts in work rather than the gains and creating a “winner-takes-all” traditions might enhance workaholic behaviours (Shimazu, et al. 2011). It means that many motivators triggering workaholism might be a product of organizational culture. Personal, contextual and structural might be strong factors for triggering workaholism and that single perspective cannot explain the underlying phenomenon.

### **Workaholism and empirical research**

Research show that workaholism relates to ill-health and poor job performance (Schaufeli, et al. 2008). For instance, a study by Burke (2004) declared high negative affect and burnout and low positive affect in workaholics. According to Tabassum and Rahman (2012), workaholics might experience conflict between work and family. Workaholism has also been negatively related to relationship quality. Workaholics have less emotional attachment, and they are less caring than non-workaholics. Thus, it contributes towards less positive emotions with a reduction of physical attraction for the life partner. Consistent with this, Burke (1999b) also reported that workaholics are less satisfied in terms of their family life. Previous research also examined direct relationship between workaholism and performance. Shimazu and Schaufeli (2009) found overall employees’ performance as negatively related to workaholism. A negative relationship between workaholism and job performance was also suggested by Burke (2001). Still few discuss underlying processes between workaholism and performance. A study by Taris et al. (2005) found that work characteristics i.e. job demands act as mediator of relationship between workaholism and ill-health. Shimazu and colleagues also worked on coping as a mediator of the relationship between workaholism and ill-health and performance on the other hand. Findings showed that workaholism associates with ill health where “active coping” is a good moderator and “emotional discharge” is a bad mediator, negatively affecting the health (Shimazu, et al. 2010). Workaholism has been

linked with personality traits. Taking workaholism as an internal phenomenon, Sharma and Sharma (2011) found it to be positively correlated with personality aspects as neuroticism and conscientiousness. Moreover Type-A personality trait and perfectionism positively relates to workaholism (Sharma and Sharma, 2011).

### **Antecedents of workaholism**

Many antecedents of workaholism have been identified through research. These are personality (Burke, 1999), work place factors (Burke, 1999), inadequacies and unfulfilled needs (Burke, 1999), and workplace values. Later, Harpaz and Snir (2009) speculated “work centrality” and “expressive orientation” to be positively related with workaholism in their research, however denying possibility of relationship between financial needs and workaholism at one hand and interpersonal relationships and workaholism on the other hand. However, they maintained that “work centrality” can have an impact on workaholism, because for workaholics, giving great deal of time to work is important, which results in putting back all other life roles, whether family or social relationships etc. “Expressive orientation” of work considers work features e.g. an exciting job, task variety, work independence and many more. These aspects can have an influence on workaholism.

To the knowledge of the researcher, no previous empirical study has been conducted assessing workaholic traits and its relationship to leaders’ style of leadership. However, few researches link workaholism with organizational antecedents. Few empirical studies support socio-cultural perspective of workaholism. Socio-cultural variables promoting perfectionism, such as social modeling of workaholic behavior, or being instructed in the importance of work ethic, are relatively likely to lead to workaholism, although workplace demands including high work intensity (large scope of responsibility, unpredictable flow of work) are separate from, and not predicted by workaholism. However, workplaces that apply extraordinary job demands but provide few supportive resources tend to lead to work burnout and burn out is a major ill health outcome of workaholism (Sussman, 2012). Advanced technology enabled employees to work regardless of time and place to the detriment of clear role expectations, causing the boundaries between work and personal life to be blurred. Furthermore the changing nature of careers, characterized by mobility, job insecurity and a greater emphasis on career self-management encourages people nowadays to work excessively hard in order to visualize their contributions and make their way to the top in a flattened organization. Given these trends, studying the notion of “workaholism” and its consequences is important and meaningful, especially as the occurrence of workaholism increases worldwide (Dewilde, et al., 2007, p. 4). To the researcher’s knowledge, no research study so far has assessed leadership styles and workaholism together. However, there is a sound possibility to address possibility of relationship between the two. Taking

support from literature; first, workaholism is thought to be a system addiction. Second, behavioural reinforcement perspective of workaholism relates to supervisory practices of the leaders. (Shimazu, et al.). Although concept of workaholism is understood as individual level, yet according to socio-cultural perspective of workaholism, the drivers of workaholism are found in society or community in which people survive. Workaholic behaviours are not only socially acceptable but even encouraged by many organisations. Behavioural reinforcement perspective uphold that work environments rewarding excessive work with emphasize on work input rather than work output and sustaining a “winner-takes-all” culture are thought to stimulate workaholism (Shimazu, et al. 2011).

