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Predicting Workaholism of Sports Coaches in Ilam City Based on The Amount of Study with The Mediating Role of Responsibility

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ARTICLE INFO	ABSTRACT
<p>Article History: Received 20 January 2019 Received in revised form 4 March 2019 Accepted 28 May 2019 Available online 5 June 2019</p>	<p>The aim of the current research is to predict addiction to work among sports coaches in the city of Ilam based on the level of reading, with responsibility acting as a mediating factor. The research is descriptive-correlational and was conducted in the field. A total of 230 sports coaches (both male and female) were selected from the population as the sample. Questionnaires on factors influencing reading levels, work addiction by Spence and Robbins, and responsibility by Amini and colleagues were used for data collection. Data analysis utilized SPSS22 and AMOS24 software, employing descriptive statistics and path analysis. Goodness-of-fit indices were within an acceptable range, confirming the validity of the model. With a total coefficient of (0.99) and the results of Sobel, Goodman, and Aroian tests, the mediating role of responsibility was confirmed. Additionally, a significant positive relationship was established between reading levels and work addiction ($\beta= 0.71$ and $t= 13.3$), reading levels and responsibility ($\beta= 0.25$ and $t= 44.3$), and responsibility and work addiction ($\beta= 0.20$ and $t= 47.2$).</p>
<p>Keywords: Reading Levels, Work Addiction, Responsibility</p>	

1. INTRODUCTION

The execution of sports programs relies heavily on the presence of coaches. In fact, sports coaches are considered the central and pivotal figures in sports teams, assuming the role of team leaders and organizers. Among the three elements of athlete, coach, and spectator, the coach, in the leadership of the team, is regarded as a strong organizer and the foundation of any progress [1]. Sports coaches aspire to excel in their professional domain, nurturing their athletes to perform well. In the competitive field of sports, coaches aim for their individuals and teams under training to emerge as the best and champions [2]. Researchers in fields such as management and sports psychology have shown interest in exploring coaches, contributing numerous articles to the literature.[3]

Worldwide, various criteria and indicators exist for assessing the cultural, intellectual, and developmental growth of societies. Per capita reading, the frequency of published books, and bookstore activities are among these indicators. Reading is an engaging activity that involves both the body and mind. Reading, in itself, plays a significant role in the physical, intellectual, linguistic, emotional, and ethical development of individuals, as well as

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their social, moral, and spiritual aspects. In the information age, developing strategies for reading and acquiring knowledge is essential for individuals to retain and preserve information.[4]

Reading, as a learning tool and a crucial factor in the expansion of science and knowledge, has been a subject of general and specific attention for a long time. The varying perspectives on reading contribute to the difference in the level of progress and advancements in advanced societies compared to third-world countries. In advanced societies, attention to the position and importance of books begins with small institutions like families and extends to broader dimensions, including the educational system.[5]

Studies indicate that the term "per capita reading" has been used since 1998 to express the level of book reading among Persian speakers, referring to the "average time spent reading by an individual in a day." Different definitions of per capita reading have been provided, leading to variations in reported statistics on reading levels by different organizations.[6]

Abedini (2015) found that reading, like some other factors, influences the four dimensions (mental, social, physical, and environmental) of women's quality of life. This influence extends across broad dimensions, with reading having the greatest impact on the mental dimension. When individuals engage excessively in a specific activity such as reading, they may succumb to behavioral and psychological abnormalities. In such cases, individuals seek relief from a particular behavioral addiction by adopting new behaviors.

Work addiction is one form of behavioral addiction. In the past two decades, the proliferation of addiction has extended beyond substance abuse, coinciding with sudden changes in various aspects of life. Parallel to developments in science and technology, the professional world is also undergoing transformations. Occupations and professions are becoming more specialized and increasingly complex each day, fostering intense competition among similar organizations [7].

