



WORK ADDICTION AND LIFE SATISFACTION AMONG UNIVERSITY TEACHERS: THE MEDIATING ROLE OF JOB AND PROFESSIONAL SATISFACTION

Adição ao trabalho e satisfação com a vida
entre professores universitários: mediação da
satisfação com o trabalho e com a profissão

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ABSTRACT | **Objective:** To examine the mediating role of job satisfaction and professional satisfaction in the relationship between work addiction dimensions—excessive work and compulsive work—and life satisfaction among Brazilian university teachers. **Method:** A cross-sectional study was conducted with 302 university teachers. Participants completed measures of life satisfaction, work addiction, job satisfaction, and professional satisfaction. Data were analyzed using correlations and parallel mediation. **Results:** Professional satisfaction mediated the association between excessive work and life satisfaction. Job satisfaction showed a weaker indirect effect. Compulsive work was directly and negatively associated with life satisfaction, with no significant mediation through occupational satisfaction variables. **Conclusion:** The findings indicate that work addiction dimensions relate to well-being through distinct mechanisms. Excessive work affects life satisfaction indirectly via reduced professional satisfaction, whereas compulsive work shows a direct negative association with life satisfaction, reflecting its more pervasive and maladaptive nature.

KEYWORDS | work addiction, life satisfaction, professional satisfaction, job satisfaction, university teachers.

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RESUMO | Objetivo: Examinar o papel mediador da satisfação no trabalho e da satisfação profissional na relação entre as dimensões da adição ao trabalho—trabalho excessivo e trabalho compulsivo—e a satisfação com a vida em professores universitários brasileiros. **Método:** Estudo transversal com 302 professores universitários brasileiros. Foram aplicadas medidas de satisfação com a vida, satisfação no trabalho, satisfação profissional e adição ao trabalho. Testou-se um modelo de mediação paralela com bootstrap (5.000 reamostragens). **Resultados:** Trabalho excessivo e trabalho compulsivo associaram-se negativamente à satisfação com a vida. A satisfação profissional mediou a relação entre trabalho excessivo e satisfação com a vida, enquanto a satisfação no trabalho apresentou efeito indireto mais fraco. O trabalho compulsivo apresentou associação direta negativa com a satisfação com a vida, sem evidência de mediação. **Conclusão:** Os resultados evidenciam o papel diferencial das dimensões da adição ao trabalho e destacam a satisfação profissional como mecanismo central na relação entre trabalho excessivo e bem-estar. O trabalho compulsivo parece afetar a satisfação com a vida por vias mais diretas, reforçando seu caráter mais disfuncional.

PALAVRAS-CHAVE | Adição ao trabalho, Satisfação com a vida, Satisfação profissional, Satisfação no trabalho, Professores universitários.

1 INTRODUCTION

Contemporary higher education has undergone profound transformations characterized by intensified work demands, increased productivity pressures, and heightened expectations regarding teaching, research, and institutional engagement. Within this context, university teachers are increasingly exposed to psychosocial risks that may compromise their health and well-being. Among these risks, work addiction has emerged as a relevant phenomenon, defined as a dysfunctional pattern of excessive and compulsive involvement with work, associated with loss of control and negative consequences for well-being. Distinguishing between its dimensions—excessive work and compulsive work—has been highlighted as essential for understanding its differential effects.

Life satisfaction, a central component of subjective well-being, reflects individuals' cognitive evaluation of their overall quality of life and is influenced by experiences across life domains, including work. Previous studies consistently show that work addiction is associated with lower life satisfaction, particularly when work involvement becomes compulsive and interferes with recovery and personal life. However, the mechanisms underlying this relationship remain insufficiently explored.

Occupational satisfaction has been identified as a key explanatory pathway. Job satisfaction refers to individuals' evaluation of their current work conditions, whereas professional satisfaction encompasses broader assessments of career trajectory, identity, and accomplishment. Although conceptually distinct, these dimensions are often treated interchangeably in the literature. Moreover, most studies examine work addiction as a unidimensional construct and focus predominantly on job satisfaction, neglecting the potential role of professional satisfaction and the simultaneous testing of multiple mediators.