### **Workaholism and burn out is a product of job demands**

Correlation between workaholism and burnout is a product of job demands. (Patel, 2012 cited in Schaufeli, et al. 2008). Job demands are what the job entails from the follower physically and mentally. Job demands though not directly, but indirectly do relate with management practices However, to the researcher’s knowledge, no empirical evidences exist for the relationship of leadership with workaholism.

### **Rationale of the study**

Leaders are known to influence employees performances. Role of leaders in educational institutions is more crucial, where transformational leaders can bring innovations and betterments with in educational enterprise (Eyal and Kark, 2004). Transformational leadership is linked to employees work engagement (Tims et al., 2011). However, excessive reward and winner takes all culture, on the ther hand, punitive work environment may induce workaholism in teachers, which is a negative work behaviour. As according to behavioural reinforcement perspective of workaholism, work environments rewarding excessive work with emphases on work input rather than work output and sustaining “winner-takes-all” culture may stimulate workaholism (Shimazu, et al. 2011).

### **Statement of the problem**

Keeping in view, the primary position of leaders in organization to influence employees work out put, and organizational factors accelerating workaholism- a negative work behaviour in employees, the study intended to investigate three leadership styles as suggested by Full Range leadership theory, i.e., transformational, transactional (i.e. contingent reward management, management by exception-active, management by exception-passive) and avoidant leadership and their relationship with teachers’ workaholism at sececnodary school level in Pakistan.

### **Objectives**

1. To explore relationship between leadership styles of school heads and teachers' workaholism
2. To explore relationship between transformational leadership of school heads and teachers' workaholism
3. To investigate significant differences in teachers' workaholism on basis of demographics.

### **Hypotheses**

- H°1: There is no relationship between leadership style of school heads and teachers' workaholism
- H°2: There is no relationship between transformational leadership style of school heads and teachers' workaholism
- H°3: There is no relationship between transactional leadership of school heads and teachers' workaholism
- H°4: There is no relationship between contingent reward management in transactional leadership of school heads and teachers' workaholism
- H°5: There is no relationship between management by exception-active in transactional leadership of school heads and teachers' workaholism
- H°6: There is no relationship between management by exception-passive in transactional leadership of school heads and teachers' workaholism
- H°7: There is no relationship between avoidant leadership of school heads and teachers' workaholism
- H°8: There is no significant difference in teachers' workaholism on basis of teachers' demographics, such as school locality, school type, teachers' age, marital status, teaching experience and qualification.

### **Significance**

This piece of research gives a useful body of knowledge about relationship of school heads' leadership styles and teachers' workaholic behaviours at secondary school level in Pakistan. Research highlighting role of leaders in evoking workaholism have been scarcely done in Pakistan. The study is practically very significant as it gives evidences and develops insight on leaders' role to induce workaholism-a negative work behaviour in teachers. The study highlights the need to train leaders so that they may be able to act as a modifier to change negative work behaviours and promote positive work behaviours among teachers. The research is significant in educational institutions, where teachers burn the toils to handle almost everything at job in school teaching.

## **Research Methodology**

The study incorporates descriptive and correlation research to investigate relationship between leadership styles (rated by teachers) and teachers' workaholism. It is a cross sectional study that had been conducted in a non-contrived settings where unit of analysis is an individual, i.e. teacher at secondary school level.

## **Sampling and sample**

Target population had been all teachers at Punjab province, where as accessible population is teachers at sargodha district from where actual data had been collected. Using convenience sampling (a non probability technique), data had been collected from 272 teachers (n=272 where M=107, F=165). Response rate had been 71.5 %.

*Questionnaire:* Questionnaires used for data collection were: The *MLQ (FORM 5X)* (for assessing leadership styles of school heads), and *The DUWAS* (for assessing workaholism in teachers). According to Greiman (2009), *MLQ FORM 5X* is extensively used tool to evaluate transformational leadership style. Majority of prevailing research to assess leadership styles in various organizations has been done by utilizing MLQ. First version of MLQ had been developed some 20 years ago. Then the instrument had been revised many a times. Many versions of the MLQ have been utilized in the US and more than 30 countries. Also translated versions of the tool are available in many languages.

