

**BEYOND THE CALL OF DUTY: EXPLORING THE CONNECTION BETWEEN
EXCESSIVE WORK AND PERFECTIONISTI TENDENCIES IN PRIMARY
SCHOOL TEACHERS OF GWALIOR**

Aashna Saxena*, Nancy Bamoriya*, Dr. Rituraj**

*Student, BA(H.) Applied Psychology, **Assistant Professor

Amity Institute of Behavioural and Allied Sciences, Amity University Madhya Pradesh

ABSTRACT

The teaching profession, often demanding and emotionally taxing, can push individuals towards excessive work hours and a relentless pursuit of perfection. This study delves into the intricate relationship between work addiction and perfectionism among primary school teachers. By exploring this connection, the research aims to shed light on the potential psychological and professional consequences faced by educators who exhibit these tendencies. A comprehensive literature review was done to establish the foundation of this research, which helped in identifying school teachers as the primary focus. The study proposes assessing correlation using Frost Multidimensional Perfectionism Scale (Frost, 1990) and Work Addiction Risk Test (Robinson, 1989). This work presents a conceptual framework to contribute to the field and investigate the links between work addiction and perfectionism. Previous work on similar topics indicates a generally positive correlation between the two. This research empirically tests how perfectionism and work addiction affect primary school teacher's daily life. Some contradictory results are also to be found which was not seen in previously available studies. Such as very negligible corelation between work addiction and perfectionism.

Keywords: Work addiction, perfectionism, primary school teachers.

INTRODUCTION

Psychological and social studies have given "work addiction" a rich history. Pierre Janet's 1903 term "psychasthenia," which included perfectionistic concerns, was related to obsessive-compulsive personality. In 1919, Sándor Ferenczi described "Sunday Neurosis," a

disorder in which people had anxiety and physical symptoms when they tried to stop working, suggesting withdrawal-like symptoms from obsessive work habits. 1952 The DSM-I describes obsessive personality traits as extreme work ethic and lack of rest. Wayne Oates defined "workaholism" as a work addiction that harms health, happiness, and social functioning in his 1968/1971 book. He stressed that while it was an illness, it was often seen more positively than substance addictions. 1970s Medical literature raised awareness of workaholic tendencies among professionals. Behavioural addiction models were used to study work addiction in the 2010s, including compulsive motivation, cognitive concentration on work, emotional distress without work, and excessive work conduct. In summary, "work addiction" has gone from psychological notions to a behavioural health issue, demonstrating its tremendous impact on individuals and society.

Work addiction, commonly known as workaholism, is characterized in the behavioural addiction literature as a compulsive and excessive involvement in work activities that results in considerable pain and discomfort. Work addiction is defined by a consistent tendency for excessive and compulsive work, signifying that individuals have an uncontrollable impulse to work above what is necessary or beneficial. This negative conduct associated with work results in "substantial harm and distress of a functionally impairing nature to the individual and/or other significantly relevant relationships" (Atroszko et al., 2019). Certain characteristics of work addiction contrast with those of other behavioural addictions, such as gaming and eating behaviours, encompassing numerous positive elements, including recognition, gratification, financial rewards, and enhanced social status (lichtenstein et al., 2019). Work addiction entails continuous consideration about work, even in the absence of job-related tasks, signifying a preoccupation that interferes with daily existence. This entails engaging in excessively prolonged work hours and utilizing employment as a mechanism to evade personal problems or emotional turmoil. Research on work addiction and its causes helps determine the frequency and features of burnout phenomenon and work addiction among Thai teachers, leading future burnout prevalence. Results showed 30.1% and 11.5% frequency. Psychological job demand influenced work addiction; employment control and security caused burnout. Prevention and screening may fix these issues (Nithivasin and kalayasiri., 2021). Psychometric screening procedures based on an addiction paradigm have estimated work addiction prevalence from 6.6% to 20.6%. A Norwegian national

representative sample found 8.3% of persons addicted to work, whereas Hungarian research found 20.6%. Additional research demonstrates the correlation between work addiction, stress, and quality of life. The Bergen Workaholic Scale (BWAS) was validated in a Danish sample, revealing a high risk of work addiction was associated with stress and reduced quality of life. High-risk individuals reported higher PSS scores and more working hours, with a prevalence of 6.6% (Lichtenstien et al., 2019).