Hence, it is imperative for employees to enhance their educational levels in response to the changes occurring in the occupational field and the increasing responsibilities [8]. According to Spark et al. (2001) and Porter (2004), it is not unexpected for some employees to endure significant pressure when distancing themselves from their workplace, leading this factor to become a potential trigger for work addiction. While work addiction is commonly equated with hard work and dedication, this definition does not encapsulate all dimensions of the work addiction phenomenon and is thus inaccurate [9]. Generally, the term "work addiction" in academic literature has been consistently defined as a compulsive and uncontrollable need for continuous and prolonged work engagement [10] [11]. Individuals addicted to work believe that continuous work is necessary to gain the approval of others and improve themselves, seeking pleasure and fulfillment through this pursuit [12].

According to accepted principles, there should be a compatibility between an individual's personality traits and their work environment, as each personality type will exhibit different performances in various occupations. This alignment can enhance productivity and reduce organizational costs by preventing job dissatisfaction [13].

Kasta and McCrae (1992) developed a theoretical model for five factors (traits) and named it the Five-Factor Theory. They essentially categorized five fundamental tendencies based on biological foundations: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness or responsibility. Responsibility is an internal obligation and commitment of an individual to perform all assigned activities in a desirable manner, originating from the individual itself [14]. Alizadeh Loushabi (2013) simplifies the definition, stating that responsibility includes undertaking specific tasks with specific conditions and quality, at a designated time and place, to achieve defined objectives and goals [15].

According to Yazdi and Azizi (2009), individuals with high levels of self-esteem and self-regulation are more resilient against stress, cope better with life events, and exhibit higher levels of psychological well-being. Mahmoudi (2014) found that after examining the relationship between work addiction and the Big Five personality factors, only extraversion, conscientiousness (responsibility), and neuroticism could play a role in predicting work addiction. Adaptability and openness showed no correlation with work addiction [16].

2. MATERIALS AND METHODS

The current research is applied in its objective and descriptive-correlational in terms of data collection method. The statistical population in this study includes all male and female sports coaches in the city of Ilam in the year 2018. After contacting the Sports and Youth Department of Ilam city, an accurate count of the coaches under study was not available (unknown statistical population). The sampling method in this research is systematic random sampling. To collect data in different areas of the city (north, south, east, west, and center), the relevant questionnaires were distributed. The sample size was calculated using the formula $n \leq 15n_5q \leq$. Generally, in the method of structural equation modeling, the sample size can be determined between 5 and 15 observations per measured variable (path or indicator). In this study, there are 13 paths, and according to the formula, the sample size will be between $75 \leq n \leq 230$, and to be precise and prevent sample dropouts, 270 questionnaires were distributed.

In order to collect data in this research, a field method and questionnaires were utilized. Questionnaires are the best method for data analysis because researchers cannot impose their personal opinions on them. The questionnaires used include: factors affecting the level of educational reading, work addiction (Spence and Robbins), and responsibility (Amini and colleagues).

The initial questionnaire on factors affecting the level of educational reading included 32 items, and eventually, it was decided to reduce the number of questions so that respondents could answer the questions accurately and patiently, and no final distortion would occur. After the modifications, 19 items were selected as the final questionnaire. All questions in this questionnaire were adjusted on a five-point Likert scale from 1, indicating poor performance (completely disagree), to 5, meaning the best performance (completely agree) in each area. In the educational research, to examine internal consistency and calculate the reliability coefficient of the questionnaire measuring factors affecting the level of reading, the Cronbach's alpha method was used, resulting in a value of 0.85. In the present study, this value was obtained as 0.93.

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The Work Addiction questionnaire by Spence and Robbins (1992) was extracted for the first time from one of the articles authored by them. All questions in this questionnaire are formulated on a five-point Likert scale from 1, indicating the weakest performance (completely disagree), to 5, indicating the best performance (completely agree) in each area. After content analysis, the questionnaire was adjusted from 20 to 15 items to meet the needs of this study. The components of this questionnaire are engagement with work, intrinsic interest in work, and enjoyment of work.

Khadem Dezfuli (2010) was the first to translate and validate this questionnaire. In his research, after conducting the Cronbach's alpha test, a value of 0.76 was obtained. Enayati et al. (2010) also measured the reliability of this questionnaire using the Cronbach's alpha test, and a reliability value of 0.90 was estimated. This questionnaire has been used multiple times, and its validity and reliability have been confirmed. In this study, the reliability value was estimated to be 0.95.

