

# EFFECT WORKAHOLIC IN JOB PERFORMANCE : FIELD RESEARCH

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## ABSTRACT

*This research aims to test the level of Workaholic and its dimensions - Behavioural, Cognitive and Affective, and the job performance in Dijlah University College of Iraq. the problem of research is determined by the following question: What is the role of Workaholic in improving the Job Performance in Dijlah University College? So, the samples are represented (125) lectures, the questionnaire was relied as main tool for collecting data and information. Used the Descriptive statistics tools, Pearson correlation coefficient and simple linear regression to analyze the results, The most results were a statistically significant correlation and effect between Workaholic and job performance, The main recommendations were to improve the physical and moral work environment in order to improve job performance.*

**Keywords:** Workaholic, Job Performance.

## 1: RESEARCH METHODOLOGY

### 1.1: Research problem

Workaholic is a common issue in organizations in all sectors, especially the higher education sector because it attracts active workers mostly, but on the theoretical level few studies that dealt with the issue of Workaholic as a positive situation, and the current research tries to confirm this. The problem can be identified by trying to answer the following questions:

- a. What is the level of Workaholic in higher education institutions?
- b. What is the level of job performance in higher education institutions?
- c. Are Workaholic associated with job performance? .
- d. Does Workaholic affect job performance in higher education institutions?

### 1.2: Significance of research

- a) Field research on higher education institutions is very important, because it is one of the most important sectors in the country, where the country's progress is measured by the progress of its educational services.
- b) Job performance is important as a measure that indicates the good mental and physical condition of the employees.

### 1.3: Research Objectives

- 1- Measuring the level of Workaholic and Job performance in higher education institutions
- 2- Test the correlation and effect between search variables
- 3- Provide a number of conclusions and recommendations to the Dean.

### 1.4: Methods of collecting data and information

1. **Theoretical side:** Based on (books, reports, periodicals, papers and studies, websites).
2. **Practical side:** The questionnaire was used as a main tool for collecting the data according to the approved standards. The questionnaire was distributed to the one sample. The questionnaire was designed as in the Five-Likert scale consists of five categories: strongly disagree, disagree, neutral, agree, and strongly agree are used.

### 1.5: Research scale

Based on the dimensions (*Malinowska & Tokarz, 2014*) of Workaholic include (Behavioural, Cognitive, Affective) and the job performance model of ( *Borman & Motowildo, 1993*).

### 1.6: Sampling

The research community includes its lectures in universities (254) in the , **Dijlah University College**, and we

choose a random sample of (125) according to the following equation:

Richard's equation for a simple random sample (Dahiru et al., 2006: 161).

$$n = \frac{\left(\frac{z}{d}\right)^2 \times (p)^2}{1 + \frac{1}{N} \left[\left(\frac{z}{d}\right)^2 \times (p)^2 - 1\right]}$$

N = Community Size (254)

Z = the standard score corresponding to the significance level (0.95) and equal (1.96)

P = neutral availability ratio (0.5)

By applying the equation in Excel 2010, the result of the sample size is (125) lectures.

### 1.7: Research hypothesis

The research has two main hypotheses:

- a) There is a significant correlation between Workaholic and job performance.
- b) There is a significant effect relationship between Workaholic and job performance.

### 1.8: Suggested search chart

Figure (1) shows the Suggested search chart that includes the search variable and its dimensions:

