IMPACT OF WORKAHOLISM ON TEACHERS' OCCUPATIONAL PROFESSIONALISM AT THE SECONDARY SCHOOL LEVEL

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ABSTRACT

The current study was designed to identify the impact of workaholism on teachers' occupational professionalism that influences the teaching-learning process of secondary school teachers to equip them professionally. The major objectives of the study were to explore the impact of workaholism on teachers' occupational professionalism at the secondary school level. All the teachers teaching in secondary and higher secondary schools in tehsil Sargodha were the population of the study. Teachers were selected through multistage random sampling. From 190 schools, 100% of teachers from 20 % of schools were selected, and the sample size was 691. Questionnaires were developed for secondary school teachers' responses & validated through expert opinion. Pilot testing was done, and the reliability coefficient Cronbach Alpha values for workaholism and teacher's occupational professionalism were 0.729 and 0.850, respectively. The collected data were analyzed by using frequencies, percentages, and mean scores. Pearson correlation revealed a moderate positive relationship between workaholism and occupational professionalism of secondary school teachers, which means workaholism enhances teachers' occupational professionalism. It is concluded that if some of the school work needs to be done immediately, it puts a heavy burden on teachers' minds, so it is recommended that after assigning the task to teachers' the school principal should give them some time to complete it or maybe in group work so they can complete school work through mutual consultation & collaboration in this regards they can improve their efficiencies to make proficient.

INTRODUCTION

The technological marvels and adventures of the 21st century have shown the world a field of research in which people are enlightened and have left behind old customs and outdated traditions. The modern age has brought new possibilities, advanced trends, and updated information (Salah, 2022). With the advancement of science, people have started to think about many other worlds and phenomena apart from this universe. Due to the rapid development of media and technology, the world has become a global village. Every aspect of nature is being considered, possibilities of development are being discussed, and experiments are being done on every topic and problem (Kasych & Vochozka, 2019). Enlightenment of people has started to think about getting future benefits through modern ideas and means of development. New ideas come to their minds every day. The passion to win and the desire to grow is driving people to progress. People want to succeed in life, to achieve everything, to live a quality life (Banerjee, 2018a).

In order to raise self-esteem and dignity in their work, people have become so conscious that they show hard work, effort, dedication, passion, sincerity, honesty, courage, enthusiasm, interest, deep commitment to work during their daily performance, they try to increase the quality and speed of their work many times by working

with self-responsibility, sense of responsibility, which also gives a high place to their self-esteem, honor, and respect (Tsvetkova & Partridge, 2021).

The famous people of the universe have made their place in the world only by hard work and hard work, whether it is in the field of education, literature, industry, science, sports, or research. It takes a lot of courage to leave your comfort and hobbies and focus on taking your professional responsibilities seriously. There is no denying the fact that a person is recognized by the quality and performance of his work; the performance of a person in any field makes his name bright and increases his importance and value. It is only through deep involvement in work, loyalty, sincerity, passion, dedication, engagement, and travel that man's real goals can be achieved (Ferahtia, 2021). In the world of development, a person does many things to improve their lifestyle and live a quality life; this work he does to bring economic benefit to himself, from which he earns employment and provides things for himself, which is called a job or a profession. The importance of professions could not be denied in any era. A person chooses a profession according to his ability, courage, and education. First, a person gets a job on the basis of his ability, talent, and temperament, and then by working harder, he increases his skills with motivation based on incentives, promotions, appreciation, and rewards (Joshi & James, 2022).

In order to lead a distinguished, beautiful life and complete life in all aspects, people take up professions that not only give them financial benefits but also bring them mental satisfaction and peace, excellent and quality life. Among the professions, the most sacred profession is that of teaching, which has no example. Among the professions, the most sacred profession is that of teaching, which has no example. Our Prophet (peace be upon him) was a teacher who preached Islam. People associated with teaching and learning always keep their culture, values and traditions, morals, the rise of humanity, citizenship, identity, and the real purpose of life in front of them while performing their professional responsibilities (Özgenel, 2020). The status of teachers in today's educational institutions is an undeniable fact. Teachers build the character of the students as well as their character and character. Students are the architects of tomorrow in our nation who have to shape the future of nations. That is why all the emphasis of the teachers is on improving the personality of the students (Banerjee, 2018b).

