Working Hard, Is it Dark? Ethical Values, Workaholism, and Psychological Contract Breach*

Edib Ali Pehlivanlı, Adnan Akın

Abstract: This study has been designed to explore the direct and indirect relationships among work enjoyment, being compelled to work (work driven), ethical values, and psychological contract breach (PCB). The research was carried out using 357 questionnaire data obtained from academic staff working at a state university in Turkey. The obtained findings show the work enjoyment dimension of workaholism to increase ethical values while the work-driven dimension decreases ethical values. Meanwhile, the work driven dimension negatively mediates the positive effect from the work enjoyment dimension on ethical values. Moreover, the organizational ethics sub-dimension of academic ethical values negatively affects the perception of PCB. Therefore, although the study provides significant contributions to the extant literature on business ethics, workaholism, and PCB, the findings also have significant implications for researchers and practitioners. The theoretical and practical implications of all the findings have been discussed and evaluated in the context of the literature.

Keywords: Ethical values, psychological contract breach, workaholism, work enjoyment, ethical values in academics, academic integrity.

Çok Çalışmak, Kötü mü? Etik Değerler, İşkoliklik ve Psikolojik Sözleşme İhlali

Öz: Bu çalışma, işten zevk alma, işe güdülenme (çalışmaya mecbur kalma), etik değerler ve psikolojik sözleşme ihlali arasındaki doğrudan ve dolaylı ilişkileri araştırmak için tasarlanmıştır. Araştırma, Türkiye'de bir devlet üniversitesinde görev yapan öğretim elemanından elde edilen 357 anket verisi kullanılarak gerçekleştirilmiştir. Elde edilen bulgular, işkolikliğin işten zevk alma boyutunun etik değerleri artırdığını, işe güdülenme boyutunun ise etik değerleri azalttığını göstermektedir. Öte yandan işe güdülenme boyutu, işten zevk alma boyutunun etik değerler üzerindeki olumlu etkisine olumsuz yönde aracılık etmektedir. Ayrıca akademik etik değerlerin örgütsel etik alt boyutu psikolojik sözleşme ihlali algısını olumsuz yönde etkilemektedir. Bu nedenle, çalışmanın mevcut iş etiği, işkoliklik ve psikolojik sözleşme ihlali literatürüne önemli katkıları ile birlikte, bulguların araştırmacılar ve uygulayıcılar için önemli çıkarımları vardır. Tüm bulguların teorik ve pratik çıkarımları literatür bağlamında tartışılmış ve değerlendirilmiştir.

Anahtar Kelimeler: Etik değerler, psikolojik sözleşme ihlali, işkoliklik, işten zevk alma, akademik etik değerler, akademik dürüstlük.

@ Dr., Aksaray Üniversitesi, edibali@gmail.com

ID 0000-0002-1196-998X

@ Prof. Dr., Kırıkkale Üniversitesi, akin-adnan@hotmail.com

ID 0000-0003-4418-9856

Introduction

Aristotle stated that a good, beautiful, and quality life can be achieved by balancing various virtues such as ethical values. In today's societies, increasing the value and importance given to success raises the bar for success. This trend toward perfectionism pushes the phenomenon of balancing virtues. Success that is achieved as a result of the work of a virtuous individual will positively contribute to increasing social welfare. However, a system of work and success that employs destructive competition will upset the balance of virtues and reduce social welfare accordingly. Therefore, the main thing is to have a work and success scheme based on constructive competition. In this context, individuals want to work, achieve and gain economic and social benefits in return for their efforts. Add to this certain cultures' understanding of the sanctity of work, and individuals may make it their passion to work harder for more success. This passion, also defined as workaholism, will have no negative consequences as long as the individual is limited to loving their job. However, if an individual goes beyond loving their job (Machlowitz, 1978) to constantly thinking about work or feeling guilty when not at work or if workaholism turns into obsessive behaviors (Burke, 1999), which are also defined as work driven, problems will begin to manifest themselves in the individual's life. When examining the literature on workaholism and ethical values, no study directly addressing these two concepts could be found. However, Porter (2004) stated obsessive behaviors to be able to develop in individuals who prioritize work and to likely be harmful for work ethics.

As is known, universities are respected institutions that produce information through scientific research, spreading the knowledge they produce through educational activities and scientific publications and raising individuals who will be beneficial to society. Academicians' behaviors can be effective in how students' values form (Swazey et al., 1993). Therefore, society respects academicians and academics as their profession. However, some attitudes and behaviors exist that damage or ruin this prestige and are contrary to academic ethical values. Some of these unethical attitudes and behaviors involve: distortion in scientific research, plagiarism, personal relations with students, administrative distrust, factionalism, nepotism, and subjective attitudes in academic appointments and promotions. Aside from ethical issues, universities are institutions where customs and individual relations are impactful despite appearing to be institutions with developed institutional capacities and defined processes and job descriptions for their employees. Due to these customary individual relationships, some expectations may arise among academicians. If expectations such as being appointed to a manage-

rial position, becoming a faculty member, having properly distributed courses, or becoming a graduate consultant are not met, disappointment (also defined as a perception of psychological contract breach) may occur in academicians. Suazo and Turnley's (2010) study examined the relationships among perceived psychological contract breach, individual differences, and organizational support as the mediating variable; they stated a negative relationship may exist between work ethics and perceived psychological contract breach.

Workaholics, who are rewarded by society for their belief in the sanctity of work, make concessions from many values, even sacred values, they are believed to either not act in accordance with generally accepted ethical principles or strictly make sure the promises (or customs) given to them are fulfilled. The main problems of the study involve answering the questions "Do individuals who are perceived as workaholics tend to use unethical methods more than non-workaholics because of their need for success?" and "Do these individuals often complain about the promises made to them not being kept?" The reasons for applying the research over academic staff are that academicians are role models to their students and society and that academicians in society and universities who undertook the task of producing and spreading science generate prestige that contributes to the development of society.