Importantly, professional satisfaction can be distinguished from career satisfaction, which is typically defined as the evaluation of objective and subjective career success over time (e.g., income, promotions, and career progression). In contrast, professional satisfaction emphasizes the subjective appraisal of meaning, identity, and fulfillment within a given professional role,



regardless of external career markers. From the perspective of sustainable careers (De Vos et al., 2021), professional satisfaction reflects the extent to which individuals perceive their career trajectory as meaningful, viable, and aligned with their personal values over time.

These limitations are particularly evident in Latin American contexts, where empirical research on work addiction remains scarce and concentrated on cross-sectional designs with limited theoretical integration. In Brazil, studies have highlighted the need to expand explanatory models and investigate specific occupational groups, such as university teachers, whose work is marked by strong professional identity and increasing demands.

In light of these gaps, the present study aims to examine the mediating role of job satisfaction and professional satisfaction in the relationship between work addiction dimensions—excessive work and compulsive work—and life satisfaction among Brazilian university teachers. Specifically, this study addresses the following research questions: (1) Are excessive work and compulsive work negatively associated with life satisfaction? (2) Does job satisfaction mediate the relationship between work addiction dimensions and life satisfaction? (3) Does professional satisfaction mediate this relationship?

By addressing these questions, this study contributes to the literature by differentiating dimensions of work addiction, distinguishing levels of occupational satisfaction, and integrating these variables within a comprehensive explanatory model. Additionally, it advances interdisciplinary dialogue between organizational psychology, occupational health, and higher education studies.

2 LITERATURE REVIEW

Work addiction has been conceptualized as a dysfunctional pattern of heavy work investment characterized by excessive and compulsive involvement in work activities (Schaufeli et al., 2009; Clark et al., 2020). While early approaches treated workaholism as a unidimensional construct, more recent frameworks emphasize its multidimensional nature, distinguishing between excessive work—referring to behavioral overinvestment—and compulsive work—reflecting an internal drive and inability to disengage from work. This distinction has theoretical and empirical relevance, as evidence suggests that these dimensions are differentially associated with health and well-being outcomes (Clark et al., 2020; Taris & de Jonge, 2024). In particular, compulsive work has been identified as the more maladaptive component, given its stronger links to psychological strain, rumination, and impaired recovery.

A growing body of research has examined the relationship between work addiction and well-being, consistently indicating negative associations with life satisfaction, mental health, and quality of life (Clark et al., 2014; Kun et al., 2020). From a spillover perspective, experiences in the work domain may transfer to the non-work domain, influencing individuals' global evaluations of life (Pak et al., 2022). Similarly, conservation of resources (COR) theory posits that excessive investment of personal resources in work, particularly under conditions of imbalance, leads to resource depletion that can negatively affect broader well-being (Hobfoll et al., 2018). Although these frameworks provide a consistent explanation for the detrimental effects of work addiction,



empirical studies often treat it as a global construct, limiting the understanding of how its specific dimensions relate to life satisfaction.

Occupational satisfaction has been identified as a potential mechanism linking work experiences to overall well-being. Job satisfaction, defined as the evaluation of current work conditions and experiences (Judge et al., 2017), has been widely studied and consistently associated with life satisfaction. However, job satisfaction represents a situational and context-dependent evaluation, which may not fully capture individuals' broader relationship with their professional trajectory. In this regard, professional satisfaction—conceptualized as the evaluation of one's career, identity, and sense of accomplishment—has gained increasing attention (Seibert et al., 2024; Spurk et al., 2019). Despite their conceptual distinction, these two forms of satisfaction are often conflated in empirical research, and few studies examine their simultaneous roles.

Existing evidence suggests that work addiction may undermine occupational satisfaction through different pathways. Excessive work is associated with overload, time pressure, and work-life conflict, which may reduce satisfaction with current job conditions. In contrast, compulsive work is linked to persistent cognitive preoccupation and difficulty detaching from work, potentially affecting both job-related and broader professional evaluations (Clark et al., 2020; Kun et al., 2020). However, findings are not entirely consistent. Some studies report stronger associations between work addiction and job satisfaction, while others highlight the relevance of broader career-related evaluations. Moreover, the relative contribution of job satisfaction and professional satisfaction as mediators remains underexplored, particularly when considered simultaneously.

These limitations are especially pronounced in the context of higher education. Academic work is characterized by high demands, multiple roles, and strong professional identity, which may intensify both excessive and compulsive work patterns (Converso et al., 2019; Tight, 2024). At the same time, the academic career is closely tied to long-term trajectories of achievement, recognition, and identity construction, suggesting that professional satisfaction may play a particularly relevant role in this context. Despite this, empirical research focusing on university teachers remains limited, especially in Latin American countries, where studies on work addiction are still incipient and lack integrative explanatory models (Carlotto & Câmara, 2025).

