Exploring workaholism determinants and life balance: A mixed-method Study among academic nurse educators

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***Background:*** Academic nurse educators play a crucial role in the educational environment, but the demands of their profession can lead to workaholism, which could result in an imbalance between work and personal life.

***Purpose****:* The study aimed to explore workaholism and life balance among academic nursing educators, as well as investigate the factors associated with workaholism.

***Methods:*** A mixed-methods design based on the “concurrent triangulation” approach was employed. A convenience sample of 76 nurse educators completed the Dutch Work Addiction Scale (DUWAS) and the Life Balance Inventory (LBI), while a purposive sample of 20 nurse educators participated in semi-structured interviews. Inferential statistics and thematic analysis were used to analyze the data.

***Results****:* The researchers found a notable prevalence of workaholism among nurse educators, with 59.0 % reporting a mean score above 2.5 and 86.8 % perceiving an unbalanced life.

Regression analysis indicated that workaholism negatively predicted life balance (B = ◻ 0.404, *p*

*<* 0.001). The qualitative findings derived three themes as determinants of workaholism: antecedents, consequences, personal and institutional strategies to mitigate workaholism among nursing educators.

***Conclusion****:* Educational institutions should develop comprehensive approaches to support and develop their academicians, fostering a positive work environment, work-life balance, employee well-being, and professional development.