The Responsibility questionnaire by Amini and colleagues (2013) consists of 42 response package items with a five-point Likert scale based on seven managerial components: self-management, orderliness, legality, trustworthiness, duty-consciousness, organizational structure, and progressivism. After modifications, 20 items reached the final confirmation stage. Scoring for the questions in this questionnaire was done using a five-point Likert scale. In this Likert scale, the number 1 represents undesirable performance (completely disagree), and the number 5 represents the most desirable performance (completely agree). The components of the questionnaire include self-management, orderliness, legality, trustworthiness, duty-consciousness, organizational structure, and progressivism.

Namati (2008) was the first to standardize this questionnaire and obtained a reliability value of 0.95. The reliability value of the Responsibility questionnaire by Amini and colleagues (2013) was estimated to be 0.86, which, at the 1% alpha level, was significant and indicated high reliability of the measurement tool. In the present study, the researcher achieved a reliability value of 0.95.

3. FINDINGS

As observed in Table 1, a significant portion of the study sample falls within the age range of 26-30 years, with the lowest number in the age group under 20 years. Most participants have a bachelor's degree, and the smallest number have a diploma or lower educational qualifications. Additionally, the female group has a larger number of members compared to the male group, and the number of unmarried individuals is higher than married ones.

Table 1. Demographic characteristics of the statistical sample

Age Group	Frequency	Percentage	Education	Frequency	Percentage	Gender	Frequency	Percentage
<20	5	2%	High School Diploma or Lower	31	12.2%	Female	167	65.5%
20-25	25	9.8%	Associate Degree	47	18.4%	Male	88	34.5%
26-30	75	29.4%	Bachelor's Degree	84	32.9%			
31-35	55	21.6%	Master's Degree	55	21.6%			
36-40	35	13.7%	Ph.D.	34	13.3%			
>40	60	23.5%	No Response	4	1.6%			

Descriptive statistics for the research variables, including means and standard deviations, are presented in Table 2. Given the large sample size, according to the Central Limit Theorem, the distribution of the data in this study can be considered normal. However, not relying solely on this theorem, the data underwent a test. The Kolmogorov-Smirnov test was employed to examine the normality assumption. This test assesses the normality of the data under the assumption that if the significance level (sig) for all variables is greater than the test level (0.05), the data distribution is normal.

According to the data in Table 3, the significance level for all research variables is higher than 0.05, indicating that the data distribution is normal.

Table 2. Average distribution and standard deviation related to research variables

Factor	Mean	Standard Deviation	Factor	Mean	Standard Deviation
Study Level	3.091	0.587	Legality	2.994	0.757
Work Integration	3.045	0.745	Honesty	3.048	0.639
Intrinsic Motivation in Work	3.072	0.721			
Enjoyment of Work	3.061	0.805	Responsibility	3.016	0.704
Self-Management	3.046	0.666	Organization	3.003	0.668
Orderliness	3.042	0.672	Progressiveness	3.056	0.625

Table 3. Data normality test

Factor	K-S	Factor	K-S
Study Level	0.32	Legality	0.39
Work Integration	0.80	Honesty	0.66
Intrinsic Motivation in Work	0.19	Responsibility	0.17
Enjoyment of Work	0.96	Organization	0.19
Self-Management	0.44	Progressiveness	0.75
Orderliness	0.44		

When interpreting the correlation coefficients, the significance level (sig) or p-value is crucial. In this study, the significance levels are indicated with an asterisk (*), and those marked with double asterisks (**) are considered more significant. The significance levels are set at 0.05 for single asterisks and 0.01 for double asterisks, as shown in Table 4.