The main purpose of this research is to reveal the relationships among ethical values, workaholism, and perceived psychological contract breach. Ethics is defined in general terms as conscientious and fair behavior that avoids being harmful (Carroll, 1991) and the necessity of ethics for a good work life is emphasized in the literature regardless of changes in the nature of business life, economic difficulties, or the pressures brought about by competition (Joyner & Payne, 2002).

This study firstly focuses on the effects workaholism has on ethical values. The study takes academic ethical values, which are the reflection of ethical values in academia, as its topic due to the main body of the study being on academic staff,. The second topic focused on within the scope of the study is the relationship perceived psychological contract breach (academicians who perceive that negative attitudes and behaviors have been made against them in their institution) has with workaholism and ethical values. When examining the literature, no study is found to have addressed all three or even any two of these concepts directly. This study will make a significant contribution to the literature by researching the relationships among workaholism, academical ethical values, and perceived psychological contract breach.

Theoretical Framework and Hypotheses

The study titled Professional Ethics Statement was published by the American Association of University Professors (AAUP, 1966) and has been accepted as the basis of studies on academicians' ethical values (Callahan, 1982; Dill, 1982; Engle & Smith, 1990; Loeb, 1994; Shenas, 1994). Studies on academic ethics since then (Aydın, 2016; Callahan, 1982; Mason et al., 1990; Yıldırım, 2010) have shown ethics in academia to be necessary. In this context, researching academic ethics is the main base of this study.

Although the development of communication opportunities is thought to facilitate work, people try to fit everything into a single day due to the ease of communication. This behavior leads to overwork and becomes a precondition for success; as a result, individuals are thought to be unable to remove themselves from work (Porter, 2001). Apart from economic concerns, work also motivates people for various reasons such as social dignity, survival drive, and sanctity of work. Some people enjoy the work they feel obliged to do as a result of these motives, while others tend to engage in work and constantly think about it, even if they do not enjoy it. In this respect, Spence and Robbins (1992) discussed workaholism under three sub-dimensions: work driven (WD), work involvement (WI), and work enjoyment (WE). The reflection of this scale in Turkish culture as well as some other cultures such as in Japan and New Zealand, shows itself to have two sub-dimensions (i.e., WE and WD; Ersoy-Kart, 2005; McMillan et al., 2001). Among these two dimensions, WE is said to reduce the negative consequences of workaholism, while WD increases them (Burke, 1999). In this context, one of the sub-objectives of this study is to investigate the effect WE has on WD as well as how WD mediates the effect WE has on academic ethical values.Meanwhile, Schein (1980) defined psychological contract as the unwritten mutual expectations between an employee and organization, and psychological contracts are very important in understanding and managing behaviors in an organization. Rousseau (1989) improved Schein's definition by stating psychological contract to be the beliefs about the mutual obligations that exist between the employee and the employer. Psychological contract breach is generally defined as the state of frustration that occurs when the employee does not fulfill their obligations toward their supervisor or the employer fails to fulfill their obligations toward the employee. Self-improvement and advancement are inherent to universities as academic career steps. These academic career steps correspond to development and promotion in academia and are stages where expectations are set too high. Academic career steps are not the only reason feelings

of psychological contract breach occur in academia, other issues involve expectations of a managerial position, fair treatment, and the right to criticize.

Academic ethical values cover academic responsibilities. For this reason, academic ethical values are expected to have more academicians with a high sense of responsibility who value their profession and love their job. When the perception of psychological contract breach is expressed as not meeting the expectations arising from an unwritten contract, academicians with high academic ethical values commonly have low perceptions of psychological contract breach.

This study aims to reveal the relationships ethical values and workaholism have with perceived psychological contract breach. In this context, the study will investigate the effect of workaholism on academic ethical values and the effect of academic ethical values on the perception of psychological contract breach. The study will also reveal the mediating role the sub-dimension of work driven has on the effect the sub-dimension of work enjoyment has on academic ethical values.

Workaholism and Ethical Values

Burke (1999) investigated the effects from the sub-dimensions of workaholism (i.e., work driven and work enjoyment) and stated WD to be negatively related and WE to be positively related to well-being. Porter (2004) discussed the sub-dimensions of workaholism as positive and negative workaholism and stated negative workaholism to damage work ethics. According to Porter, obsessive behaviors such as being constantly at work or putting work ahead of everything else negatively affect work ethics. Ali and Al-Kazemi (2005) stated a high-level positive relationship to exist between work values and overwork.

Referring to the positive aspects of workaholism, Machlowitz (1978) stated workaholics to be able to develop higher work ethics than non-workaholics. Similarly, Huhtala's (2013) study on Finnish administrators showed strong ethical culture in the organization to lead to an increase in work commitment. Golden (2009) stated that working for a long time is not a problem, emphasizing that workaholism may become a problem when it exceeds the work period and this type of problematic workaholism to be an obsessive addiction to work.

The effects of WD and WE on individuals' well-being is said to occur in opposite directions (Burke, 1999). Based on this, the sub-dimensions of workaholism (i.e., WD and WE) are expected to have opposite effects on academic ethical values, which are the ethical reflection of academicians' job responsibilities. In this

context, WE is expected to affect academic ethical values positively while WD is expected to affect them negatively. When considering that WE means loving work, academicians with WE are thought to pay more attention to their work in all aspects and to fulfill their job requirements at a high level. Three hypotheses (H1, H2, H3) have been established based on these considerations and the assumptions that workaholism may be a predictor of academic ethical values and WE has a positive effect on academic ethical values.