Taken together, the literature reveals three main gaps. First, there is limited differentiation between excessive and compulsive work in relation to well-being outcomes. Second, there is insufficient distinction between job satisfaction and professional satisfaction as explanatory mechanisms. Third, studies that simultaneously examine multiple mediators in the relationship between work addiction and life satisfaction are scarce, particularly in specific occupational contexts such as higher education.

To address these gaps, the present study proposes an integrative model examining the mediating roles of job satisfaction and professional satisfaction in the relationship between work addiction dimensions—excessive work (EW) and compulsive work (CW)—and life satisfaction (LS). Based on the reviewed literature, the following hypotheses are proposed: H1: Excessive work and compulsive work are negatively associated with life satisfaction; H2: Job satisfaction mediates the relationship between work addiction dimensions and life satisfaction; H3: Professional satisfaction mediates the relationship between work addiction dimensions and life satisfaction.

3 METHOD

3.1 Participants

The non-probabilistic sample comprised 302 Brazilian university teachers. As an inclusion criterion, participants were required to have worked as university teachers for more than one year, a period also adopted in studies investigating this population (Boamah et al., 2025; Stelmokienė et al., 2019).

Most participants reported being female ($n = 169$; 56%), in a stable relationship ($n = 237$; 78.5%), having children ($n = 195$; 64.6%), and holding a doctoral degree ($n = 293$; 97%). The mean age was 49 years ($SD = 10$; $Min = 29$; $Max = 77$), and the mean length of experience as university teachers was 18 years ($SD = 10$; $Min = 1$; $Max = 52$). Most worked in public institutions ($n = 217$; 72.1%) and exclusively as university teachers ($n = 246$; 81.5%). Participants taught an average of 82 students ($SD = 63$; $Min = 4$; $Max = 500$) and an average of three courses in the current semester ($SD = 1$; $Min = 1$; $Max = 10$). The mean weekly workload was 40 hours ($SD = 2$; $Min = 40$; $Max = 60$).

Participants' distribution across the eight major knowledge areas of the Brazilian National Council for Scientific and Technological Development (CNPq-Brazil) was: Health Sciences ($n = 74$; 27.4%), Human Sciences ($n = 62$; 23%), Applied Social Sciences ($n = 40$; 14.8%), Agricultural Sciences ($n = 26$; 9.6%), Biological Sciences ($n = 22$; 8.1%), Linguistics, Languages, and Arts ($n = 19$; 7%), Engineering ($n = 13$; 4.8%), and Exact and Earth Sciences ($n = 14$; 5.2%); 32 participants (10.6%) did not answer this item. Most teachers worked in universities located in the South region ($n = 116$; 39.5%), followed by the Southeast ($n = 74$; 25.2%), Northeast ($n = 43$; 14.6%), North ($n = 36$; 12.2%), and Central-West ($n = 25$; 8.5%); 8 participants (2.6%) did not report this information.

3.2 Instruments

Sociodemographic and work questionnaire. Sociodemographic information (gender, age, marital status, children, academic degree, and income) and work characteristics (type of institution—public or private—years of experience as a university teacher, weekly workload, number of courses taught in the current semester, number of students in the current semester, and engagement in another professional activity) were collected.

Life satisfaction (LS). Life satisfaction was assessed using the Brazilian version of the Satisfaction with Life Scale (SWLS; Diener et al., 1985; Brazilian adaptation: Zanon et al., 2014), composed of five items that evaluate the global cognitive appraisal of life. Responses are given on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree), with higher scores indicating greater life satisfaction.

Job satisfaction (JS). Job satisfaction was assessed using the job satisfaction dimension of the Copenhagen Psychosocial Questionnaire (COPSOQ I), originally developed by Pejtersen et al. (2010) and adapted for use in Brazil by Silva et al. (2017). This dimension comprises items assessing individuals' overall appraisal of their current job, including feelings of contentment and positive evaluation of working conditions. An example item is: "In general, how satisfied are you with your



job?” Responses were provided on a five-point Likert scale ranging from 1 (very dissatisfied) to 5 (very satisfied), with higher scores indicating greater job satisfaction.