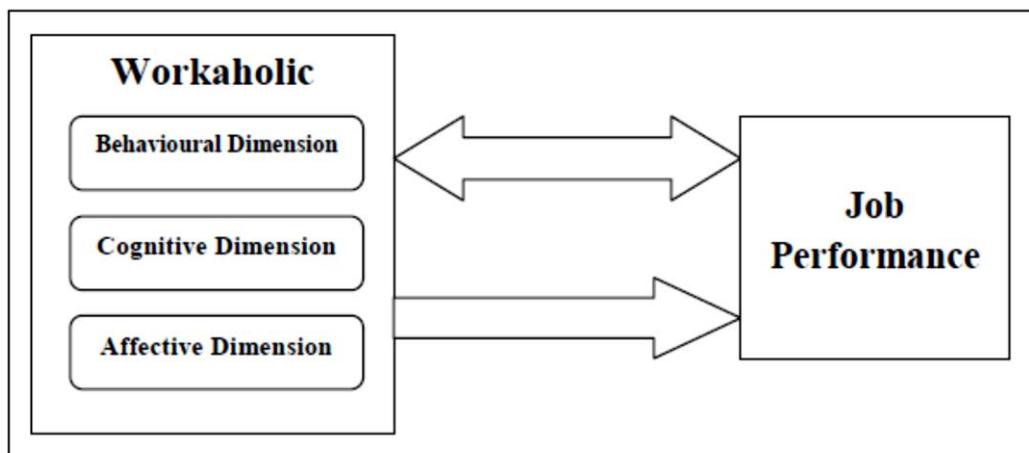


Figure (1) Suggested search model

## 2: LITERARY REVIEW

### 2.1: Workaholic

A hard-working employee is often regarded as a valuable organizational asset and is widely seen as the most difficult of workers at all. Workaholics are commonly used to describe people who work long hours and / or work hard, contributing to high levels of estimated work effort. Why people have been motivated to work hard and whether the behavior of this workplace has positive or negative regulatory results that have recently become the focus of research. Since Oates coined the term "workaholics" (1971) for more than three decades, Workaholic have attracted a great deal of interest in the press

circles and folk practitioners. But empirical theoretical research and development to develop our understanding of its nature, causes and consequences has received limited attention. Recent special publications on stress by the International Labour Journal (2001: 8) and the Journal of Organizational Change Management (2004: 17 (5)) refer to the growing interest in work in the research community. Work-related research has been hampered by a lack of clear and consistent concepts, good operational definitions and measures that have been verified, despite recent progress (Bouelens and Pullman, 2004). ( Douglas & Morris , 2006: 395) Despite this progress, there are still many issues, including conflicting views on what constitutes work addicts;

the different types of workaholics and the consequent contradictions in research; the unreliable link between the extent of work addicted to work and the number of working hours , Indicating that working hours do not sufficiently capture the concept of work-addicted concept of work; a limited number of variables.

After the 1980s, work addiction was defined as a serious compulsive disorder in dysfunctional families, where work addicts manifest themselves in symptoms similar to the symptoms of alcoholism, for example depression, anxiety and irritability. Families of workaholics developed coping strategies similar to those experienced by alcoholism (Robinson, 1998, p.66). In 1998, Robinson stated that work addiction has already become the subject of an independent study, separate from the interest in other well-known addiction (alcohol, drugs, etc.). The development of employment addiction has been a symptom of the bad family system, with addictive behaviors affecting all family members. Can have a periodic role between generations, so, be educational behavior, responsible for dysfunction in the family of origin. The family, which was later established in adulthood, will develop a set of rules, beliefs and patterns dictated by professional life, and is usually a workaholic (Gheorghita, 2014: 296).

Workaholics can be defined by their excessive participation in work and neglect of other areas of their lives. Most workaholics work over long hours, including evenings and weekends, and when workaholics can be persuaded to take leave, they usually bring work with them (Porter, 1996:74).

Well, workaholics like control, and as a result, they rarely delegate work to others, making them work more hours. Despite many hours of work, job addicts are not necessarily highly productive employees. In fact, many may be ineffective because of the fact that they have shown higher levels of perfection in function than others (Spence and Robbins, 1992:162).

The behavior of work addicts tends to be unilaterally because of time and thinking in their work. In fact, for workaholics, satisfaction resulting from work is more important than satisfaction resulting from family life (Seybold and Salomone, 1994:6)

Works of Smith & Seymour (2004), Ng et al. He argues that three types of process or mental dimension, behavior, perception and impact, must be analyzed for each type of addiction, including workaholics. Using this triple approach, Ng et al. Running Dimensions of Workaholics (Ng et al ,2007: 114):

- Behavioural dimension: mostly devoting time to work and reducing time for other activities;
- cognitive dimension: obsession with work that appears as a serious participation in work that cannot

be restricted or controlled; persistent ideas about work that arise even when a person does not work

- Emotional dimension: positive emotions related to work, which are the main source of satisfaction and pleasure, and negative emotions that appear when a person does not work (such as fear, guilt and depression).