Questionnaires had been adapted and translated in *urdu* language after consultation with experts in the field. Also demographic information had been inquired from the teachers through questionnaire. Responses on questionnaire from 30 teachers were subjected to pilot testing where the tool was further refined.

The study employs cross sectional research, utilizing *PPMC* to find correlations and *t*-test and ANOVA to find significant differences in teachers' workaholism across demographics. Population of the study are school teachers at Punjab, where accessible population was teachers at Sargodha District (including both rural and urban areas) comprising sample of 272 (n=272) using convenience sampling technique. However, maximum number of schools encompassing all 'Tehsils' at Sargodha District had been sampled where number of respondents from each school did not exceed than 10. Data had been collected from 30 schools, 23 from urban and 34 from rural places.

## **Data processing & interpreting results:**

Data had been entered and processed through SPSS, Statistical package for Social Sciences, where statistical tests such as PPMCC, Pearson Product Moment Correlation Coefficient, *t*-Test and ANOVA had been performed on the data. The

obtained results are then interpreted and conclusions are drawn along with recommendations by the researcher.

### Delimitations

- The study is delimited to schools in Sargodha District only.
- The study is delimited to teaching staff of schools only
- The study is a single cross sectional study and data are collected at one point of time only.

### Data Analysis

Percentage of Leadership styles as perceived by teachers(n=272)

Percentage is given below in table

Table 1: *Percentage of leadership styles*

	Transformational	Transactional	Avoidant
N=272	10.3%	Contingent Reward 87.08% Management by exception-Active 80% Management by exception-Passive 35%	55%

### Analysis of quantitative data on demographics

Table 2: *Percentage of teachers based on School locality, age, gender, marital status, working hours, experience and qualification*

	Frequency	%
Rural	101	37
Urban	171	63
Total	272	100
	Frequency	%
Public	131	48
Private	141	52
Total	272	100
	Frequency	%
Tirkhanwala	8	3
Sahiwal	53	19
Chiniot	5	2
Jhawrian	6	2
Quaidabad	10	4

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City	92	34
Silanwali	17	6
Shahpur	21	8
Chak No. 88 NB	11	4
Chak No. 114 NB	17	6
Miani	16	6
Kotmomin	16	6
Total	272	100
Age	Frequency	%
15-25	85	31
26-35	104	38
36-45	53	19
46-55	25	9
56-65	3	1
More than 66	2	2
Total	272	100
	Frequency	%
Male	107	39
Female	165	61
Total	272	100
	Frequency	%
Married	147	54
Unmarried	112	41
Total	259	95
Total	272	100.0
	Frequency	%
1-5	16	6
6-10	226	83
11-15	14	5
16-20	6	2
Total	262	96
Total	272	100
	Frequency	%
1-5	126	46

6-10	52	19
11-15	24	9
16-20	21	8
21-25	19	7
26-30	8	3
31-35	3	1
Total	253	93
Total	272	100
	Frequency	%
Metric	5	2
FA	21	8
BA	73	27
MA/MSc	158	58
MPhil	6	2
Total	253	97
Total	272	100

### Hypotheses testing

#### *Correlation of leadership and teachers' workaholism*

The hypothesis that there is no relationship between leadership style of school heads and teachers' workaholism is correlated through PPMC.

Table 3: *Pearson Product Moment Correlation showing relationship between leadership and teachers' workaholism*

Leadership	WK	r <sup>2</sup>
.169**	.169**	.028

Note: WK= workaholism

n=260.

\*\*p <.01

Table for Pearson Product Moment Correlation shows that there is a weak positive relationship between leadership and teachers' workaholism. (r=.169). +

#### *Correlation of transformational leadership and teachers' workaholism*

The hypothesis that there is there is no relationship between transformational leadership style of school heads and teachers' workaholism is correlated through Pearson Product Moment Correlation

Table 4: *Pearson Product Moment Correlation showing relationship between Transformational leadership and teachers' workaholism*

TF	WK	r <sup>2</sup>
.142*	.142*	.020

Note. WK= Workaholism. TF= Transformational leadership

n=262

\*p / .05

Table for Pearson Product Moment Correlation shows that there is a weak positive relationship between transformational leadership and teachers' workaholism. (r= .142).