Professional satisfaction (PS). Professional satisfaction was assessed using a single item, following Matthews et al. (2022): “I am satisfied with my profession as a university teacher.” Responses were provided on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree), with higher values indicating greater professional satisfaction.

Work addiction (WA). Work addiction was assessed using the Brazilian version of the Dutch Work Addiction Scale (DUWAS), adapted by Carlotto and Del Libano (2010), which measures two dimensions: excessive work (EW) and compulsive work (CW). Excessive work refers to excessive investment of time and effort in work activities (e.g., “I spend more time working than on socializing with friends or on hobbies”), whereas compulsive work reflects a persistent internal pressure to work and difficulty disengaging (e.g., “I feel that there’s something inside me that drives me to work hard”). Items are answered on a five-point Likert scale ranging from 1 (never) to 5 (always), with higher scores indicating higher levels of work addiction.

3.3 Data collection procedures

Data were collected through an online questionnaire (SurveyMonkey) between March and August 2023. Participants were recruited via social media platforms such as Facebook and LinkedIn, as well as through email invitations and the researchers’ professional networks. Snowball sampling was also employed, whereby participants were invited to indicate colleagues who met the study inclusion criteria.

Access to the questionnaire occurred only after participants read and agreed to the informed consent form. The study was approved by the Research Ethics Committee of the University [information omitted to ensure blind review], under approval number [information omitted to ensure blind review].

3.4 Data analysis procedures

Analyses were conducted using Jamovi software. Initially, descriptive statistics and correlations among study variables were computed. Subsequently, a mediation model with two parallel mediators—job satisfaction (JS) and professional satisfaction (PS)—was tested in the relationship between excessive work (EW) and compulsive work (CW) and life satisfaction (LS).

Paths from the independent variables to the mediators (a paths), from the mediators to the dependent variable controlling for the independents (b paths), as well as direct effects (c’), specific indirect effects (EW/CW \rightarrow JS \rightarrow LS; EW/CW \rightarrow PS \rightarrow LS), and total effects (c) were simultaneously estimated. Results were reported as unstandardized estimates (B), standard errors, z values, p values, and fully standardized coefficients (β).

Indirect effects and their 95% confidence intervals were estimated using nonparametric bootstrap with 5,000 resamples, following current recommendations for mediation models.



Mediation was considered supported when the 95% bootstrap confidence interval did not include zero. Mediation was interpreted as full when the direct effect became non-significant after inclusion of the mediators and as partial when it remained significant. Indirect effects were interpreted based on bootstrap confidence intervals, as recommended for mediation analysis. The mediation model was estimated using a regression-based approach (parallel mediation) implemented in Jamovi (jmv mediation module), rather than a structural equation modeling framework; therefore, global model fit indices (e.g., CFI, RMSEA, SRMR) were not applicable.

4 RESULTS

The analyses indicated that life satisfaction and professional satisfaction showed high mean levels, whereas job satisfaction and the dimensions of work addiction were at moderate levels, with excessive work higher than compulsive work (Table 1). At the correlational level, life satisfaction was positively associated with professional satisfaction and job satisfaction, being more strongly related to professional satisfaction. A positive association was also observed between professional satisfaction and job satisfaction.

The dimensions of work addiction were negatively correlated with the satisfaction indicators, indicating that higher levels of excessive and compulsive work were associated with lower occupational satisfaction and lower life satisfaction. A positive association was also found between excessive work and compulsive work. Overall, this pattern supports the plausibility of the proposed mediation model. All multi-item scales showed adequate internal consistency ($\alpha = .80-.85$).

Table 1. Means, standard deviations, and correlations among life satisfaction, occupational satisfaction, and work addiction dimensions

Variable	M	SD	LS	PS	JS	EW	CW
LS	5.28	1.48	(.85)				
PS	5.36	1.71	.66***	—			
JS	3.71	0.67	.56***	.72***	(.83)		
EW	3.80	0.83	-.31***	-.26***	-.27***	(.82)	
CW	3.07	0.86	-.30***	-.17*	-.18**	.65***	(.80)

Note. LS = life satisfaction; PS = professional satisfaction; JS = job satisfaction; EW = excessive work; CW = compulsive work. M = mean; SD = standard deviation. $p < .05^*$, $p < .01^{**}$, $p < .001^{***}$.