Perfectionism is an obsessive drive to achieve unrealistic goals, leading to psychological disorders like anxiety, depression, and worthlessness. It can decrease productivity and result in lower wages for high-achieving workers. Perfectionists often have social and relational difficulties and react furiously to judgement and pain. Cognitive-behavioural interventions can help perfectionists adopt a more adaptive approach to their expectations, reframe their sense of worth, and improve mental wellness, effectiveness, and relationships (Burns, 1980). This book explores the maladaptive nature of perfectionism, combining modern theory and research. It covers its relationship with social, motivating, emotional, and cognitive elements, its interaction with life stress, and its therapeutic application in clinical diseases, aiming to encourage further investigation into dysfunctional perfectionism (*APA PsycNet*, n.d.). Research 30 years ago identified two types of perfectionism: normal perfectionism and neurotic perfectionism. A common framework was developed to understand these two forms, using dimensional and group-based approaches. Dimensional approaches differentiated perfectionistic strivings and perfectionistic concerns, while group-based techniques separated people into healthy perfectionists and unhealthy perfectionists. The framework highlighted both positive and negative aspects of perfectionism, highlighting the complexity of human behavior during striving. Unhealthy perfectionists often experience anxiety and distress due to unrealistic expectations. (Stoeber & Otto, 2006). Perfectionism is a key criterion for DSM-III diagnosis and is linked to various mental health issues. A multidimensional scale was created to address this, focusing on a deep-seated concern over making mistakes. Other dimensions included setting high personal standards, feeling intense parental expectations, and doubting the quality of actions. These dimensions were found to correlate with psychological symptoms and procrastination tendencies. Future research should explore this multidimensional aspect of perfectionism to better understand its impact on people's lives (Frost et al., 1990). The study examined the correlation between job stress and organizational

support in teachers and perfectionism. It measured 62 teachers' self-oriented, other-oriented, and socially imposed perfectionism using the Multidimensional Perfectionism Scale. Results showed a positive correlation between various indicators of teacher stress and socially enforced perfectionism, with low job satisfaction being strongly associated with perfectionism. Self-oriented and other-oriented perfectionism dimensions had no significant correlation with stress measurements. The study highlights the influence of social perfectionism on teacher stress awareness (Flett et al., 1995). The study aimed to differentiate between self-oriented and socially prescribed perfectionism based on their correlations with adaptive constructs like self-esteem, self-control, achievement motivation, depression, anxiety, suicidal proneness, shame, guilt, and procrastination. Results showed distinct associations between the two forms, with socially prescribed perfectionism having more links to maladaptive concepts. High self-oriented perfectionism without socially dictated perfectionism is adaptive (Klibert et al., 2005). Teacher fatigue, stress, and maladaptive coping result from perfectionism. Recent research shows perfectionism's pros and cons. A study of 118 secondary teachers studied perfectionism, stress, coping, and burnout. Multiple regression studies found that striving for perfection was positively correlated with challenge appraisals and active coping, while negative reactions to imperfection were positively correlated with threat/loss appraisals, avoidant coping, and burnout and negatively associated with them. Ideal pressure varied by source: Student and parent pressure increased loss ratings and fatigue, but coworker pressure decreased them. Research shows that instructors may burn out owing to negative reactions to imperfection and student and parent pressure, not perfection or colleague pressure (Stoeber & Rennert, 2007). The role of personality in the teacher labour market is unknown. Perfectionism and teacher commitment and retention are examined in this study. One hundred eighteen graduates of a competitive teacher preparation program with widely varying levels of total years commitment to the job completed a measure of three dimensions of perfectionism—standards (holding oneself to high standards), order (valuing neatness, tidiness, and discipline), and discrepancy (perceiving a gap between ambitions and abilities)—and provided personal and work histories. Overall, none of the perfectionism factors indicate teacher commitment, however the order dimension strongly predicts long-term commitment to struggling urban versus affluent suburban schools. These

findings suggest that long-term urban instructors may overcome challenging and chaotic conditions to stay in the job (Jones, 2016).

