

Exploring Workaholism Determinants and Life Balance: A Mixed-Method Study Among Academic Nurse Educators

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Abstract : Background: Academic nurse educators play a crucial role in the educational environment, but the demands of their profession can lead to workaholism, which could result in an imbalance between work and personal life. Purpose: The study aimed to explore workaholism and life balance among academic nursing educators, as well as investigate the factors associated with workaholism. Methods: A mixed-methods design based on the 'concurrent triangulation' approach was employed. A convenience sample of 76 nurse educators completed the Dutch Work Addiction Scale (DUWAS) and the Life Balance Inventory (LBI), while a purposive sample of 20 nurse educators participated in semi-structured interviews. Inferential statistics and thematic analysis were used to analyze the data. Results: The researchers found a notable prevalence of workaholism among nurse educators, with 59.0 % reporting a mean score above 2.5 and 86.8 % perceiving an unbalanced life. Regression analysis indicated that workaholism negatively predicted life balance ($B = -0.404, p < 0.001$). The qualitative findings derived three themes as determinants of workaholism: antecedents, consequences, and personal and institutional strategies to mitigate workaholism among nursing educators. Conclusion: Educational institutions should develop comprehensive approaches to support and develop their academicians, fostering a positive work environment, work-life balance, employee well-being, and professional development.

Keywords : workaholism, life balance, academic nurse educators, mixed-method

Conference Title : ICNH 2025 : International Conference on Nursing and Healthcare

Conference Location : Melbourne, Australia

Conference Dates : July 21-22, 2025