Professional satisfaction mediated the association between excessive work and life satisfaction. The indirect effect via job satisfaction was small but statistically significant according to the bootstrap confidence interval, although its magnitude was substantially lower than that of the pathway via professional satisfaction. Compulsive work showed a direct negative association with life satisfaction, with no evidence of mediation through either job or professional satisfaction. Overall, these findings indicate that the effect of excessive work on life satisfaction occurs predominantly through reduced professional satisfaction, whereas compulsive work exerts a direct detrimental effect on well-being.

Table 2. Indirect, direct, and total effects of the mediation model between excessive work, compulsive work, occupational satisfaction, and life satisfaction

Effect	B	SE	β	95% BCa CI	p
Indirect effects					
EW \rightarrow JS \rightarrow LS	-0.067	0.038	-0.038	[-0.177; -0.003]	
EW \rightarrow PS \rightarrow LS	-0.254	0.083	-0.143	[-0.451; -0.093]	
CW \rightarrow JS \rightarrow LS	0.000	0.020	0.000	[-0.071; 0.043]	
CW \rightarrow PS \rightarrow LS	0.012	0.074	0.007	[-0.148; 0.187]	
Direct effects					
EW \rightarrow LS	-0.040	0.111	-0.023	[-0.231; 0.158]	.719
CW \rightarrow LS	-0.292	0.105	-0.171	[-0.516; -0.078]	.005
Total effects					
EW \rightarrow LS	-0.360	0.143	-0.204	[-0.631; -0.091]	.012
CW \rightarrow LS	-0.283	0.137	-0.166	[-0.562; 0.004]	.039

Note. EW = excessive work; CW = compulsive work; JS = job satisfaction; PS = professional satisfaction; LS = life satisfaction. 95% BCa CI = bias-corrected and accelerated bootstrap confidence interval (5,000 resamples). β = fully standardized coefficient; B = unstandardized coefficient; SE = standard error. Indirect effects were interpreted based on bootstrap confidence intervals.

5 DISCUSSION

The present study examined the mediating role of job satisfaction and professional satisfaction in the relationship between work addiction dimensions—excessive work and compulsive work—and life satisfaction among university teachers. Overall, the findings partially supported the hypotheses, indicating that excessive work is associated with life satisfaction predominantly through occupational satisfaction, particularly professional satisfaction, whereas compulsive work showed a direct negative effect on global well-being.

Both excessive work and compulsive work showed negative total effects on life satisfaction, corroborating prior evidence that dysfunctional involvement with work is associated with lower global well-being (Clark et al., 2014; Clark et al., 2020; Kun et al., 2020). This result aligns with the literature describing work addiction as a pattern of unbalanced investment of personal resources in work, with detrimental consequences for quality of life (Clark et al., 2020; Schaufeli et al., 2009).

When mediators were considered simultaneously, only compulsive work maintained a significant direct association with life satisfaction. This finding reinforces the theoretical distinction between work addiction dimensions, indicating that the compulsive component—associated with persistent internal pressure and difficulty detaching psychologically from work—has a more direct impact on global well-being (Clark et al., 2020; Geremias et al., 2025).

The hypothesis proposing mediation by job satisfaction received partial support. An indirect effect of excessive work via job satisfaction was observed, but with smaller magnitude compared to that mediated by professional satisfaction, whereas no mediation was found for compulsive work. These findings suggest that although excessive work is associated with lower job satisfaction—possibly due to overload and work–life conflict—this pathway contributes less to global well-being than broader career-related evaluations. As job satisfaction reflects a situational appraisal of current



work conditions (Judge et al., 2017), its explanatory power may be more limited when compared to professional satisfaction.

In contrast, mediation by professional satisfaction was supported for excessive work. The effect of excessive work on life satisfaction occurred predominantly through reduced professional satisfaction, indicating that excessive investment in work may undermine broader evaluations of career meaning, identity, and accomplishment (Spurk et al., 2019; Vittersø, 2025). This pattern is consistent with the conceptual distinction between job and professional satisfaction and aligns with spillover and conservation of resources perspectives, suggesting that losses in occupational resources extend to global well-being (Hobfoll et al., 2018; Kim et al., 2025; Pak et al., 2022).