*Correlation of transactional leadership and teachers' workaholism*

The hypothesis that there is there is no relationship between transactional leadership style of school heads and teachers' workaholism s correlated through Pearson Product Moment Correlation

Table 5: *Pearson Product Moment Correlation showing relationship transactional leadership and teachers' workaholism*

TR	WK	r <sup>2</sup>
.166**	.166**	.027

Note. WK= Workaholism. TF= Transformational leadership

n=268

\*\*p < .01

Table for Pearson Product Moment Correlation shows that there is a weak positive relationship between transactional leadership and teachers' workaholism.

*Correlation of Contingent Reward Management and teachers' workaholism*

The hypothesis that there is there is no relationship between contingent reward management in transactional leadership of school heads and teachers' workaholism is correlated through PPMC.

Table 6: *Pearson Product Moment Correlation showing relationship between contingent reward management and teachers' workaholism*

TRCR	WK	r <sup>2</sup>
.079**	.079**	.006

Note. WK= Workaholism. TRCR= Contingent reward management

n=271

\*\*p < 0.1

Table for Pearson Product Moment Correlation shows that there is very weak positive relationship between contingent reward management and teachers' workaholism. ( $r = .079$ ).

*Correlation of Management by exception-active in transactional leadership and teachers' workaholism*

Hypothesis that there is no relationship between management by exception- active of school heads and teachers' workaholism is correlated through PPMC.

Table 7: *Pearson Product Moment Correlation showing relationship between management by exception-active and teachers' workaholism*

TRMBE-A	WK	$r^2$
.078*	.078*	.0060

Note. WK= Workaholism. TRMBE-A= Management by exception- Active  
n=271

\* $p < 0.5$

Table for PPMC shows that there is a weak positive relationship between management by exception –active and teachers' workaholism ( $r = .078$ ).

*Correlation of management by exception-Passive and teachers' workaholism*

The hypothesis that there is no relationship between management by exception-passive in transactional leadership style of school heads and teachers' workaholism is correlated through PPMC.

Table 8: *Pearson Product Moment Correlation showing relationship between management by exception -passive and teachers' workaholism*

TRMBE-P	WK	$r^2$
.132*	.132*	.017

Note. WK= Workaholism. TRMBE-P= Contingent reward management  
n=268

\* $p < 0.5$

Table for PPMC shows that there is a weak positive relationship between management by exception-passive and teachers' workaholism ( $r = .132$ ). Scatter plot to this correlation is shown below:

*Correlation of avoidant leadership and teachers' workaholism*

The hypothesis that there is no relationship between avoidant leadership style of school heads and teachers' workaholism is correlated through PPMC.

Table 9: *Pearson Product Moment Correlation showing relationship between avoidant leadership and teachers' workaholism*

AL	WK	r <sup>2</sup>
-0.06	-.006**	__.000036

Note. WK= Workaholism

n=260

\*\*p < .01

Table for Pearson Product Moment Correlation shows that there is very weak negative relationship between avoidant leadership and teachers' workaholism. (r= -.006).

### **Test of significant differences**

Independent sample *t*-Test and ANOVA, Analysis of variance were conducted on SPSS, Statistical Package For Social Sciences to find significant differences in teachers' workaholic behaviours of on basis of gender, public/private sector, rural/urban area, age group, marital status, teaching experience and qualification.

No significant differences were observed in teachers' workaholism with respect to teachers' demographics except for differences in teachers' workaholism on basis of teaching experience in Post Hoc Test. Post Hoc comparisons show significant differences in teachers' workaholism on basis of teaching experiences. Details to which are provided below:

#### *Comparison of teachers' workaholism on basis of teaching experience*

The hypothesis that there is no significant difference in teachers' workaholism on basis of teaching experience is tested through ANOVA

Table 10: *ANOVA comparison of workaholism on basis of teaching experience*

Variance	Df	F	P
Between Groups	6	1.643	.136
Within Groups	246		
Total	252		

Table shows that there is no significant difference in workaholism on basis of teaching experience. (F = 1.643, Sig. = .136). However, post hoc multiple comparisons show in detail that teaching experience of 31 to 35 has shown significant difference with teaching experience of 1-5 and vice versa (Sig.=.019); with 6-10 years (Sig.= .011) and with 21-25 (Sig.= .040). Similarly teaching experience of 6-10 and 21-25 years has shown significant difference with the teaching experience of 31-35 years.