Teachers impart all their knowledge, experience, and skills to the students and work diligently to make them active in society. Work hard, work day and night, in and out of school, always planning to guide your students. To make their teaching process effective, they conduct research, use technology, and polish their professional skills through various seminars and trainings (Atroszko et al., 2019). Teachers are worried about guiding the students in the teaching process and solving their teaching problems; they do not even care about their health; they work tirelessly for the betterment of their students, and this situation is actually called workaholism (Zainal, 2018).

The concept of workaholism in educational institutions is in the true sense of using the best strategies during the learning process in the classrooms to provide the best learning environment to the students. To enhance students' skills, teachers use the best strategies, innovative teaching methods, activity-based learning, teaching skills, and various assessment tools and techniques through various projects and practical tasks (Sutton-Long, 2017). Workaholism is not only classroom activities for students but also fulfilling all kinds of responsibilities associated with the institution. An excellent teacher guides his students through the intricacies of academic issues, providing them with up-to-date information. He fulfills the duties of his profession by getting deeply involved to improve his performance (Quinones, 2018).

In order to achieve excellence in the field of teaching, teachers take their teaching to the highest level in every aspect and equip the students with knowledge that is deep in their experience and mind. Prolonged commitment to the teaching profession enhances one's abilities, and one becomes an expert (Shaukat & Chowdhury, 2020). Professionalism increases a person's importance by improving his technical skills. These efficiencies of teachers not only bring out the God-given potential of students and help them achieve their educational goals but also fulfill their dreams of a bright and successful future (Mabagala, 2018). Teaching

professionals work on many research projects to improve their teaching skills. Thorough mastery of one's subject greatly increases the confidence of teachers and enhances their efficiency (Ayaya & Pretorius, 2021).

The recognition of a teacher is actually his efficient performance at the workplace. Providing a teaching environment on modern behavior in the class, motivation, self-respect of the students, and the purposefulness of the teacher's good behavior helps the students achieve their vision (Azeem & Omar, 2018). Proficiency of a teachers' professionalism depends on the pace of his work speed, style of completing, and his deep involvement in it. In other words, the effectiveness of a teacher can be seen as his workaholism. Workaholism creates the teachers' professionalism, which improves the teacher's performance along with increased teaching skills. A teacher who performs the art of teaching in the best way is an extremely hard worker who engages the class students with their expertise in an extremely professional manner and enhances their performance by polishing their skills. Highly professional people live a complete, perfect, and peaceful life; their success is the expression of their extraordinary performance (Stoeber, 2018).

Rationale of the Study

Teachers are the architects of our nation; they are the backbone of any educational institution (Andreassen, 2014). They strive day and night for the growth and success of their organization (Tafti et al.,2015). Their hard work, dedication, and efficient performance show sincerity, loyalty, and patriotism toward their organization (Nagoba & Mantri, 2015). They work hard to make their teaching activities effective and develop enthusiasm in carrying out their teaching-learning process and other assigned responsibilities (Innanen et al., 2014). Organizational performance depends on teachers' attitude, behavior, understanding of the task, ability to complete it, and proficiency (Nartgun et al., 2016). Teachers' immense work engagement, intrinsic desire to work, and intense passion for deep involvement for long hours make them expert, experienced, and professional (Stoeber & Damian, 2016). These excellences in work lead to occupational professional excellence (Tsvetkova & Ouarda, 2019). Therefore, there is a need to find a strong link between hard work and technical proficiency, and emphasis should be placed on upgrading the quality of education, making the teaching-learning process effective, taking measures to protect the employment of secondary-level teachers, and evaluating the impact of teachers' commitment with their golden performance (Aziz et al., 2013).

Objectives of the study

The objective of the study was to explore the impact of workaholism on teacher's occupational professionalism at the secondary school level.

METHODOLOGY

The research is descriptive and quantitative in nature and the survey method was used to collect data to find out the impact of workaholism on secondary teacher's performance (Gall et al., 2007).