Hypothesis 1: Work enjoyment (WE) has a positive effect on research ethics (RE).

Hypothesis 2: Work enjoyment (WE) has positive effect on organizational ethics (OE).

Hypothesis 3: Work enjoyment (WE) has a positive effect on educational ethics (EE).

Even though workaholism's sub-dimensions of WE and WD are components of the same phenomenon, previous studies (Burke, 1999; Machlowitz, 1978; Porter, 2004) have revealed them to have opposite effects. However, Spence and Robbins (1992) determined a positive correlation to exist between WD and WE. WE can be expressed as passion for, love of, and high interest in work. When the passion WE forms turns into an obsession such as thinking about work even when not at work, this may increase WD. Assuming WE increases WD, the following hypothesis (H4) has been established.

Hypothesis 4: Work enjoyment has a positive effect on being work driven.

When considering WD and WE to have opposite effects (Burke, 1999) and WE to positively affect academic ethical values (H1, H2, H3), WD is thought to negatively impact academic ethical values. However, WD is considered to be obsessive motivation to work and the intrinsic motivation (pressure) resulting from this motivation to affect the quantity rather than the quality of the work. In other words, academicians with high levels of motivation to work will focus on working hard and thinking about the job even when not at work, regardless of the job requirements and ethical principles (academic ethical values). With these considerations, the following three hypotheses (H5, H6, H7) have been established, suggesting that WD will negative affect all sub-dimensions of academic ethical values.

Hypothesis 5: Being work driven (WD) negatively affects research ethics (RE).

Hypothesis 6: Being work driven (WD) negatively affects organizational ethics (OE).

Hypothesis 7: Being work driven (WD) negatively affects educational ethics (EE).

Ethical Values and Perceived Psychological Contract Breach

Suazo and Turnley (2010), examining the relationship between the perceived psychological contract breach and personal differences, found that there was a negative relationship between Protestant Work Ethics and perception of psychological contract breach. A perceived psychological contract breach can be expressed as disappointment when the employee thinks that the promises or conventions given to them are not being fulfilled. Although the Protestant Work Ethic and academic ethical values are different concepts, the Protestant work ethic is associated with concepts such as honesty and productivity, which are thought to be related to academic ethical values. In this context, it is thought that individuals with low academic ethical values will be more sensitive than individuals with high academic ethical values at the point of following the fulfillment of promises or customs. With this in mind, three hypotheses (H8, H9, H10), which assume that individuals with high academic ethical values will have low perceived psychological contract breach, were established as follows.

Hypothesis 8: The research ethic (RE) has negative effect on perceived psychological contract breach (PCB).

Hypothesis 9: The organizational ethics (OE) has negative effect on perceived psychological contract breach (PCB).

Hypothesis 10: The educational ethics (EE) has negative effect on perceived psychological contract breach (PCB).

Work Enjoyment and Ethical Values: The Mediating Role of Being Work Driven

After transforming the propositions for direct effects into the above hypotheses, the indirect effects can now be introduced. The hypotheses for direct effects based on the relationship workaholism has with academic ethical values fall into two main groups. The first of these is that WE and WD can have different effects on academic ethical values. In this context, hypotheses H1, H2, and H3 have been established stating WE to positively affect all dimensions of academic ethical values as well as the hypotheses H5, H6, and H7 stating WD to negatively affect all dimensions of academic ethical values. The second group involves H4, which states WE to be able to positively affect WD.

Within the framework of these two groups of assumptions, WD is also assumed to possibly have a mediating role in WE's positive impact on academic ethical values. In this assumption, academicians who love their work will be more careful to fulfill their work requirements and to prioritize academic ethical values; however,

the academician who is compelled to work (WD) while loving their job may ignore ethical norms through sincere motivation (pressure), therefore WD is considered able to negatively mediate WE's effect on academic ethical values. As academicians' levels of WE increase their academic ethical values, the three hypotheses H11, H12, and H13 have been established as follows on the assumption that WD here will have a negative mediating effect.

Hypothesis 11: WD has a negative mediating role in WE's effect on research ethics (RE).

Hypothesis 12: WD has a negative mediating role in WE's effect on organizational ethics (OE).

Hypothesis 13: WD has a negative mediating role in WE's effect on educational ethics (EE).
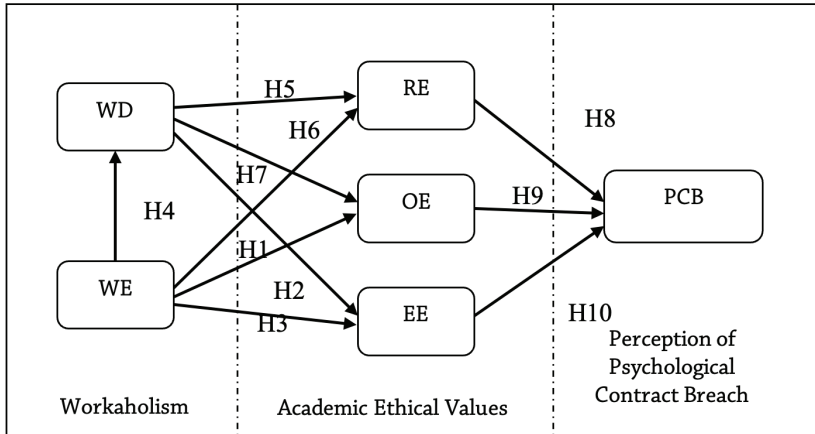

Figure 1. The conceptual model.

Figure 1 shows the model of the relationships among the sub-dimensions of workaholism (work driven and work enjoyment), the subdimensions of academic ethical values (research ethics, organizational ethics, and educational ethics, and the perception of psychological contract breach. All hypotheses have been added to the model. The direct effect relations have been modelled with ten arrows (H1-H10) as well as the indirect mediating effects (H11 as H4+H5, H12 as H4+H6 and H13 as H4+H7).