This study found a strong link between educator's perfectionism and work addiction. Maladaptive perfectionism and work addiction are reliable predictors of work stress in college professors, with work addiction partially mediating the relationship (Xie Xiaolong, 2020). Another study examined workaholism among Jordanian employees and its impact on various groups. It found that positive and negative perfectionism were prevalent among males, subordinates, bachelor's degree holders, and those under 30 years old. Workaholism was more prevalent among public sector employees, married individuals, and those with diplomas. Hierarchical regression analysis revealed that positive and negative perfectionism and demographic variables accounted for 129% of workaholism variability (Aldahadha et al., 2023). One of the aforementioned research projects indicates a link between work addiction and perfectionism, warranting additional in-depth investigation. A 4340-adult study indicated that poor self-esteem and high perfectionism predict work addiction. Maladaptive rumination linked self-oriented, socially dictated perfectionism, and self-esteem to work addiction directly and indirectly. The direct association was 44% explained by brooding, a maladaptive approach. The findings show that job addiction shares cognitive-affective pathways with other addictive diseases (Kun et al., 2020). Another study primarily concentrated on job-related addiction among employees. The study examined how managers' perceived work addiction moderate's employee's perfectionism and work addiction. Self-oriented perfectionism was linked to job addiction in a cross-sectional study of 964 Lithuanian professionals. Researchers found no evidence that managers' work addiction moderates (Endriulaitiene et al., 2022). Another study elucidates a positive association between work addiction and perfectionism. The study explores the impact of motivational climates on perfectionism and work addiction, using the Job Demands-Resources model and Conservation of Resources theory frameworks. Findings suggest performance climate positively correlates with perfectionism and work addiction, but their combined effects do not predict addiction (Lorena et al., 2024). This study primarily examines the relationship between life satisfaction, work addiction, and perfectionism, which is crucial for understanding employees, as personal well-being significantly influences emotional management and workplace effectiveness. The study aimed to investigate the role of

perfectionism and life satisfaction in predicting work addiction in various jobs. Data was collected from 250 doctors, psychologists, pilots, and teachers who worked over 50 hours a week in 1401. Results showed that perfectionism positively predicts work addiction, while life satisfaction negatively predicts it. People with high standards and a focus on perfection are more likely to engage in work addiction (Minasadat et al., 2023). This study emphasizes the significance of job resource social support, which ultimately mitigates work addiction. The study explores the relationship between job demands, social support, perfectionism, and occupational self-efficacy and work addiction in Norway. Results show high job demands and perfectionism predict higher addiction levels, while job resource social support reduces addiction (Olav et al., 2024). The aforementioned study examined the relationship between work addiction, compulsive behaviour, and mental stress. This study predicts work addiction by examining depression and anxiety in 332 workers. Results show work-related feelings and excessive work predict depression and anxiety, aiding in promoting healthy lifestyles (Fernandez et al., 2021).

METHODOLOGY

OBJECTIVE

To investigate the relationship between work addiction and perfectionism among primary school teachers of Gwalior.

HYPOTHESIS

There will be no significant relationship between work addiction and perfectionism of primary school teachers of Gwalior.

SAMPLE

In this research, we took 15 sample of primary school teachers. Primary school teachers between the ages of 21 to 35 has been selected to participate in the selection process for the sample. Obtaining the explicit agreement of each and every individual involved was successful. The form of sampling utilized is known as purposive sampling, which is a non-

probability sampling strategy that has been selected due to its practicality and efficacy in gaining access to a pool of respondents that is going to be readily available.

