Prediction of Addiction Potential based on Quality of Work Life and Academic Burnout among University Students

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Abstract

Objective: The aim of this study was to predict addiction potential based on the quality of work life and academic burnout among university students. **Method**: All the employed students both in Azad and State universities of Tehran in the academic year 2017-18 constituted the statistical population of this study. Using Cochran formula, 384 people were required to be selected as the sample units. The scales pertaining to Addiction Potential, Quality of Work Life, and Academic Burnout were employed for data collection. **Results**: The results showed that addiction potential had a negative relationship with the quality of work life but had a positive relationship with academic burnout. The results also indicated that active addiction potential is the best predictor of students' quality of life and academic burnout. However, passive addition potential did not contribute to the prediction of students' quality of work life dimensions. **Conclusion:** The dimensions of students' quality of work life and academic burnout have a decisive role in explaining the components of their addiction potential.

Keywords: addiction potential, quality of work life, academic burnout, university students

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Introduction

In the present age, the identification and control of the variety of natural and artificial forms of narcotic drugs, which are produced and distributed to underground markets, are highly difficult. According to US statistics, more than 250 types of psychotropic substances are trafficked and this rate is experiencing an increasing trend (Pickhardt, 2010; translated by Huoman, 2010). Drug use and its dependence have undesirable psychological, social, humanistic, etc. effects on the structure and functioning of the society, and the use of narcotic drugs damages cognitive processes and, then, addiction exacerbates psychosocial problems and increases the risk of unintentional injuries and death (Berg, 2007; translated by Seyyed Mohammadi, 2015). According to global reports, the age of onset of addiction is estimated to be between 16 and 20 years while it is still decreasing (Eiseman, 2017). According to the US National Drug Administration, 2.5 million people above the age of 12 years suffered from one substance-related disorder in 2004 (Sadock, Sadock & Ruiz, 2015). There are no accurate statistics on the number of drug addicts in Iran, but research findings indicate an alarming amount of addiction among young people. In a study carried out on 75,000 young people and adolescents aged 14 to 25 years old in different provinces of Iran in 2003, it was revealed that 27.5% of the population were drug addicts (Ahadi, & Dasht Bozorgi, 2017). Studies on young people's addiction also indicate the significant growth and even the critical status of this phenomenon in Iran. According to the report mentioned in Ahadi and Dasht Bozorgi's research (2017), 25% of university students in Tehran have drug use tendency and it is estimated that 5% of them have consumed narcotics. Also, due to the emergence of environmental stressors and job insecurity of employees in some industries, drug use tendency has witnessed an increasing trend among employees. The consumption of drugs has led to reduced productivity of employees in companies and institutions in the long run, which will impose irreparable losses on the country at large. Considering the above-mentioned points and due to the increasing use of narcotic drugs in Iran, the factors affecting this phenomenon in the society are felt more than ever among the youth population. Moreover, according to Article 80 of the Sixth Development Plan of the Republic of Iran, adopted in 2016, several responsibilities have been placed on the shoulder of the government in order to prevent and reduce social harm, especially addiction, which required the conduct of this research.

Addiction is one of the most important health and psychosocial challenges that have become global (Eiseman, 2017). A large number of people get addicted every day and this results in the elimination of the cultural boundaries of the community and threatening of individuals' health (Galanter, 2006). Iran is also suffering from a critical situation for many cultural and geographical reasons (Mohammadkhani, 2017). Recent studies have shown that addiction in Iran is a serious and growing problem in such a way that there are three addicts out of