## 2.2: Job Performance

Job performance refers to the quality of an employee's work (Caillier, 2010: 140). It behaviors or activities carried out to achieve the goals of the organization (Motowidlo 1999). Performance is the result of a person or group working in an organization at a given time, reflecting how well the person or group has reached the job qualification in the mission of achieving the organization's goal. Many factors can affect employee performance, including equipment, physical work environment, feasible work, standard operating procedures, reward for good or bad systems, performance expectation, performance feedback, as well as knowledge, skills and attitudes (Al-Omari & Okasheh, 2017: 15544).

Job Performance is individual productivity in quantitative and qualitative aspects. Shows that the person is doing his job and the extent to which the employee fulfills his job duties. There are different dimensions related to Job Performance. According to Blumberg and Pringle (1982), three factors affect functionality. They are ability variables (requirements that help achieve job performance), motivation variables (associated with employees to determine job performance) and opportunity variables (ergonomics (temperature, noise level) and set of driving characteristics) jointly affect performance (Perer et al , 2014: 97)

While research has been conducted on the negative outcomes of job addicts, positive results have also been found. Burke (2001) found that job addicts were positively associated with salary increases and job prospects reported to a sample of MBA graduates. Ng et al. (2005) found that those who work longer hours have greater external professional success in terms of salary and promotions. It is true that results such as salary increases, career expectations and promotions are not necessarily direct measures of performance, it is not unreasonable to think of them as alternative measures, as excess salaries and promotions are often the result of high performance. The conflicting desire that emerges in the outcomes of workaholics makes it difficult for organizations to decide whether they will promote workaholics within their organizational culture (Scott et al., 1997).

### 3: THE FINDINGS

We collect a data by using a questionnaire distributed to a random sample of officials in the dijlah university college . The arithmetic Mean, the standard deviation, the coefficient of variation and the Significance of the dimensions were presented. The five Likert scale and software (SPSS. V.24) were used. The determination , for the arithmetic Mean was adopted by dividing the range (the difference between the highest answer and the lowest answer, 5-1 = 4) on the number of categories (5 categories) i.e,  $(4/5 = 0.80)$  and adding it to the minimum scale (1), the result is (1.80). so we can be categorized from the lowest category to the highest category (1.1.80- Very weak, 1.81-2.60 weak, 2.61-3.40 moderate, 3.41-4.20 high, 4.21-5 very high). The description of the results and the Hypothesis testing, as follows:

#### 3.1: The Results of Workaholic

It is clear from the data in table (1) that the average of the average Workaholic is (3.542) which is a middle level. The standard deviation is (0.582) . There is an acceptable variation in respondents' opinions in terms of the coefficient of difference (0. 164) According to the estimates of the lecturers, there is a moderate degree of workeres in private universities. This is confirmed by observations and field visits. The results of the sub-dimensions will be described as follows:

Table (1) shows

**Table (1) Descriptive Statistics of Workaholic**

Sub-dimensions	Questions	Arithmetic mean	Standard deviation	Coefficient of variation	Significance
Behavioural	Q. 1	3.840	0.817	0.212	The second
	Q. 2	3.544	0.884	0.249	
	Q. 3	3.472	0.894	0.257	
	Q. 4	3.400	1.031	0.303	
	Q. 5	3.280	1.044	0.318	
	The General Average	3.507	0.692	0.197	
Cognitive	Q. 6	3.360	1.011	0.300	The third
	Q. 7	3.088	1.114	0.360	
	Q. 8	3.392	1.061	0.313	
	Q. 9	3.248	0.980	0.302	
	Q.10	3.664	0.958	0.261	
	The General Average	3.350	0.724	0.216	
Affective	Q.11	3.648	0.891	0.244	The first
	Q.12	3.736	0.872	0.233	
	Q.13	3.648	1.079	0.295	
	Q.14	4.040	0.874	0.216	
	Q.15	3.784	0.938	0.247	
	The General Average	3.771	0.642	0.170	
<b>The General Average of Workaholic</b>		<b>3.542</b>	<b>0.582</b>	<b>0.164</b>	