TOOLS

1. **Work addiction risk test (Robinson, 1989)** - The Work Addiction Risk Test (WART), created by Robinson in 1989, is a well-established questionnaire intended to evaluate workaholism. The instrument comprises 25 items that respondents evaluate on a four-point Likert scale, with ratings from 1 ("never true") to 4 ("always true"). The overall score may vary from 25 to 100, with elevated values signifying an increased risk of work addiction. Reliability of WART's coefficient alpha of 0.88 suggests strong internal consistency and with 0.83 correlation, U.S. students had strong two-week test-retest reliability. The test is stable when given to the same persons. The assessment measures five aspects of work addiction:
 - a) Compulsive Tendencies: Indicates the compulsive characteristics of work practices.
 - b) Control: Assesses the necessity for oversight in professional tasks.
 - c) Self-Absorption: Evaluates challenges in interpersonal contact resulting from work preoccupation.
 - d) Inability to Delegate: Signifies difficulties in distributing duties to others.
 - e) Self-valuation: Analyses the correlation between self-esteem and professional accomplishments.
2. **Frost multidimensional perfectionism scale (frost et al., 1990):** In 1990, Dr. Randy Frost and his associates developed the Frost Multidimensional Perfectionism Scale, which initially assessed six sub-scales. The subsequent evaluation, which employed principal components analysis, determined that four sub-scales were more suitable. This inventory comprises 35 questions that assess four subscales of perfectionism. But we have initially created six subscales, which include:
 - a) Concern over Mistakes (CM): This subscale is indicative of an individual's concern regarding the possibility of making mistakes and the fear of receiving negative feedback from others.

- b) Personal Standards (PS): This dimension quantifies the degree to which individuals establish high personal standards for themselves.
- c) Parental Expectations (PE): This subscale evaluates the perceived expectations that individuals believe their parents have for them.
- d) Parental Criticism (PC): This dimension assesses the perceived criticism from parents regarding performance and behaviour.
- e) Doubts about Actions (D): This subscale reflects a lack of confidence in one's abilities, as it captures ambiguity regarding one's actions and decisions.
- f) Organization (O): This dimension is concerned with the necessity of maintaining order and cleanliness in one's existence.

The FMPS, a psychometric instrument, has been validated and correlated with other measures of perfectionism, thereby confirming its validity in evaluating perfectionism in a variety of contexts. The Frost Multidimensional Perfectionism Scale (FMPS) demonstrates strong validity and reliability across its six subscales. Reliability analyses have shown good internal consistency, with Cronbach's alpha coefficients typically ranging from 0.71 to 0.92 for its subscales, indicating that the items within each subscale are measuring the same underlying construct effectively. Test-retest reliability also supports the scale's stability over time, with correlations around 0.70 to 0.85 reported in various studies.

INCLUSION CRITERIA

1. Primary school teachers.
2. Fluency in English
3. Informed consent.
4. Age ranges from 21-35years.

EXCLUSION CRITERIA

1. The user did not finish or participate in all the tasks on the scales.
2. Other cities' data should not be collected.
3. Age falls beyond the defined range.
4. Education level below graduation.

STATISTICAL TECHNIQUES

Spearman correlational analysis has been conducted to study the variables, including work addiction and perfectionism, to understand the trends in the sample. To test the research hypothesis, a series of inferential statistical analyses will be conducted. A diverse array of inferential statistical analyses was implemented to evaluate the research hypothesis. The two variables, work addiction and perfectionism, were compared among primary school teachers using the Spearman correlation, with a significance level of 0.05. Descriptive analysis was implemented to analyze the data.

ANALYSIS OF DATA

This chapter provides a concise overview of the statistical analysis results and study findings in relation to the objective and hypothesis. The following results were compiled and shown below, based on the submitted data.

Table (A) Descriptive statistics

Scales	Mean	Standard deviation	Sample
WART	64.6	4.6	15
FMPS	92.2	10.2	15

Table (A) shows the descriptive data of two variables i.e., Work Addiction and Perfectionism. The sample was collected from 15 primary school teachers of Gwalior. The mean score of work addiction (WART) is 64.6 ($SD = 4.6$) whereas the mean score of perfectionism (FMPS) is 92.2 ($SD = 10.2$).