Table 4. Pearson Correlation Coefficients among the Research Variables

Variables	Work Immersion	Intrinsic Work Motivation	Work Enjoyment	Study Time	Self-Management	Discipline	Lawfulness
Work Immersion	1	0.503**	0.337**	0.094	0.097	-0.051	0.140*
Intrinsic Work Motivation	0.503**	1	0.481**	0.258**	-0.009	0.043	-0.001
Work Enjoyment	0.337**	0.481**	1	0.315**	-0.029	-0.040	-0.315**
Study Time	0.094	0.258**	0.315**	1	0.011	0.212**	0.057
Self-Management	0.097	-0.009	-0.029	0.011	1	0.611**	0.320**
Discipline	-0.051	0.043	-0.040	0.212**	0.611**	1	0.296**
Lawfulness	0.140*	-0.001	-0.315**	0.057	0.320**	0.296**	1
Variables	Trustworthiness	Conscientiousness	Organization	Progress Orientation			
Trustworthiness	1	-0.013	0.242**	0.213**			
Conscientiousness	-0.013	1	-0.039	0.088			
Organization	0.242**	-0.039	1	0.296**			
Progress Orientation	0.213**	0.088	0.296**	1			

Note: $p < 0.05$, $p < 0.01$

To test the research hypotheses, the Structural Equation Modeling (SEM) method was applied using AMOS version 24. Various goodness-of-fit indices were used to assess the confirmatory factor analysis (CFA) model. These included the Chi-square to degrees of freedom ratio (χ^2/df), Parsimonious Normed Fit Index (PNFI), Relative Fit Index (RFI), Normed Fit Index (NFI), Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI). A comparison between the obtained and the recommended values indicated that all indices, except for NFI and RFI, were within the acceptable range. Since the adequacy of model fit can be

confirmed if at least three indices fall within the acceptable threshold, the construct validity of the proposed model in this study was confirmed (see Table 5).

Table 5. Goodness-of-Fit Indices

Fit Index	Standard Value	Estimated Value
χ^2/df	< 3	2.91
PNFI	> 0.50	0.557
RFI	> 0.60	0.58
NFI	> 0.90	0.63
RMSEA	< 0.08	0.079
GFI	0.50 – 1.00	0.91
CFI	> 0.90	0.97

The total effect of a variable represents the sum of its direct and indirect effects. The direct effect is straightforward to interpret, as it corresponds to the path coefficient itself. However, indirect effects occur when a variable acts as a mediator, modifying the relationship between other variables.

In the Structural Equation Modeling (SEM) framework, an indirect effect is obtained by multiplying the two direct paths involved. There may be multiple indirect effects depending on the number of mediating variables present in the model. The results of direct, indirect, and total effects are presented in Table 6, and the standardized coefficients model is illustrated in Figure 1.

Table 6. Direct, Indirect, and Total Effects

Structural Path	Direct Effect	Indirect Effect	Total Effect
Study Time → Workaholism	0.72	0.274	0.994