Method

Materials and Procedures

The universe of the research is a state university in Turkey with approximately 800 full-time academic staff. The data were collected from the universe using stratified sampling within the demographic strata; 386 questionnaire forms were collected, 357 of which have been included in the study. Upon examining the participants' demographic characteristics, 30.3% are seen to be female (36.8% universe) (SD = .46), 70.9% have been working in the same institution for less than 10 years (55.6% universe) (SD = 1.28) and 54.9% are in the age range 31-40 (SD = .81). Academic titles listed as; 6.2 % professor (8.2 % universe), 8.7% associate professor (10.8% universe), 32.2% assistant professor (36.7% universe), 32.2% instructor (23.1% universe) and 20.1% research assistant (21.1% universe) (SD = 1.78).

In order to increase participation in the survey, it was announced thatone sapling for every 20 participants would be donated to TEMA (Turkish Foundation for Combating Soil Erosion), and 20 saplings were donated by the researcher to TEMA foundation at the end the study. Despite the social campaign, online survey participation rate remained fairly low (10%). The minimum sample size for structural equation modeling is 200 cases and a sample of less than 200 cases limits the study (Kline, 2015)"type":"book"},"uris":["http://www.mendeley.com/documents/?uuid=046b2bf7-a7bb-4e7d-83b7-1d632baa4ad8"]}],"mendeley":{"formattedCitation":"(Kline, 2015. The sample size was deemed sufficient (n = 357), since the survey data was compatible with the questionnaire data, which was 10 times the number of items in the Academic Ethical Values Scale (AEVS) (28) and the sample size was over 200.

Measures

The scales to be used to measure the studied subjects were determined after the literature review and the most appropriate scales were chosen in a way to answer the research results. The form consists of four sections: (i) demographic variables; (ii) academic ethical values; (iii) workaholism and (iv) perceived psychological contract breach. The scales used in developing the data collection tool are given in Table 1. Permissions to use the scales were obtained from the researchers who developed or adapted it to Turkish for each of the scales used.

Table 1. Scales Used in Data Collection Tool		
Scale	Source	Items
Academic Ethical Values	Engle and Smith (1990), Sevim (2014)	28
Workaholism	Spence ve Robbins (1992), Ersoy-Kart (2005)	20
Perceived Psychological Contract Breach	Robinson and Rousseau (1994), Çetinkaya (2014)	9

The reliability of the measurement was assessed via Cronbach's alpha (Field, 2009) values, which was produced from SPSS software. Confirmatory factor analysis (CFA) was conducted with Amos software and structural validity for each measure given with model fit indices.

In order to investigate the compatibility of the selected scales with the sample, a pilot study was carried out. Some of the scale items that were not understood in the pilot application were reconstructed more clearly and some scale items with a low factor load were removed.

Academic Ethical Values. The Statement of Professional Ethics, put forward by the American Association of University Professors (AAUP) in 1966, was transformed into Academic Ethical Standards by Engle and Smith (1990) and adapted as Academic Ethical Values to Turkish by Sevim (2014). While the Ethical Values for Research Ethic (RE) subscale of the Academic Ethical Values scale initially consisted of 9 items, after removing items with low factor load and low reliability in accordance with the results of the reliability and validity study in the pilot application, the number of items was reduced to 6. While the Organizational Ethic (OE) subscale initially consisted of 9 items, an item with a low factor load was removed and the scale was reduced to 8 items. The Educational Ethic (EE) subscale consists of 14 items. The results show Cronbach's alpha coefficient to be .815 for the Academic Ethics scale, which is sufficient (Field, 2009). Confirmatory factor analysis indicates (χ^2/df=2.07, CFI=.923, RMSEA=.055, TLI=.905) good structural validity.

Workaholism. The WorkBat scale, which was developed by Spence and Robbins (1992) with three subscales and adapted into Turkish with two subscales by Ersoy-Kart (2005) was used. The scale was used in the pilot study without any changes, its two-factor structure was preserved and its reliability coefficient was sufficient. The scale consists of 20 items, 10 of which are work driven (WD) and 10 items are work enjoyment (WE). Cronbach's alpha is .844 for workaholism scale. The confirmatory factor analysis shows (χ^2/df=2.312, CFI=.938, RMSEA=.061, TLI=.923) good structural validity.

Perception of Psychological Contract Breach. The psychological contract breach scales were examined and the Perceived Psychological Contract Breach scale, which was developed by Robinson and Rousseau (1994) and adapted to Turkish by Çetinkaya (2014) was used. There were no items in the scale that required to be changed in the pilot study. With .931 Cronbach's alpha, PCB scale is reliable and confirmatory factor analysis results show (χ^2/df=2.853, CFI=.989, RMSEA=.072, TLI=.977) good validity of structure.

Analyses

The data collected from the research was analyzed via both SPSS and AMOS software. In order to determine the test methods to be carried out, normality tests were carried out first. According to the normality tests, both univariate and multivariate normality are not met. In light of these results, analyses for non-normal distributions were made such as spearman test for correlation and bootstrap for structural equation modelling.

In behavioral researches, common variance bias is frequently encountered. Podsakoff et al. (2003) mention common variance bias can be determined by Harman's single-factor test. With SPSS software, Harman's single factor test conducted to examine if there is common method variance. The total variance explained by primary factor is % 12.9, well far from the %50 upper limit. Also, for multicollinearity problem checked via variance inflation factor (VIF) where the tolerances are over .10 (between .750 to .836) and VIF value is below 10 (between 1.196 to 1.333).