Table (B) Spearman correlational Analysis between Work addiction and Perfectionism

Parameter	Value
Correlation coefficient (rho)	0.39
t value	1.40
p value	0.14
df (degree of freedom)	14
Significance level	0.05
Sample size (n)	15

Table (B) shows weak positive correlation between work addiction and perfectionism and very slightly significant at the 0.05 level (1 – tailed) which is not a much difference. The result by using the spearman correlational analysis because of the small sample size shows that there is very weak or negligible correlation between the variables. Therefore, we accept the null hypothesis, because through the testing of hypothesis by t test (1.40) and df (14) shows that the calculated t test value is lesser than critical t test value, which leads us to the conclusion that there is insufficient evidence to suggest a substantial correlation between work addiction and perfectionism among primary school teachers in Gwalior.

This study assesses the correlation between work addiction and perfectionism among primary school teachers of Gwalior. Data was collected from a 15 sample of the chosen population i.e., primary school teachers (21 – 35 years) and used spearman correlational analysis to assess the relationship between work addiction and perfectionism among primary school teachers of Gwalior. It included the teachers who have utmost completed their graduation level. Results show that there is weak or negligible correlation between work addiction and perfectionism (0.39) which means that work addiction does not really relate with the perfectionism, it is so because of the small sample size which makes it difficult to generalize on the chosen population. There are various studies which are opposite to the result, as predicted in the review of literature, Work Addiction (WA) was found to have a positive correlation with perfectionism (P). There are certain other results which shows about the

dimensions of work addiction and perfectionism i.e., there is a weak positive relation between compulsive tendencies (WA) and concern over mistakes (P), there is a weak negative relation between control (WA) and personal standards (P), there is moderate to strong positive relationship between inability to delegate(WA) and parental expectations (P), it shows that individuals may be compelled to perform at an elevated level due to high parental expectations, which may result in them taking on an excessive amount of responsibility rather than delegating tasks.

DISCUSSION

The researches mentioned above in previous literature show a positive relationship between both work addiction and perfectionism and in our research, but there are contradictory results which are not supported by the above one, i.e., there is very weak or negligible correlation between the variables because of the insufficient data collected to predict the above-mentioned relationship. But there is other result of the dimensions which show that moderate to strong positive correlation exists between the inability to delegate (WA) and parental expectations (P), indicating that individuals may feelpressured to excel due to elevated parental expectations, leading them to assume an excessive burden of responsibility instead of delegating tasks. There are various studies which are opposite of the result analyzed.

This study examines the correlation between work addiction and perfectionism in primary school teachers of Gwalior. The previous literature study provides insight into the existence of a link between these variables. This study revealed a clear correlation between work addiction and perfectionism of educators. Work stress in college teachers can be reliably predicted by maladaptive perfectionism and work addiction; work addiction somewhat mediates the link. (Xie Xiaolong, 2020). Another study looked at workaholism among Jordanian workers and how it affected different groups. It discovered that among men, subordinates, bachelor's degree holders, and those under thirty years old, both positive and negative perfectionism was rather common. Those with diplomas, married people, and public sector workers were more likely to be workaholics. Positive and negative perfectionism as well as demographic factors explained 129% of the variance in workaholism according to hierarchical regression analysis (Aldahadha et al., 2023). The study examined teacher job stress, organizational support, and perfectionism. It used the Multidimensional Perfectionism

Scale to evaluate 62 instructors' self-, other-, and social-imposed perfectionism. Low work satisfaction and other teacher stress indices were positively connected with socially mandated perfectionism. Stress did not affect self- and other-oriented perfectionism. A study found that social perfectionism influences teacher stress awareness (Flett et al., 1995).

COMPARASION FROM PAST LITERATURE

There is research that contradicts the findings of this study, which discovered a strong correlation between work addiction and the perfectionism of educators. College professors' work stress is reliably predicted by maladaptive perfectionism and work addiction, with work addiction partially mediating the relationship (Xie Xiaolong, 2020). Our research does not closely align with the aforementioned study. Although there is a positive correlation between the variables, it is negligible and cannot be used to establish a significant relationship between work addiction and perfectionism. Another study explores the correlation between life satisfaction, work addiction, and perfectionism in various professions. Results from 1401 professionals showed perfectionism positively predicts work addiction, while life satisfaction negatively. High-standard individuals are more likely to engage in work addiction (Minasadat et al., 2023). In various studies other variables like life satisfaction, psychological wellbeing, social support or mental stress makes it richer and more diverse to understand the phenomenon in other directions too.