Source: Prepared by the researchers based on the outputs of software SPSS (V.24)

### 3.2: The Results of Job Performance

It is clear from the data in table (2) that the average of the average Job Performance is (3.562) which is a middle level. The standard deviation is (0.540). There is an acceptable variation in respondents' opinions in terms of the coefficient of difference (0. 151) According to the estimates of the lecturers, Most of them are very fast at work but the quality is average, Quality means the number of work mistakes, the amount of bonuses awarded and promotions. The results of Descriptive Statistics of Job Performance will be described as follows:

**Table (2) Descriptive Statistics of Job Performance**

Questions	Arithmetic mean	Standard deviation	Coefficient of variation
Q. 1	3.904	0.827	0.211
Q. 2	3.840	0.855	0.222
Q. 3	3.664	0.782	0.213
Q. 4	3.536	0.838	0.237
Q. 5	3.152	0.907	0.287
Q. 6	3.240	0.846	0.261
Q. 7	3.536	0.929	0.262
Q. 8	3.456	0.920	0.266
Q. 9	3.664	0.949	0.259
Q.10	3.632	0.884	0.243
The General Average	3.562	0.540	0.151

Source: Prepared by the researchers based on the outputs of software SPSS (V.24)

### 3.3: The Results Test hypothesis of research:

- a) **The correlation hypothesis :** The Table (3) shown examines the correlation between the two variables and the Pearson correlation coefficient was used because the data is distributed naturally, there is a significant correlation between Workaholic and job performance (0.643\*\*) this result indicates acceptance of the first major hypothesis ((There is a significant correlation between Workaholic and job performance)).

**Table (3) Pearson's Correlation Coefficients between Workaholic and job performance**

Workaholic Job Performance	Behavioural dimension	cognitive dimension	Emotional dimension	Total Workaholic
Total Job Performance	0.622**	0.568**	0.535**	0.643**

Source: Prepared by the researchers based on the outputs of software SPSS (V.24)

- b) **The Effect Hypothesis:** The model shown in table (4) The results of the Regression the Workaholic in Job Performance was significant under the level (0.01) in terms of the value of (F) calculated (86.497 \*\*), which is higher than the value (F) tabular (6.87) below the level of significance (0.01), and the value of the coefficient of determination (R2) (0.408) This means that the Workaholic account for (40.8%) of the dynamic Job Performance and the value of the influence factor (B) was (0.541) of Job Performance, and this result provides sufficient support for accepting the second major hypothesis ((There is a significant effect relationship between Workaholic and job performance)). thus the regression model is as follows: Job Performance = 1.522 +0.541 (Workaholic)

**Table (4) The results of the Regression the Workaholic on job performance**

<b>Job Performance Workaholic</b>	<b>Job Performance</b>				
	$\alpha$	B	calculated F	R <sup>2</sup>	Aspect or reject the hypothesis
Behavioural Dimension	1.858	0.486	77.716**	0.382	Aspect
Cognitive Dimension	2.387	0.321	58.647**	0.317	Aspect
Emotional Dimension	2.395	0.309	49.399**	0.281	Aspect
Total Workaholic	1.522	0.541	86.497**	0.408	Aspect

**4: CONCLUSIONS AND RECOMMENDATIONS****4.1: Conclusions**

1. The analysis shows that the response of the sample to the questionnaires of the Workaholic variable
2. Was acceptable and that the workers in the private colleges have Workaholic.
3. The analysis shows that the job performance of the respondents was at a moderate level, which means that the lecturers perform well in private universities
4. It was concluded that Workaholic is positively associated with job performance but in the long run this will affect the health of employees and their promotion
5. Workaholic have brought about a positive change in job performance

**4.2: Recommendations**

1. The college administration should pay attention to the subject of Workaholic and reduce them because they will affect the quality of service provided for the long term
2. The faculty administration should pay more attention to job performance to provide a healthy physical and moral work environment and review the performance appraisal system
3. The college administration should invest Workaholic in a manner that improves performance without causing stress on employees.
4. Researchers should study Workaholic in other service and industrial sectors
5. Researchers should seek to build a comprehensive concept of Workaholic in order to develop this unclear field of knowledge

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