Spearman correlation analysis will be carried out in order to determine the relationships between research variables and to understand the relationships that will form the basis for the hypotheses. Latent variables are cases that cannot be measured directly, such as ethics, workaholism or psychological contract breach, but are tried to be measured by using the developed scales or by developing scales. Latent variables are tried to be measured with measurable items and this structure is verified by structural equation modeling and confirmatory factor analysis. Also, the theoretically modeled structures between latent variables are tested by structural equation model (Byrne, 2016; Meydan & Şeşen, 2011). Within the framework of the emerging relationships, the conceptual model of the research has been analyzed using the structural equation model with Amos software.

Results

Preliminary Analyses

Spearman correlation test was conducted in order to test the hypotheses and reveal the relationships between variables. Table 2 provides the variable means, standard deviations and correlations with sub and whole scales.

Variables	M	SD	1	2	3	5	6
Table 2. Means, Deviations and Correlations Among Study Variables							
Research Ethics	4.35	.628					
Organizational Ethics	4.30	.551	.405**				
Educational Ethics	4.57	.389	.406**	.467**			
Work Driven	3.10	.710	-.075	-.021	.005		
Work Enjoyment	3.58	.703	.132*	.183**	.193**	.404**	
PCB	2.33	.863	-.120*	-.371**	-.174**	-.074	-.038

n=357 PCB Perceived Psychological Contract Breach * p<.05 **p<.01

Shown in Table 2 work enjoyment (WE) is positively correlated with academic ethics (r=.202, p<.01) and sub-scales (research ethics: r=.132, p<.05; organizational ethics: r=.183, p<.01; educational ethics: r=.193, p<.01). This result preliminarily supports the hypothesis about work enjoyment and ethics (H1, H2, H3). As seen in Table 2, perceived psychological contract breach is negatively correlated with academic ethics (r=-.266, p<.01) and sub-scales (research ethics: r=-.12, p<.05; organizational ethics: r=-.371, p<.01; educational ethics: r=-.174, p<.01). This results preliminarily supports the hypotheses about ethics and PCB (H8, H9, H10), so the secondary analyses will be developed.

Hypotheses Testing

The conceptual model has been analyzed using AMOS structural equation modelling software. The main feature of structural equation modeling that distinguishes it from other analysis methods is that it allows the definition of latent (implicit) variables and their inclusion in the analysis. Implicit variables are cases that cannot be measured directly, such as ethics, workaholism or psychological contract breach, but are tried to be measured by using developed scales. Measurable items are used to measure latent variables and this structure is verified by structural equation modeling and confirmatory factor analysis. Then, the theoretically modeled structure between latent variables is tested by structural equation modeling via path analysis.

The model showed good fit indices as $\chi^2/df=1.813$, CFI=.909, RMSEA=.048, TLI=.900. Standardized estimates for the model shown at Figure 2.

Figure 2 Standardized Coefficients of the Model

*p<0.01, r^2 explained variance,

Table 3. Hypotheses Results									
Hypotheses	Status	Predictor		Predicted	C.R.	St. Estimate	Lower Bound	Upper Bound	p
Hypothesis 1	Accepted	WE	->	RE	5.129	.546	.334	1.193	.002
Hypothesis 2	Accepted	WE	->	OE	4.915	.492	.311	1.208	.002
Hypothesis 3	Accepted	WE	->	EE	5.016	.509	.317	1.216	.002
Hypothesis 4	Accepted	WE	->	WD	5.684	.500	.349	.763	.003
Hypothesis 5	Accepted	WD	->	RE	-4.029	-.394	-1.116	-.221	.002
Hypothesis 6	Accepted	WD	->	OE	-3.353	-.299	-1.002	-.117	.005
Hypothesis 7	Accepted	WD	->	EE	-3.015	-.261	-.995	-.065	.012
Hypothesis 8	Rejected	RE	->	PCB	.123	.007	-.181	.133	.998
Hypothesis 9	Accepted	OE	->	PCB	-5.581	-.480	-.665	-.313	.002
Hypothesis 10	Rejected	EE	->	PCB	1.345	.081	-.072	.250	.345

WE: Work Enjoyment; WD: Work Driven; RE: Research Ethic; OE: Organizational Ethic; EE: Educational Ethic; PCB: Perceived Psychological Contract Breach

Figure 2 and Table 3 shows that the direct effects hypotheses, except for the 8th and the 10th hypotheses, are supported. Work enjoyment (WE) significantly and positively influences research ethic (β=.546 and p<.01), organizational ethic (β=.492, p<.01), educational ethic (β =.509, p<.01) and being work driven (β=.50, p<.01). Being work driven (being compelled to work feeling) (WD) influences research ethic (β=.394 and p<.01), organizational ethic (β=-.299, p<.01) and educational ethic (β=-.261, p<.05). Therefore Hypothesis 1 to 7 are supported (Table 3).

The effects of sub-dimensions of academic ethic values on perceived psychological contract breach show that organizational ethic (OE) affects psychological contract breach (PCB) (β=-.48, p<.01) negatively and significantly. The effects of research ethic (RE) (β=.007, p>.05) and educational ethic (EE) (β=-.081, p>.05) on perceived psychological contract breach is insignificant. Hypothesis 9 supported, but Hypothesis 8 and Hypothesis 10 are not supported significantly.

In most social research and especially in behavioral sciences, cause-effect relationships are beyond simple linear relationships. There may be factors that directly

affect the size and / or direction of the relationship. The mediation effect is used to determine the tertiary variables in order for causal relationships to have a deeper and increased form (Aksu et al., 2017). MacKinnon (2008) and Darlington and Hayes (2016) used the bootstrap method for the analysis of the mediating effect and estimates were made for the indirect effect by selecting 1000 random samples (or as many as the entered bootstrap) from the data and that these predictions were repeated as many times as in the original data. Using the distribution of estimates, the indirect effect was entered at the 95% confidence interval values. The intermidary effect is accepted so long as the lower and upper confidence interval do not include zero; otherwise it is rejected.