FUTURE DIRECTIONS

Even though this study gave us some useful information, there are some things that should be kept in mind. First, it was hard to draw broad conclusions about the population because the sample size was so small. Using self-report measures, which don't always give objective answers and can make it harder to understand the results, is also not ideal. The results can't be used by everyone because of some demographic factors in the group. To make sure that the results are useful for a wider range of people, future study should try to include a more diverse group of people. For example, data should also be gathered from government schools or from different cities, but time constraints made that impractical. As a conclusion, this study adds to what is already known by looking closely at the link between work addiction and perfectionism among Gwalior primary school teachers.

CONCLUSION

This research focuses on the connection between perfectionism and work addiction among primary school teachers in Gwalior. These teachers face challenging work environments where they must balance their job responsibilities with personal and societal expectations. This often makes them prone to perfectionism and work addiction. Perfectionism involves setting impossible standards for oneself and being afraid of failure. When combined with work addiction—a constant need to overwork even at the cost of health and happiness—it can lead to problems like stress, burnout, and dissatisfaction in both personal and professional life.

From the review of past studies, perfectionism is seen as a complex issue. It includes different types, such as self-oriented perfectionism, which can encourage achievement, and socially prescribed perfectionism, where people feel pressured by others' expectations. For teachers in Gwalior, this is particularly relevant since teaching is a highly respected profession, and they often feel the weight of expectations from parents, students, and society. When this is combined with work addiction, it can increase anxiety, reduce life satisfaction, and make it harder to maintain a healthy work-life balance.

This study, based on a review of existing research, provides insights into how perfectionism and work addiction impact primary school teachers. However, after collecting data and analysing it shows that there is very weak or negligible relationship between work addiction and perfectionism among primary school teachers which contradicts with the review of literature. This result does not firmly support the existing researches done on it as there is a relationship, but it does not make up a meaningful correlation between work addiction and perfectionism.

Hence, because of the small sample size made it difficult to generalize on the population but still it is research result which with the help of future directions can be worked harder and can be accepted to look toward its pros and cons. The goal of the study was to investigate the relationship between the variables and develop strategies to help teachers manage perfectionism in a healthier way, reduce work addiction, and build resilience. This will ensure

the well-being of teachers in Gwalior, who play such an important role in shaping the future of their students and communities.

REFERENCES

- Aboagye, E. (2024). *Investigating an interaction between perfectionism and motivational climates on work addiction*. <https://ntnuopen.ntnu.no/ntnu-xmlui/handle/11250/3135442>
- Aboagye, E. (2024a). *Exploring Work Addiction in the Job Demands-Resources Model: What is the Association Between Job Demands, Social Support, Perfectionism, Occupational Self-Efficacy, and Work Addiction?* <https://ntnuopen.ntnu.no/ntnu-xmlui/handle/11250/3135444>
- Aldahadha, B. (2023). The level of workaholism and its relation to the positive and negative perfectionism. *Polish Psychological Bulletin*. <https://doi.org/10.24425/ppb.2019.126031>
- APA PsycNet. (n.d.). <https://psycnet.apa.org/record/2002-02485-000>
- Atroszko, P. A., Demetrovics, Z., & Griffiths, M. D. (2019). Beyond the myths about work addiction: Toward a consensus on definition and trajectories for future studies on problematic overworking. *Journal of Behavioral Addictions*, 8(1), 7–15. <https://doi.org/10.1556/2006.8.2019.11>
- Fekih-Romdhane, F., Sawma, T., Akel, M., Obeid, S., Brytek-Matera, A., & Hallit, S. (2022). Work Addiction and Depression, Anxiety, and Stress: The Mediating Role of Food Addiction Among Lebanese Young Adult Workers. *International Journal of Mental Health and Addiction*, 22(3), 1008–1028. <https://doi.org/10.1007/s11469-022-00909-8>

Flett, G. L., Hewitt, P. L., & Hallett, C. J. (1995). Perfectionism and Job Stress in Teachers. *Canadian Journal of School Psychology*, 11(1), 32–42. <https://doi.org/10.1177/082957359501100105>

Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14(5), 449–468. <https://doi.org/10.1007/bf01172967>

Gavino, A., Nogueira, R., Pérez-Costillas, L., & Godoy, A. (2017). Psychometric Properties of the Frost Multidimensional Perfectionism Scale in Spanish Children and Adolescents. *Assessment*, 26(3), 445–464. <https://doi.org/10.1177/1073191117740204>

History – Work Addiction. (n.d.). <https://workaddiction.org/history/>

Jones, B. K. (2016). Enduring in an “Impossible” Occupation. *Journal of Teacher Education*, 67(5), 437–446. <https://doi.org/10.1177/0022487116668021>

Klibert, J. J., Langhinrichsen-Rohling, J., & Saito, M. (2005). Adaptive and Maladaptive Aspects of Self-Oriented versus Socially Prescribed Perfectionism. *Journal of College Student Development*, 46(2), 141–156. <https://doi.org/10.1353/csd.2005.0017>

Kun, B., Urbán, R., Bőthe, B., Griffiths, M. D., Demetrovics, Z., & Kökönyei, G. (2020). Maladaptive Rumination Mediates the Relationship between Self-Esteem, Perfectionism, and Work Addiction: A Large-scale Survey Study. *International Journal of Environmental Research and Public Health*, 17(19), 7332. <https://doi.org/10.3390/ijerph17197332>

Lichtenstein, M. B., Malkenes, M., Sibbersen, C., & Hinze, C. J. (2019b). Work addiction is associated with increased stress and reduced quality of life: Validation of the Bergen Work Addiction Scale in Danish. *Scandinavian Journal of Psychology*, 60(2), 145–151.
<https://doi.org/10.1111/sjop.12506>

Morkevičiūtė, M., & Endriulaitienė, A. (2022). Moderating role of perceived work addiction of managers in the relationship between employees' perfectionism and work addiction: a trait activation theory perspective. *Baltic Journal of Management*, 17(5), 586–602.
<https://doi.org/10.1108/bjm-03-2022-0112>

Nithivasin, S., & Kalayasiri, R. (n.d.). *Work addiction, workplace stress, and burnout syndrome among teachers in the Armed Forces Academies Preparatory School*. Chula Digital Collections. <https://digital.car.chula.ac.th/clmjournal/vol65/iss4/6/>

Prevalence – Work Addiction. (n.d.). <https://workaddiction.org/prevalence/>

Robinson, B. E. (1999). The Work Addiction Risk Test: Development of a Tentative Measure of Workaholism. *Perceptual and Motor Skills*, 88(1), 199–210. <https://doi.org/10.2466/pms.1999.88.1.199>

Saffarinia, M., Zandinejad, F., & Minasadat, A. K. (2023). The role of perfectionism and life satisfaction in predicting work addiction in different jobs. *jpsy.journals.pnu.ac.ir*. <https://doi.org/10.30473/jpsy.2023.67791.1037>

Serrano-Fernández, M., Boada-Grau, J., Boada-Cuerva, M., & Vigil-Colet, A. (2021). Work addiction as a predictor of anxiety and depression. *Work*, 68(3), 779–788. <https://doi.org/10.3233/wor-203411>

Sharp, R. (2016). Work Addiction Risk Test: *Occupational Medicine*, 66(4), 341–342. <https://doi.org/10.1093/occmed/kqv180>

Stoeber, J., & Otto, K. (2006). Positive Conceptions of Perfectionism: Approaches, Evidence, Challenges. *Personality and Social Psychology Review*, 10(4), 295–319. https://doi.org/10.1207/s15327957pspr1004_2

Stoeber, J., & Rennert, D. (2007). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety Stress & Coping*, 21(1), 37–53. <https://doi.org/10.1080/10615800701742461>

XIE Xiaolong. (2020). Relationship Between Perfectionism and Job Stress in College Teachers: Mediating Role of Workaholism. *Journal of Shao Xing University*, 40(6), 105-107. doi: 10.16169 /j.issn.1008-293x.j.2020.06.017