Table 11: *Post Hoc comparison of workaholism on basis of teaching experience*

Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
-5.35714(*)	2.27466	.019	-9.8374	-.8769
-5.95513(*)	2.31199	.011	-10.5090	-1.4013
-4.98246(*)	2.41903	.040	-9.7471	-.2178
5.35714(*)	2.27466	.019	.8769	9.8374
5.95513(*)	2.31199	.011	1.4013	10.5090
4.98246(*)	2.41903	.040	.2178	9.7471

## Findings

1. The result of the hypothesis that there is no relationship between leadership style of school heads and teachers' workaholism shows that there is a weak positive relationship between leadership and teachers' workaholism
2. The result of the hypothesis that there is no relationship between transformational leadership style of school heads and teachers' workaholism shows that there is a weak positive relationship between transformational leadership and teachers' workaholism.
3. The result of the hypothesis that there is no relationship between transactional leadership style of school heads and teachers' workaholism shows that there is a weak positive relationship between transactional leadership and teachers' workaholism.
4. The result of the hypothesis that there is no relationship between contingent reward management of school heads and teachers' workaholism shows that there is very weak positive relationship between contingent reward management and teachers' workaholism
5. The result of the hypothesis that there is no relationship between management by exception-Active of school heads and teachers' workaholism shows that there is very weak positive relationship between management by exception-Active and teachers' workaholism.
6. The result of the hypothesis that there is no relationship between management by exception-Passive of school heads and teachers' workaholism shows that there is a weak positive relationship between management by exception-Passive and teachers' workaholism.
7. The result of the hypothesis that there is no relationship between avoidant leadership style of school heads and teachers' workaholism shows that there is very weak negative relationship between avoidant leadership and teachers' workaholism.

8. The result of the hypothesis that there is no significant difference in teachers' workaholism on basis of teaching experience shows that there is no significant difference in workaholism on basis of teaching experience. However post hoc multiple comparisons show that there is significant difference in teaching experience of 31 to 35 years with teaching experience of 1-5, 6-10 years and with 21-25.

## **Discussion**

Findings of the study indicate that 10% leaders as rated by teachers (n=272) are transformational leaders. Transactional leadership seems to be massively in practice where contingent reward management and management by exception-Active is used by 87% and 80% school heads respectively, whereas management by exception-Passive is executed by 35% school heads. Also 55% of the teachers rated their leaders as avoidant leader. It implies that percentage of transformational leaders is quite less in schools, where as transactional leadership is practiced by most of the school heads, particularly, contingent reward management relying rewarding achievements and management by exception-Active marked by keeping track of employees' mistakes. However, keeping in view the response rate of teachers on management by exception-Passive, it is less executed by the heads whereas more than half of the school teachers perceive their leaders as "non leaders". As according to Greiman (2009), avoidant leaders are actually non leaders, in which any attribute of leader is missing.

School teachers high on workaholism came out to be 27% which are considered to be unhealthy work behaviours. Results of correlation statistics shows that heads' leadership styles are related to teachers' workaholism at school level. Transformational leadership style positively relates to workaholism in teachers ( $r = .142$ ). This implies that transformational leadership practices might induce workaholism in teachers. This finding relates to Bass ideas (1985, 1998) that transformational leaders might not always be inspiring and can lead their workers toward non constructive goals (Rowold and Rohmann, 2009). As workaholism is known to be triggered by flattering from colleagues and heads in the form of positive appraisals and feedback, competition within colleagues or workaholic heads setting high expectations, leaders should be conscious that their apparent positive leadership might promote workaholism in teachers.

Correlation coefficient found between heads' contingent reward management and teachers' workaholism ( $r = .079$ ) indicates positive relationship between the two constructs. It can be suggested that increase in contingent reward management increases workaholism in teachers. This finding is exactly in accordance with the behavioural reinforcement perspective of workaholism which maintains that work environments rewarding excessive work emphasizing on efforts one puts in

the work than the results gained and creating an environment that keeps highlighting the winners, can foster workaholism (Shimazu et al., 2011).

The study further finds positive relationship of management by exception-active ( $r=.078$ .) and management by exception-Passive with teachers' workaholism ( $r= .132$ ). Negative impact of management-by-exception passive has also been identified by Rowald and Schlotz (2009) where it was positively related to four indicators of stress, which are: excessive work and social demands, work dissatisfaction and social recognition, performance pressure, and social conflicts. They further recommended that practice of management-by-exception passive should be avoided, particularly, in public sectors, in order to have healthy workers at the work place (Rowald and Schlotz, 2009). Passivity of management by exception-Passive seems to ignite workaholic behaviours in teachers due to negativity and pessimism within leadership. Management by exception, in which leader remains passive, rather resists any innovations, and remains uninvolved to burst in the end, might signal employees to work excessively and compulsively hard in order to avoid any unpleasant situation. As situational characteristics at job e.g. bullying and penalizing culture from boss in case of minute discrepancy might propel workaholic behaviours within followers.