Table 3. Mediator Effect Hypotheses Results

Hypotheses	Status	Predictor	Mediator	Predict-ed	Mediator Effect	Lower Bound	Upper Bound	p
Hypothesis 11	Accepted	WE	WD	RE	-.197	-.939	-.096	.001
Hypothesis 12	Accepted	WE	WD	OE	-.149	-.880	-.055	.004
Hypothesis 13	Accepted	WE	WD	EE	-.131	-.842	-.034	.009

WE: Work Enjoyment; WD: Work Driven; RE: Research Ethic; OE: Organizational Ethic; EE: Educational Ethic

In the structural equation modeling analyzes performed, the presence of mediating effects as well as the direct effects between latent variables were examined and the findings are presented in Table 3. According to the findings, being work driven (WD- feeling of being compelled to work) has a negative mediating effect on the effect of work enjoyment on all sub-dimensions of academic ethics. Effect distributions between direct and indirect effects are given at Table 4.

Table 4. Latent Variables Effect Distribution

Predictor	Mediator	Predicted	Standardized Direct Effect	Mediator Effect	Total Effect
WE	WD	RE	.546**	-.197**	.349
WE	WD	OE	.492**	-.149**	.343
WE	WD	EE	.509**	-.131**	.378

WE: Work Enjoyment; WD: Work Driven; RE: Research Ethic; OE: Organizational Ethic; EE: Educational Ethic; **p<.01

MacKinnon (2008) states that when the mediator is in the model, if the direct effect of the independent variable on the dependent variable is significant, then there is partial mediation. Hence the WD has mediator role in work enjoyment

effect on academic ethics. As seen on Table 4, the effects of work enjoyment on research ethic (.546) is decreased .197 to .349, on organizational ethic (.492) is decreased .149 to .343 and on educational ethic (.509) is decreased .131 to .378 with the mediation of WD (being compelled to work feeling).

General Discussion

The main goal of this research was to contribute to the literature about the predictors and consequences of ethical values. A conceptual model was used to better understand the relationship between ethical values and other concepts. By testing the model using the structural equation model, meaningful data were obtained.

Theoretical Implications

Although there are a few studies on the antecedents and consequences of ethical values, workaholism and perception of psychological contract breach, there is very few s directly addressing two (Akın et al., 2018; Burke & Fiksenbaum, 2009; Suazo & Turnley, 2010) of them together and none that takes on three concepts together. With this research, it is aimed to make suggestions to increase academic ethical values, as well as to bring the relationship between academic ethical values, workaholism and perception of psychological contract breach into the literature. In this sense, this study fills a gap in the literature about the relationships between ethical values, workaholism and perception of psychological contract breach. However, all three concepts, especially ethics, are among the frequently encountered concepts of organizational behavior in recent years. Stating that in social sciences, mostly in behavioral sciences, there are indirect relations beyond direct relations between concepts, Aksu et al. (2017) states that researching the mediating effect plays an active role in understanding the causal relationship between concepts. The study is the first study in which the work-driven (being compelled to work) is defined as a mediator variable between the effect of work enjoyment on ethics.

The research findings are consistent with Huhtala's (2013) view that there is a relationship between work commitment and positive ethics, Burke's (1999) view that work enjoyment leads to positive results and Machlowitz's (1978) positive approach to workaholism. The findings of the study suggest that besides increasing the enjoyment of work, social activities and organizational support can also have a positive effect on the ethical values of academic staff.

Work enjoyment can be defined as love and dedication for work, while work-driven is characterized by obsessive thoughts about work that go beyond love

for work. Although the sub-dimensions of workaholism seem to be components of the same phenomenon, Burke (1999) states that the effects of work enjoyment and work-driven are the opposite of each other. Porter (2004), states that negative workaholism harms work ethics, and that obsessive behaviors such as spending too much time at the workplace or not being able to stop thinking about work weaken work ethics. The findings of this research are consistent with the ideas of both Burkes and Porters.

Perception of psychological contract breach can be defined as the employee's frustration when the promises made by their supervisor are not fulfilled. Suazo and Turnley (2010) found a negative relationship between the perception of psychological contract breach and the Protestant Work Ethics, a type of work ethic. The research findings both support and do not support Suazo and Turnley's (2010) determinants. Researchers' opinion that there is a negative relationship between work ethics and perception of psychological contract breach is supported in organizational ethic, but not in educational ethics and research ethics.

Practical Implications

Apart from the theoretical inferences obtained from the study, there are also some administrative implications. Since more and more ethical problems are encountered every day in the business world and academia, it was considered fitting to take *ethics* as the basis of the study. Today's communication opportunities and related competitive environment push people towards workaholism. Although it may seem innocent, engaging in work or loving can cause problems for the individual and society when it turns into obsessive behaviors such compulsively working or feeling guilty when not at work. In this regard, the *work enjoyment* dimension which is related to one's love for their work, represents the positive aspect of workaholism, while related to loving the job is positive and the *work driven* dimension, which is related to being obsessed with work, represents the negative aspect of workaholism. Within the scope of this research, the effects of two different aspects of workaholism on ethical values were examined. *Perception of psychological contract breach*, which is defined as unmet expectations, can be fueled by low ethical values. For this reason, the relationship between perception of psychological contract breach and ethical values was also examined in the study. According to research findings, while work enjoyment increases ethical values, work driven (being compelled to work) decreases ethical values. In addition, having low organizational ethical values increase the perception of psychological contract breach.