No mediation by professional satisfaction was observed for compulsive work, suggesting that this dimension affects well-being through more direct pathways, possibly related to rumination and difficulty detaching from work. This finding can be further understood through the perspective of perseverative cognition (Brosschot et al., 2006; Brosschot et al., 2018), which posits that persistent and repetitive work-related thoughts prolong physiological and psychological activation beyond actual work demands, thereby impairing recovery and negatively affecting overall well-being. In this sense, compulsive work may operate through sustained cognitive engagement with work, even during non-work time, directly undermining life satisfaction.

Additionally, the literature on psychological detachment (Sonnentag & Fritz, 2007; Sonnentag et al., 2010) provides a complementary explanation, indicating that difficulties in mentally disengaging from work prevent effective recovery processes, leading to cumulative strain and reduced well-being. Individuals characterized by compulsive work tendencies may experience a chronic inability to “switch off,” which interferes with restorative experiences and contributes directly to lower life satisfaction, regardless of their evaluations of job or professional satisfaction. This result reinforces evidence that compulsive work represents the more maladaptive component of work addiction (Clark et al., 2020).

In the context of higher education, characterized by intensified demands and strong professional identity, these findings highlight the relevance of professional satisfaction as a key resource for well-being. From an institutional perspective, the results suggest that universities should not only address workload and psychosocial demands but also promote conditions that sustain career development, recognition, and meaningful professional trajectories. Practices such as transparent career progression criteria, balanced distribution of academic tasks, and institutional support for work-life balance may help mitigate the negative effects of excessive work and promote well-being among faculty.

Limitations and Future Directions

Some limitations should be considered. The cross-sectional design precludes causal inferences, and the use of self-report measures may introduce common method bias. The non-probabilistic sample limits generalizability, particularly given the concentration of participants in specific regions of Brazil. Additionally, the sampling strategy based on social media recruitment and snowball procedures may have introduced self-selection biases. Participation depended on



individuals' availability, interest, and access to online networks, potentially resulting in a sample more engaged with academic or professional discussions and influencing the observed levels of the study variables.

Although the use of a single-item measure for professional satisfaction is supported by prior research (Matthews et al., 2022), this choice entails important limitations. Single-item measures may present reduced content validity, as they are less capable of capturing the multidimensional nature of complex constructs such as professional satisfaction, which involves evaluations of career trajectory, identity, and sense of accomplishment. In addition, such measures may be less sensitive to subtle variations in the construct, potentially limiting the detection of nuanced differences among participants. Another limitation concerns the impossibility of estimating internal consistency reliability, which restricts the assessment of measurement precision. In this sense, although professional satisfaction emerged as a central mediator in the present study, these findings should be interpreted with caution, as the measurement approach may not fully capture the breadth of the construct.

Future research should adopt longitudinal designs, include more diverse samples, and employ multidimensional measures of professional satisfaction that allow a more comprehensive and reliable assessment of this construct. Additionally, investigating other mediators and moderators—such as organizational support, psychological resources, and work–life balance—may provide a more comprehensive understanding of the relationship between work addiction and well-being.

6 CONCLUSION

This study highlights that work addiction dimensions are differentially related to life satisfaction among university teachers. Specifically, excessive work appears to affect well-being indirectly through professional satisfaction, whereas compulsive work shows a more direct detrimental impact. These findings underscore the importance of considering distinct dimensions of work addiction and different levels of occupational satisfaction when examining well-being in academic contexts.

From a theoretical perspective, this study contributes by differentiating the effects of excessive and compulsive work and by highlighting the distinct roles of job satisfaction and professional satisfaction within an integrative model of well-being. By advancing the conceptual distinction between levels of occupational satisfaction, the findings offer a more nuanced understanding of how work addiction relates to life satisfaction.

From an applied perspective, the results emphasize the need for institutional strategies that go beyond workload reduction and foster meaningful and sustainable academic careers. Strengthening professional satisfaction may represent a key pathway for promoting well-being among university faculty.

Future research should further explore these relationships using longitudinal designs, more diverse samples, and expanded measures of professional satisfaction, in order to deepen the understanding of the mechanisms linking work addiction and well-being. These findings also suggest that higher education institutions—particularly in the context of graduate education—



should develop policies aimed at preventing work addiction, considering the prevailing academic productivism regime. Strategies such as more balanced evaluation criteria, recognition of diverse academic activities, promotion of work–life balance, and support for sustainable career development may help mitigate the negative effects of excessive work and prevent the more detrimental consequences associated with compulsive work.

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