

The Relationship between School Climate and the Workaholism Tendencies of Teachers

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ABSTRACT The purpose of this paper is to examine the relationship between school climate and the workaholism tendencies of teachers. The sample of the survey model study consists of 385 teachers. The data were collected via "Scale of Organizational Climate in Schools" and "Workaholism Scale" and analyzed through descriptive statistics, clustering analysis, t-test, ANOVA and correlation analysis methods. According to the results, almost half of the teachers showed signs of workaholism. School climate affects the attitude of teachers prone to workaholism towards their job relatively less than the other teachers. While supportive principal treatment strengthens the work involvement of enthusiastic addict teachers, peremptory treatments reduces their intrinsic motivation. Likewise, restrictive principal treatment and negligent teacher behavior reduces the level of work enjoyment of work addict teachers. However, collaborative teacher behavior increases the level intrinsic motivation of work addict teachers.