every 1,000 people (Moazen et al., 2015). Increased addiction tendency of Iranian youth is very worrying as most individuals who start taking drugs in the younger ages continue its use in the coming years (Mohammadkhani, 2017). The results of some studies indicate that cigarette smoking, alcohol drinking, and the consumption of other substances have increased in recent decades (Moazen et al., 2015). In fact, university students will turn to addiction tendency in order to escape this pressure and these limitations since they undergo academic burnout, which is a state of mental and emotional exhaustion that arises from chronic stress, role overload, pressure, time constraints, and lack of resources to accomplish tasks and duties. In other words, academic burnout in educational situations is defined as a feeling of fatigue due to educational demands and requirements, a pessimistic and callous feeling without interest in university courses (indifference), as well as a feeling of poor personal development in educational affairs (Zhang, Gan & Cham, 2007). People with academic burnout usually have symptoms, such as indifference to course content, inability to attend classrooms, non- participation in classroom activities, a sense of meaninglessness in learning activities, and a sense of inability to learning course content. In recent years, the concept of burnout has also spread to students because studying is their core activity (Mansour Sepah, 2017). Similarly, various studies have focused on stress in students' practical life. However, there is still insufficient research into the extent and nature of academic burnout. In fact, it is assumed that academic burnout is composed of three distinct but related conceptual dimensions. Exhaustion due to compulsory studying, pessimistic attitude, a lack of interest in studying, the sense of insufficiency, emotional exhaustion indicating the lack of emotional resources are considered as essential components of individual stress. The second component refers to negative, pessimistic or excessive callous responses to other people, which represents the interpersonal component of burnout. Ultimately, reduced personal accomplishment refers to a feeling of diminished competence and productivity, and a sense of reduced self-efficacy, which represents self-assessment component (Bresó Esteve, 2008). It is assumed that the dimension of exhaustion adds to two other dimensions, namely response to others (pessimism) and response to the self (reduced personal accomplishment). Salmabadi, Salimi Bajestani, Abiz, & Javan (2015) investigated the contribution of academic burnout and resilience and perceived stress in predicting students' addiction tendency. The results indicated that academic burnout (excessive fatigue, indifference, and ineffectiveness) can predict 20% of addiction tendency. Molavi, & Rasoulzadeh (2004) showed that academic burnout is a predictor of drug use. Shafi'ea, Shamsi, & Ghaderi (2012) found that drug use had a negative effect on students' academic achievement.

On the other hand, the quality of work life is one of the factors that can influence addiction potential. The concept of the quality of work life pertains to a philosophy in organizations that aims to increase employees' dignity and

working status (Soleimani, 2013). This concept implies the existence of a specific set of organizational conditions and practices (Srivastava & Kanpur, 2014). In short, it is an attitude that seeks to improve people's quality of work life and tries to respond to job requirement as a productive factor, along with other factors (Taleghani et al., 2013). Any organization should pay attention to the quality of work life at least for the four following reasons: a) Quality of work life as a goal provides grounds for the improvement of organizational performance by creating a more challenging, satisfying, and effective working environment for individuals at all levels of the organization. b) The quality of work life as a culture that creates a high level of mutual commitment between individuals and the organization means that individuals are committed to the goals of the organization and its development, and the organization is committed to the needs of the individuals and their prosperity. c) Quality of work life as a process of achieving the goals through the active involvement and participation of all members of the organization. and d) The quality of work life is a phenomenon that goes beyond the boundaries of the organization and the company, and its effects can be observed in individuals' private life and outside the organization (Sirgy, Efraty, Siegel, & Lee, 2001).

The quality of work life contains some dimensions as follows: a) Safe work environment: Safety is a condition that protects employees from those harmful factors that may endanger their health. The major responsibility for the safety of the work environment is on the shoulder of top managers (Abtahi, & Kazemi, 2004). b) Reward system: The most immediate and fastest way to improve the quality of work life is the assignment of external rewards, such as basic remuneration, facilities and loans, and side benefits like annual leave. Although the interests of the employer (client) and the employee (agent) may vary, reward system in the organization can be used as a tool to make it more effective (Aarabi, 2001, as cited in Sharifi, 2016). c) Flexible working hours: Work hours are among the most important factors in work issues. As previous studies have shown, the number of working hours is known as one of the sources of conflict within the working roles almost everywhere in the world, which has an objective representation (Aziz, 2011). d) Learning and growth: Each organization requires trained, skilled, and experienced individuals for the accomplishment of its mission and achievement of its goals (Mohajeri, & Sayadi, 2008).

Research has shown that the individuals who do not have pleasurable experiences in the work environment are less satisfied with their life; and this affects their job commitment and their daily tasks (Noor, & Abdollah, 2012). Shabani & Talkhabi (2011) found that there is a significant relationship between work addiction and the quality of work life among managers. Also, various studies have examined the relationship between quality of work life and psychological well-being, mental health, and increased morale (Karadag, 2009). Mohammadkhani (2012) examined the predictive role of addiction tendency and substance-related disorders based on social anxiety disorder and quality of life

in Payame Noor University students and showed that there is a direct relationship between social anxiety disorder and addiction potential. Also, there was an inverse relationship between the quality of life scores and addiction potential.

Reid (2006) investigated the relationship between job burnout and addiction potential and showed that drug or alcohol addiction has a significant impact on employees' ability to do their jobs. Addiction can increase absenteeism, reduce productivity, and increase the rate of interests. According to what has been mentioned, domestic and external investigations have proved a dramatic increase in drug use among young people where different factors are involved in this phenomenon. Since youth is a period of psychological development, greater independence, and risk-taking; in this regard, job and work, and the quality of work life, and education of young people can play a role in satisfying the need for independence and the willingness to take a risk. Any deficiencies in this regard will cause many psychological problems, and it is believed that the quality of work life has a major role in predicting addiction tendency among young people. So far, little national and international research has been conducted in this area to devise useful political and security and treatment policies and take appropriate actions and measures if there is such a relationship. Therefore, this research sought to find out if addiction tendency was predicted on the basis of the quality of work life and the academic burnout among young people and whether dimensions of the quality of work life can predict university students' addiction potential.