Negative correlation between school heads' avoidant leadership and teachers' workaholism ( $r=-.006$ ) indicates that increase in avoidant leadership decreases teachers' workaholism. As work addicts, workaholics are extrinsically motivated; laissez faire or non-leaders remain unable to inspire or motivate followers (Eyal and Kark, 2004).

The study also attempted to find whether significant differences exist between teachers' workaholism with respect to demographics. Demographics included age, gender, work experience, civil status, qualification, rural/urban ethnicity and sector type i.e. public or private. Overall, no differences were observed with respect to teachers' demographics on workaholism with the exception that teachers with teaching experience of 31 to 35 years were found to differ significantly on workaholic behaviours with teachers having less teaching experience. The results are indeed consistent with the findings of Burke (1999) who reported no differences within male and female workers on workaholism.

The results revealed through the study is a true fit in Pakistan's scenario, where most of the school leaders seem ineffective, often create a pressurizing environment for the teachers both at public and private sectors. Excessive snubbing on teachers is practiced specifically at private sectors where demands are more on teachers as compared to what they are paid. Education has become more of an investment business where parents are taken as customers and teachers are used as tools and machines to meet the ends. Minimal number of

teachers is hired to get the maximum where teachers have to face almost double the work load misappropriate at human level. It may often leads to burn out or trigger workaholism which is characterized by working long hours, over work and over employment. It is commonly seen that the teachers at private sectors are unable to finish the huge amount of tasks on the daily basis and they often take the work at home with them. They are actually happily engrossed with work with the kind of culture the heads of the institutions create for them. The situation is more or less same at public sectors also, where, whether the heads create groupings to be engaged in organizational politics or by appreciating and encouraging workaholic culture or excessive penalizing on part of the teachers. Extremely ambitious heads, excessive penalizing and criticism on part of the teacher or positively reinforcing workaholics are all the reasons to induce workaholic culture in the schools.

## **Conclusion**

The study reveals that school heads' leadership styles induce workaholism in teachers, where transformational leadership, transactional leadership, i.e., contingent reward management, management by exception-active, management by exception-passive, positively relates and avoidant leadership negatively relates to teachers' workaholism. The research provides empirical evidence of link between leaders' leadership style and teachers' workaholic behaviours in educational context in Pakistan. A pretty less percentage of transformational leaders at secondary school level, prevalence of workaholic behaviours in teachers and the striking evidences of leadership inducing workaholism; even positive leadership styles, i.e. transformational and contingent reward management triggering levels of workaholism in teachers might strike educational leaders as well as educational enterprise to rediscover some effective leadership practices to control negative work behaviours in teachers and promote positive work behaviours and joyous feelings among teachers and make teachers happy at work not only to accelerate institutional growth but also nurture personal well being in teachers.

## **Recommendations**

Following recommendations have been drawn from the research:

1. Passive leadership and avoidant leadership being non indulgent and ineffective styles of leadership and management by exception-active being a coercive transactional leadership style should be minimized at secondary schools as they are found to be positively associated with teachers' workaholism.
2. Educational leaders should focus on identifying teachers' work behaviours as teachers burn the toils for achieving excellence at work places. Some might be working hard, just to listen to a single phrase of praise or to avoid getting insulted by the head instead of enjoying their work. This could be done by

reducing the distance and keeping good level of communication between head and teachers. Also the school head can develop various channels of communication by seeking information about teachers from other teachers and colleagues at work place.

3. School leaders should adopt good leadership practices such as by being transformational and executing contingent reward management, but with conscious as both leadership styles also positively relate to teachers' workaholism.
4. Educational leaders should be trained to be effective leaders to identify with teachers' negative work behaviours such as workaholism, and establish strategies for controlling workaholic behaviours in teachers.
5. Further research should explore; work behaviours of teachers as perceived by school heads in order to avoid common method bias; explore stronger work place variables inducing workaholism in teachers; design and test interventions for decreasing workaholism in teachers.

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