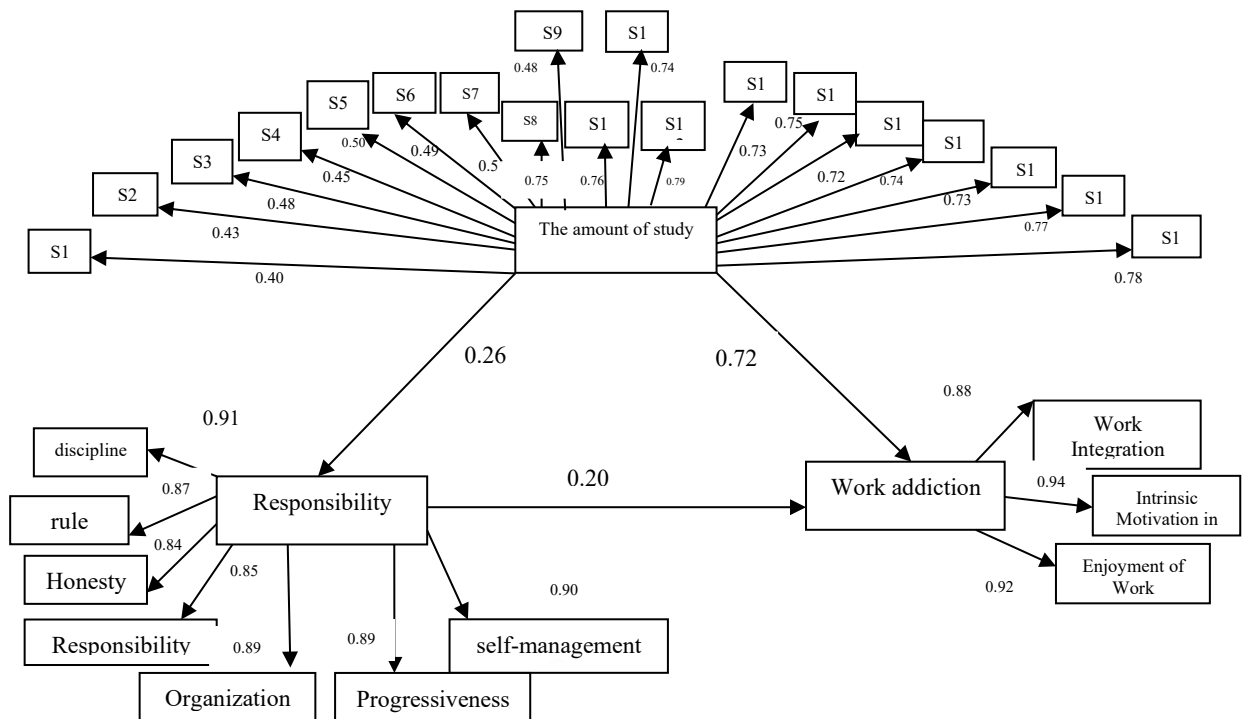


Fig. 1. The structural model of the research (model with standard coefficients)

The total effect on a specific variable is the sum of its direct and indirect effects. Explaining the direct effect of a variable is straightforward, as it is essentially the path coefficient. However, the indirect effect arises because a variable can act as a mediator, moderating the relationship between other variables. In structural equation modeling, the indirect effect is obtained by multiplying the two corresponding direct path coefficients. There may be numerous indirect effects, and the number depends on the number of mediator variables.

The results of direct, indirect, and total effects are presented in Table 6. Additionally, the model with standard coefficients is observable in Figure 1.

Table 7. The results of the significance test of mediation effects

Result	P-Value			Structural path	Hypothesis symbol
	Goodman test	Aryan's test	Sobel test		
Confirmation of the hypothesis	0.000	0.000	0.000	Responsibility <--Amount of Study Work addiction <--Responsibility	Main hypothesis

As observed, the significance level of all three mediation tests conducted for the mediating role of responsibility is less than 0.05. This implies that "Addiction to work among sports coaches in Ilam city can be predicted based on the level of study, considering the mediating role of responsibility."

In statistical science, to confirm a hypothesis at a 95% confidence level, the t-statistic corresponding to the test should exceed 1.96. As shown in Table 8, the t-statistic values for all path coefficients exceed 1.96. Therefore, all path coefficients are significant. In summary, it can be stated that the main hypothesis and all sub-hypotheses of the research have been confirmed (Table 8).

Table 8. The results of evaluating the fit of the structural model of the research

results	"Path coefficient"	"Significance value"	hypothesizes	Hypothesis symbol
Confirmation of the hypothesis	0.99	0.000	Amount of Study ← Responsibility ← Work Addiction	Main hypothesis
Confirmation of the hypothesis	0.716	3.137 T-statistic	Amount of Study ← Work Addiction	H1
Confirmation of the hypothesis	0.258	3.44 T-statistic	Amount of Study ← Responsibility	H2
Confirmation of the hypothesis	0.204	2.479 T-statistic	Responsibility ← work Addiction	H3

4. DISCUSSION AND CONCLUSION

This study aimed to investigate the mediating role of responsibility in the relationship between the level of study and addiction to work among sports coaches in Ilam city. Given the substantial value of the total path coefficient estimated at 0.99, the assumption of the mediating role of responsibility is supported. Furthermore, the results of the Goodman, Sobel, and Aroian tests indicate the significant nature of this relationship and confirm the mediating role of responsibility.

