EXTENDED SUMMARY

Workaholism, which is perceived as being a behavior which is supported in modern society, is a quite negative phenomenon in terms of its outcomes (Dosaliyeva 2009). Work-life balance is for an individual to establish balance between the demands of work and his/her private life, and provide the satisfaction of both areas. In this sense, it is expressed as the minimal conflict between the roles of individual takes the responsibility of work and outside work life (Clark, 2000). This research purposed to find out the relationship between the workaholism levels and work-family balance (work-family conflict, family-work conflict, life satisfaction) of teachers. To achieve this aim it was sought answers to the following questions: 1) How is the workaholism tendency of teachers? 2) Does the workaholism tendency of teachers differ according to their gender, type of school they work, position title, marital status, total time in the school they work and seniority variables? 3) How are the teachers' opinions on work-life balance (work-family conflict, family-work conflict, life satisfaction)? 4) Does the work-life balance (work-family conflict, family-work conflict, life satisfaction) of teachers differ according to their gender, type of school they work, position title, marital status, total time in the school they work and seniority variables? 5) Is there a relationship between the workaholism tendency and work-life balance (work-family conflict, family-work conflict, life satisfaction) of teachers? This is a descriptive survey and the research population consisted of the teachers who were working in the state schools such as nursery, primary, secondary schools in the center of Kütahya. Research sample composed of 520 teachers. In order to collect the data, research instruments called “Workaholism Scale (Enjoyment sub-dimension, Driven sub-dimension, and Work Involvement sub-dimension)” and “Work Family Balance Scale (Work-family conflict sub-dimension, Family-work conflict sub-dimension, and Life satisfaction sub-dimension)” were used. Descriptive statistics, the t-test, the variance analysis (ANOVA) and Pearson correlation coefficient were used to analyze the data.

According to the results of the research nearly more than half of the teachers have not workaholism tendencies. Teachers who have workaholism tendencies are mostly enthusiastic addicts, work enthusiasts and work addicts. Those who have no workaholism tendencies are mostly unengaged workers, reluctant hard workers, alienated professionals, relaxed workers and disenchanted workers. When compared with family-work conflict and work-family conflict dimensions, life satisfaction levels of the teachers are more than them. The more work enjoyment level of the work enthusiasts is high, the more life satisfaction level of theirs is high.

There is a low level, in the same direction and significant relationship between enjoyment situations and life satisfactions (r=.299, p<.01) of the employees who are work enthusiasts. When consider the coefficient of determination (r2=.089), enjoyment situations explain 8.9% of the variance in life satisfaction. According to this, while the levels of enjoyment of work enthusiasts are increasing the levels of life satisfaction also increase.

There is a low level, in the opposite direction and significant relationship between work involvement situations and opinions on work-family conflict (r=-.205, p<.01) of the teachers who are unengaged workers. When consider the coefficient of determination (r2=.042) work involvement situations explain 4.2% of the variance in the opinions on work-family conflict of the teachers who are unengaged workers. According to this, while the levels of work involvement of the teachers who are unengaged workers are increasing the conflict levels in work-family conflict dimension decrease, or while the levels of work involvement are decreasing the conflict levels in work-family conflict dimension increase.

There is a low level, in the opposite direction and significant relationship between enjoyment situations and opinions on family-work conflict (r=-.233, p<.01) of the teachers who are unengaged workers. When consider the coefficient of determination (r2=.054) enjoyment situations explain 5.4% of the variance in the opinions on family-work conflict of the teachers who are unengaged workers. According to this, while the levels of enjoyment of the teachers who are unengaged workers are increasing the conflict levels in family-work conflict dimension decrease, or while the levels of enjoyment are decreasing the conflict levels in family-work conflict dimension increase.