The findings of the research show that social activities and organizational support that increase the enjoyment of work can have a positive effect on ethics. Also, employees should be informed about work-driven and work enjoyment dimensions of workaholism, and socio-cultural activities should be organized in the work environment to reduce work-driven workaholism. An increase in the level of work enjoyment may prevent it from turning into compulsion to work. It is also recommended to provide awareness training to employees so that their passion and commitment to work does not preclude ethical values.

Although supervisor-employee relations are defined in script (by laws, regulations and directives) in universities, individual expectations are formed based on the authority of the supervisor and the right of choice. Issues such as academic career steps, managerial position expectations, fair treatment and the right to criticize are among the reasons that facilitate psychological contract breach in the academy. It is suggested that issues that may create expectations such as career steps and management positions should be clearly defined in the legislation, can prevent the perception of psychological contract breach. In addition, practices to increase the ethical values towards the organization, such as the development of corporate culture, may prevent the occurrence of psychological contract breach.

Limitations and Future Research

Although valuable theoretical and administrative inferences have been made thanks to the the research, it still has some limitations. First of all, one of the scales used in this study measures the individual's ethical approach. Since the questions included in the questionnaire were direct questions, the possibility that the individual may feel inclined to refrain from admitting unethical practices should be taken into consideration. It may be more circumspect to use indirect measurement tools instead of self-assessment tools in future studies. However, it is also important to take into account that workaholism and perceived psychological contract breach could be difficult to measure via an indirect measurement tool.

Secondly, the research, based on cross-sectional method, could be repeated using the longitudinal method to enhance the validity. Thirdly, since the research was conducted among Turkish academic staff at a Turkish state university, it might contain culture-based biases. Future studies should be repeated with different cultures (or different organizations), to show whether the results can be generalized.

Conclusion

Despite the importance of ethical values in organizational behavior, there are not enough number of studies investigating the relationship between workaholism and perception of psychological contract breach. There are two opposite dimensions of workaholism: work enjoyment and work-driven (being compelled to work). This study shows that the work enjoyment dimension of workaholism increases ethical values, while the work-driven dimension decreases ethical values. On the other hand, the work driven dimension negatively mediates the positive effect of the work enjoyment dimension on ethical values. Moreover, the organizational ethic dimension of academic ethical values negatively affects perception of psychological contract breach. The study fills the gap in the literature regarding the approach to investigation of the relationships between both the concepts of *"ethic and workaholism"* and the concepts of *"ethic and perception of psychological contract breach" from an administrative point of view*.

References

Akın, A., Pehlivanlı, E. A., & Kerse, G. (2018). Etik değerlerin işkoliklik üzerine etkisi. *Sayıştay Dergisi*, *111*(4), 125–142. Erişim Adresi: https://www.sayistay.gov.tr/tr/Upload/95906369/files/dergi/pdf/der111m5.pdf

Aksu, G., Eser, M. T., & Güzeller, C. O. (2017). *Açımlayıcı ve doğrulayıcı faktör analizi ile yapısal eşitlik modeli uygulamaları*. Detay Yayıncılık.

Ali, A. J., & Al-Kazemi, A. (2005). The Kuwaiti manager: Work values and orientations. *Journal of Business Ethics*, *60*(1), 63–73. DOI: 10.1007/s10551-005-2626-6

Aydın, İ. (2016). *Akademik etik* (1st ed.). Pegem Akademi. DOI: 10.14527/9786053185154

Aziz, S., & Tronzo, C. L. (2011). Exploring the relationship between workaholism facets and personality traits:A replication in american workers. *Psychological Record*, *61*(2), 269–286. DOI: 10.1007/BF03395760

Baruch, Y. (2011). The positive wellbeing aspects of workaholism in cross cultural perspective: The chocoholism metaphor. *Career Development International*, *16*(6), 572–591. DOI: 10.1108/13620431111178335

Burke, R. J. (1999). It's not how hard you work but how you work hard: Evaluating workaholism components. *International Journal of Stress Management*, *6*(4), 225–239. DOI: 10.1023/A:1021936220220

Burke, R. J., & Fiksenbaum, L. (2009). Work motivations, work outcomes, and health: Passion versus addiction. *Journal of Business Ethics*, *84*(2), 257.

Burnaz, S., Atakan, M. G. S., & Topcu, Y. I. (2010). Have ethical perceptions changed? A comparative study on the ethical perceptions of turkish faculty members. *Journal of Academic Ethics*, *8*(2), 137–151. DOI: 10.1007/s10805-010-9115-y

Byrne, B. M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*. New York: Routledge.

Callahan, D. (1982). Should there be an academic code of ethics ? *The Journal of Higher Education*, *53*(3), 335–344.

Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons*, *34*(4), 39–48.

Çetinkaya, F. F. (2014). *Hizmet İşletmelerinde psikolojik sözleşme ihlalleri ve örgütsel sinizm ilişkisi: Kapadokya bölgesi 4 ve 5 yıldızlı otel işletmelerinde bir araştırma* (Yayımlanmamış doktora tezi) Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Afyon. Erişim Adresi: http://acikerisim.aku.edu.tr/xmlui/handle/11630/2940#sthash.RchMo3jn.dpbs

Darlington, R. B., & Hayes, A. F. (2016). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Publications.

Dill, D. D. (1982). The structure of the academic profession: Toward a definition of ethical issues. *The Journal of Higher Education*, *53*(3), 255–267.

Engle, T. J. & Smith, J. L. (1990). The ethical standards of accounting academics. *Issues in Accounting Education*, *5*(1), 7–29.

Ersoy-Kart, M. (2005). Reliability and validity of the workaholism battery (Work-BAT): Turkish form. *Social Behavior and Personality*, *33*(6), 609–618.