Population and Sample

All male and female higher secondary school teachers and secondary school teachers of tehsil Sargodha will be the population of the study, including SSS, SS, SSTs, ESTs, PSTs, and PETs. Multistage random sampling techniques were used to select the study sample. There are six tehsils in district Sargodha, i.e., Sargodha, Sillanwali, Shahpur, Sahiwal, Bhera, and Kotmoman Tehsil. Due to time and financial constraints, it was not possible for the researcher to collect the data from all tehsils, so tehsil Sargodha was selected among all tehsils because it is a larger tehsil from all the six tehsils and has more number of secondary and higher secondary schools. There are 66 male public secondary schools, 104 female secondary schools, 09 male public higher secondary schools, and 11 female higher secondary schools in Tehsil Sargodha. Almost 3000 teachers are performing their duties in these schools. The total number of secondary schools in tehsil Sargodha was 190, among which 20% schools from each male and female secondary schools with 100 % teachers (190*20% = 38 schools) were randomly selected. So, in 38 secondary schools, 23 female and 15 male schools were selected randomly. All the teachers from these selected schools were included in the sample.

Research Instrument

Two questionnaires, which had four different parts, were designed and used as the research instrument. The primary portion was about the basic or demographic information of the respondents.

1. The scale of workaholism consisted of major indicators like feeling driven to work, work enjoyment, work involvement, work engagement, willingness to work, working excessively & working compulsively with 28 items (Aziz et al., 2013; Andreassen, 2014; Nartgun et al., 2016; Zainal, 2018).

2. The scale of occupational professionalism consisted of major indicators like professional responsibilities, growing & developing professionally, exhibiting professionalism, reflection on teaching, communicating with parents, maintaining accurate records and participating in the professional community with 30 items (Creasy, 2015).

After validation through expert opinion, pilot testing was done, and reliability coefficient Cronbach Alpha values for workaholism and teacher's occupational professionalism were 0.729 & 0.850, respectively.

RESULTS AND DISCUSSION

The researcher analysed quantitative data through SPSS 22 and applied descriptive statistics (Percentages, Mean, and Standard Deviation) and inferential statistics (Pearson Correlation) were used to analyse data.

Overall Workaholism

Table 1 shows the analysis of teachers from secondary schools in District Sargodha about workaholism. Most of the secondary school teachers (83%) with a satisfying mean score of 4.108 (SD=1.018) opined that they were feeling driven to work. Many secondary school teachers (69%) with a satisfying mean score of 3.742 (SD=0.962) opined that they were involved in their work. Many of the secondary school teachers (65%) with a favoring mean score of 3.605 (SD=1.005) opined that they were engaged in their work. Most secondary school teachers (75%), with a satisfying mean score of 3.912 (SD=0.878), opined that they were willing to work. Many secondary school teachers (61%), with a satisfying mean score of 3.538 (SD=1.107), opined that they were working excessively. Most of the secondary school teachers (78%), with satisfying mean scores of 4.007 (SD=0.886), opined that they were working compulsively. Most secondary school teachers (73%), with a satisfying mean score of 3.834 (SD=0.975), opined that they were workaholics.

Table 1. Views of secondary school teachers about workaholism.

Sr. No	Indicators	SA f %	A f %	(SA+A) f %	UD f %	DA f %	SDA f %	(DA+ SDA) f %	Total f %	Mean	SD
1	Feeling Driven to Work	1365 41%	1435 42%	2800 83%	266 8%	133 4%	156 5%	289 9%	3355 100%	4.108	1.018
2	Work Enjoyment	1150 34%	1363 41%	2513 75%	425 13%	298 9%	119 3%	417 12%	3355 100%	3.931	0.969
3	Work Involvement	648 24%	1210 45%	1858 69%	418 16%	305 11%	103 4%	408 15%	2684 100%	3.742	0.962
4	Work Engagement	624 23%	1114 42%	1738 65%	410 15%	336 13%	200 7%	536 20%	2684 100%	3.605	1.005
5	Willingness to Work	896 33%	1118 42%	2014 75%	320 12%	241 9%	109 4%	350 13%	2684 100%	3.912	0.878
6	Working Excessively	396 20%	824 41%	1220 61%	373 18%	308 15%	112 6%	420 21%	2013 100%	3.538	1.107
7	Working Compulsively	739 37%	825 41%	1564 78%	233 11%	158 7%	216 11%	216 11%	2013 100%	4.007	0.886
	Total of Workaholism factor	5818 31%	7889 42%	13707 73%	2445 13%	1779 9%	1015 5%	2636 14%	18788 100%	3.834	0.975