It is noteworthy that reading, as a cultural act, elevates human awareness and can influence interpersonal relationships. Reading can involve simple actions like etiquette in communication or significant matters such as responsibility towards others. Responsibility encourages admiration from others, increasing an individual's popularity. To gain more popularity, individuals may excessively engage in responsibility, receiving continuous affirmation and admiration from others or rewards. This excessive commitment to responsibility may lead to addiction to work.

The positive relationship found between the level of study and addiction to work, with a path coefficient of 0.71 and a t-statistic of 13.3, indicates that an increase in studying among sports coaches can lead to the phenomenon of work addiction. Here, addiction does not necessarily refer to substance dependence but encompasses compulsive behaviors that become more prevalent. Excessive engagement in an activity can lead to addictive behaviors, creating a dependency that persists as long as the activity is repeated.

In conclusion, the study confirms the interplay between study, responsibility, and addiction to work among sports coaches. It suggests that an individual's excessive commitment to responsibility may lead to work addiction, emphasizing the need for a balanced approach to work and responsibility to prevent detrimental effects on personal relationships and well-being.

The positive and significant relationship found between the level of study and responsibility, with a path coefficient of 0.25 and a t-statistic of 44.3, indicates a bidirectional influence. An increase in the level of study among sports coaches leads to higher responsibility, and conversely, heightened responsibility promotes a commitment to studying. This bidirectional relationship suggests a positive feedback loop, where one's dedication to studying fosters a sense of responsibility, and a heightened sense of responsibility, in turn, encourages continuous learning.

Moreover, the study highlights the potential positive impact of reading skills on self-confidence, anxiety reduction, and mental health improvement. According to the World Health Organization's definition, mental health is not solely about the absence of illness but is closely related to mental well-being. Reading skills can instill confidence, alleviate anxiety, and contribute to overall mental health. Individuals with robust mental health feel adept at navigating life's challenges, maintaining control over their lives, and responsibly using their cognitive abilities.

The multifaceted factors shaping mental frameworks, lifestyle changes, and the formation of habits and behaviors play crucial roles in mental health. Responsibility, as a personality trait and a component of mental well-being, is influenced by the act of reading. Therefore, individuals are often encouraged to read books throughout various stages of life. Reading influences the formation of a person's mental framework, motivates lifestyle changes, and shapes new habits and behaviors.

Responsibility is a key component of mental health affected by reading. This connection underscores the recommendation for individuals of all ages to engage in reading regularly. Reading transforms individuals into social beings, enhancing their interest and enthusiasm for participating in society. Coaches, especially, benefit from reading as it provides them with abundant information about independence, personal identity, responsibility, citizenship rights, and more. This knowledge equips sports coaches to navigate society seamlessly, fulfilling their responsibility to educate diverse individuals and advance team goals without encountering any challenges.

In discussing the relationship between responsibility and work addiction, it is confirmed that there is a positive and significant relationship between these two variables, as evidenced by the value of the path coefficient (0.2) and the t-statistic (2.47) falling within the desired range. The research findings indicate that one of the primary indicators of development is the attention given to responsibility and social commitment among members of a society. Sociological literature has extensively explored the components of a healthy and normal society, highlighting the role of social responsibility and commitment. One characteristic of responsible individuals is fulfilling their duties, demonstrating strong commitment, and taking responsibility for their mistakes. If members of society do not feel a sense of responsibility and security, they may prioritize their own interests over the common good. However, when these characteristics are present in a person to an extreme degree, they may feel a strong compulsion to fulfill their duties and overestimate their role, leading to a sense of high responsibility and the need to engage in behaviors to prevent negative consequences [15]. As a result, individuals may experience a heavy psychological burden when away from the workplace, and work addiction may be one possible reaction to these stresses [16 and 17].

Transparency Statement

The data supporting this study are available upon reasonable request to the corresponding author, subject to ethical and confidentiality considerations.

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Declaration of Interest

The authors declare that they have no competing interests.

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