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). SAGE Publications. Retrieved from: https://books.google.com.tr/books?id=a6FLF1YOqtsC

Friedman, S. D., & Lobel, S. (2003). The happy workaholic: A role model for employees. *Academy of Management Perspectives*, *17*(3), 87–98.

Golden, L. (2009). A brief history of long work time and the contemporary sources of overwork. *Journal of Business Ethics*, *84*(S2), 217–227. DOI: 10.1007/s10551-008-9698-z

Huhtala, M. (2013). Virtues that work: Ethical organisational culture as a context for occupational well-being and personal work goals. *Jyväskylä studies in education, psychology and social research.*

Joyner, B. E., & Payne, D. (2002). Evolution and implementation: A study of values, business ethics and corporate social responsibility. *Journal of Business Ethics*, *41*(4), 297–311. DOI: 10.1023/A:1021237420663

Kiev, A. (1974). *A strategy for handling executive stress*. Burnham Incorporated Pub.

Kline, R. B. (2015). *Principles and practice of structural equation modeling*. New York: Guilford Publications.

Light, D. (1974). Introduction: The structure of the academic professions. *Sociology of Education*, *47*(1), 2–28. DOI: 10.2307/2112165

Loeb, S. E. (1994). Ethics and accounting doctoral education. *Journal of Business Ethics*, *13*(10), 817–828. DOI: 10.1007/BF00876262

Machlowitz, M. M. (1978). Determining the effects of workaholism (Doctoral dissertation, Yale University, 1979). *Dissertation Abstracts International*, *40*(01), 480.

MacKinnon, D. (2008). *Introduction to statistical mediation analysis*. Routledge.

Mason, J. B., Bearden, W. O., & Richardson, L. D. (1990). Perceived conduct and professional ethics among marketing faculty. *Journal of the Academy of Marketing Science*, *18*(3), 185–197.

McMillan, L. H. W., O'Driscoll, M. P., Marsh, N. V., & Brady, E. C. (2001). Understanding workaholism: Data synthesis, theoretical critique, and future design strategies. *International Journal of Stress Management*, *8*(2), 69–91. . Retrieved from: http://ezproxy.deakin.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cinref&AN=IJSM.H.FI.MCMILLAN.UWDSTC&site=ehost-live

Meydan, C. H., & Şeşen, H. (2011). *Yapısal eşitlik modellemesi AMOS uygulamaları*. Detay Yayıncılık.

Oates, W. E. (1968). On being a "Workaholic" - A serious jest. *Pastoral Psychology*, *19*(8), 16–20. DOI: 10.1007/BF01785472

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, *88*(5), 879.

Porter, G. (2001). Workaholic tendencies and the high potential for stress among co-workers. *International Journal of Stress Management*, *8*(2), 147–164. DOI: 10.1023/A:1009581330960

Porter, G. (2004). Work, work ethic, work excess. *Journal of Organizational Change Management*, *17*(5), 424–439. DOI: 10.1108/09534810410554461

Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, *41*(4), 574-599.

Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior*, *15*(3), 245–259. DOI: 10.1002/job.4030150306

Robinson, S. L., & Wolfe Morrison, E. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior*, *21*(5), 525–546. DOI: 10.1002/1099-1379(200008)21:5<525::AID-JOB40>3.0.CO;2-T

Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, *2*(2), 121–139. DOI: 10.1007/BF01384942

Schein, E. H. (1980). *Organizational psychology*. Prentice-Hall.

Scott, K. S., Moore, K. S., & Miceli, M. P. (1997). An exploration of the meaning and consequences of workaholism. In *Human Relations* (Vol. 50, Issue 3, pp. 287–314). DOI: 10.1177/001872679705000304

Sevim, O. (2014). Akademik etik değerler ölçeğinin geliştirilmesi. *Turkish Studies*, *9*(6), 943–957. Erişim Adresi: http://toad.edam.com.tr/sites/default/files/pdf/akademik-etik-degerler-olcegi-toad.pdf

Shenas, D. G. (1994). An investigation of the ethical standards of information- systems academicians. *Kybernetes*, *23*, 27–46. DOI: 10.1108/03684929410071178

Spence, J. T., & Robbins, A. S. (1992). Workaholism : Definition, measurement, and preliminary results. *Journal of Personality Assessment*, *58*(1), 160–178. DOI: 10.1207/s15327752jpa5801

Suazo, M. M., & Turnley, W. H. (2010). Perceived organizational support as a mediator of the relations between individual differences and psychological contract breach. *Journal of Managerial Psychology*, *25*(6), 620–648. DOI: 10.1108/02683941011056969

Swazey, J. P., Anderson, M. S., Lewis, K. S., & Louis, K. S. (1993). Ethical problems in academic research. *American Scientist*, *81*(6), 542–553.

Tziner, A., & Tanami, M. (2013). Examining the links between attachment, perfectionism, and job motivation potential with job engagement and workaholism. *Revista de Psicología Del Trabajo y de Las Organizaciones*, *29*(2), 65–74. DOI: 10.5093/tr2013a10

Wojdylo, K., Baumann, N., Buczny, J., Owens, G., & Kuhl, J. (2013). Work Craving: A conceptualization and measurement. *Basic and Applied Social Psychology*, *35*(6), 547–568. DOI: 10.1080/01973533.2013.840631

Yıldırım, C. (2010). *Bilim felsefesi (2nd ed.)*. İstanbul: Remzi Kitabevi.

Yüksel, H. (2014). The concept of workaholism as the extreme point in work engagement, its individual and organizational outcomes. *International Journal of Alanya Faculty of Business*, *6*(2), 119–130. DOI: 10.1515/zna-2003-9-1013