Overall Occupational Professionalism

Table 2 shows the analysis of teachers from secondary schools about occupational professionalism. The majority of the secondary school teachers (92%), having a satisfying mean score of 4.411 (SD= 0.763), opined that they had professional responsibilities. The majority of the secondary school teachers (87%), with a satisfying mean score of 4.212 (SD= 0.787), opined that they were growing and developing professionally. Most of the secondary school teachers (89%) with a satisfying mean score of 4.311 (SD = 0.763) opined that they were exhibiting professionalism. The majority of the secondary school teachers (86%) with a satisfying mean score of 4.208 (SD= 0.837) opined that they had different opportunities to reflect on their teaching. Most of the secondary school teachers (84%) with a satisfying mean score of 4.125 (SD=0.885) opined that they were communicating with parents. Many of the secondary school teachers (79%) with satisfying mean scores of 4.009 (SD=0.848) opined that they were maintaining accurate records. The majority of the secondary school teachers (86%) with a satisfying mean score of 4.170 (SD=0.764) opined that they were participating in the professional community. Overall, the trend shows that the majority of the secondary school teachers (84%) with a satisfying mean score of 4.206 (SD= 0.806) opined that they had occupational professionalism.

Table 2. Views of secondary school teachers about occupational professionalism.

Sr. No	Indicators	SA	A	(SA+A)	UD	DA	SDA	(DA+SDA)	Total	Mean	SD
		f %	f %	f %	f %	f %	f %	f %	f %		
1	Professional Responsibilities	1423	1048	2471	149	23	41	64	2684	4.411	0.763
		53%	39%	92%	6%	8%	2%	2%	100%		
2	Growing and Developing Professionally	1311	1593	2904	342	72	37	109	3355	4.212	0.787
		39%	47%	87%	10%	2%	1%	3%	100%		
3	Exhibiting Professionalism	1216	1196	2412	191	56	25	81	2684	4.311	0.763
		45%	44%	89%	8%	2%	1%	3%	100%		
4	Reflection on Teaching	1370	1536	2906	288	100	61	161	3355	4.208	0.837
		41%	45%	86%	9%	3%	2%	5%	100%		
5	Communicating with Parents	991	1271	2262	259	95	68	163	2684	4.125	0.885
		37%	47%	84%	10%	4%	2%	6%	100%		
6	Maintaining Accurate Record	806	1320	2126	384	125	49	174	2684	4.009	0.848
		30%	49%	79%	14%	5%	2%	7%	100%		
7	Participating in the Professional Community	925	1405	2330	264	68	22	90	2684	4.170	0.764
		34%	52%	86%	10%	3%	1%	4%	100%		
	Total of Occupational Professionalism Factor	8042	9369	17411	1877	539	303	842	20130	4.206	0.806
		40%	47%	87%	9%	2%	2%	4%	100%		

Discussion

The study was to explore the impact of workaholism on teachers' occupational professionalism at the secondary school level. The finding of the current study depicted that many of the secondary school teachers said that if some of the school work needs to be done immediately, it puts a heavy burden on their

minds, which negatively affects their occupational professionalism, which is in line with the findings of Nartgun et al. (2016) teacher's views regarding workaholism and occupational professionalism that teachers whose workaholism levels are high will also have higher levels of occupational professionalism. Workaholic teachers who are committed to their work will struggle to do their best while conducting their professions. Another conclusion of the study was that there is a moderate positive relationship between workaholism and occupational professionalism of secondary school teachers. It means when workaholism is higher, occupational professionalism is enhanced, which is in line with Özdemir et al. (2021), which is an investigation of the relationship between workaholism and organizational commitment of primary school teachers.

CONCLUSIONS AND RECOMMENDATIONS

It is concluded that most of the secondary school teachers opined that they have feeling driven to work, willingness to work, working compulsively, work involvement, work engagement. The majority of the secondary school teachers opined that they have professional responsibilities, developing professionally, exhibiting professionalism, reflecting on teaching, and participating in the professional community. Most of the secondary school teachers opined that they are communicating with parents and maintaining their school records. It is also concluded that there is a moderate positive relationship between workaholism and occupational professionalism of teachers of secondary schools. It means when workaholism is higher, occupational professionalism is enhanced. It is concluded that many of the secondary schools said that if some of the school work needs to be done immediately, it puts a heavy burden on their mind, so it is recommended that when a school principal assigns a task to the teachers, they should give them some time to complete it, in another case the teachers should be given group work so they can complete school work in a good way through mutual consultation & collaboration. It is also concluded that many secondary school teachers get exhausted all the time in school, so it is recommended that the principal should include one or two free periods for the convenience of teachers; this allows teachers to chat with their collegians and consult with each other to improve the results of their classes.

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