Method

Population, sample, and sampling method

A descriptive-correlation with an applied research type was employed for the conduct of the current study. All the employed students both in Azad and State universities of Tehran in the academic year 2017-18 constituted the statistical population of this study. The sample size consisted of 384 students of Alzahra, Allameh Tabataba'i, Shahid Beheshti, Tehran University, and Islamic Azad University (Central Tehran Branch, South Tehran Branch, and North Tehran Branch) that included 150 males and 234 females who were selected via cluster random sampling. Following the provision of coordination with the authorities, the questionnaires Addiction Potential and Quality of Work Life were distributed among them. Using Cochran formula, the sample size was estimated at 95% confidence level according to the population size and variance.

Instruments

1. Iranian Scale of Addiction Potential: This questionnaire was developed by Zargar (2006) according to the social psychological characteristics of the Iranian society and its validity has been verified. This sale includes 36 items plus 5 lie detecting factors. The items numbered 6, 12, 15, 21, and 33 are scored in reverse and two factors of passive potential (8 items) and active potential (28 items). In

the active factor, most of the items pertain to antisocial behavior, desire to drug use, positive attitude towards drug use, depression, and sensation seeking. In the passive factor, most of the items are related to the lack of self-assertiveness and depression. The items are scored on a Likert scale from strongly agree (5), agree (4), almost agree (3), disagree (2), and strongly disagree (1). The minimum and maximum scores of the whole scale are equal to 0 and 108, respectively. Zargar (2006) reported the reliability of the total scale, active factor, and passive factor using Cronbach's alpha method equal to 0.90, 0.91, and 0.75, respectively. The convergent validity of this scale was calculated by measuring its correlation with 25-item Scale of Clinical Symptoms and the value of 0.40 was obtained (Zargar et al., 2008). In this study, the Cronbach's alpha coefficient of the questionnaire was obtained equal to 0.87.

2. Quality Work Life Questionnaire: This questionnaire was developed by Walton (1973), which included 32 items in eight subscales, namely adequate and fair compensation, safe and healthy working conditions, opportunity for continued growth and security, constitutionalism in the work organization, social relevance of work life, work and total life space, social integration in the work organization, and immediate opportunity to use and develop human capacities. Questions are scored based on a 5-point Likert scale from very low (1) to very high (5). The items numbered 21, 22, and 23 are scored in reverse. The reliability coefficient of the questionnaire was reported equal to 0.92 after its administration to a 30-participant sample (Maleki, Khadivi, & Khanshakizadeh, 2012). Swamy, Nanjundeswaraswamy, & Rashmi (2015), Cronbach's alpha coefficient was reported 0.82 for the whole questionnaire. In the present study, Cronbach's alpha coefficient of 0.90 was obtained for the whole scale.

3. Academic Burnout Inventory: This questionnaire was developed by Bresó et al. In 1997. It measures three domains of academic burnout, including exhaustion, academic unwillingness, and academic deficiency. It has 15 items that are scored on a five-point scale. It is noteworthy that 5 items belong to exhaustion, 4 items pertain to academic unwillingness, and 6 items belong to academic deficiency. The reliability coefficients of the questionnaire were reported equal to 0.70, 0.82, and 0.75 for the subscales of exhaustion, academic unwillingness, and academic deficiency, respectively (Bresó, 1997, as cited in Azimi, Piri, & Zavar, 2014). Comparative Fit Index, incremental Fit Index, and root mean square error of approximation (RMSEA) were reported almost desirable. Na'ami (2009) reported the Cronbach's alpha reliability coefficients of 0.79, 0.82, and 0.75 for the subscales of exhaustion, academic unwillingness, and academic deficiency, respectively. Pouladi Riehshahri (1995) reported the convergent validity coefficients of 0.38, 0.42, and 0.45 for the subscales of exhaustion, academic unwillingness, and academic deficiency, respectively by measuring the correlation of the scores with the scores of Student Stress Questionnaire.

Results

The descriptive statistics of respondents' demographic variables have been presented in Table 1.

Table 1: Descriptive Statistics of Respondents' Demographic variables

Gender	*Frequency*	*Frequency percentage*	*Cumulative frequency percentage*
Male	150	39	39
Female	234	61	100
Age	***Frequency***	***Frequency percentage***	***Cumulative frequency percentage***
Less than 20 years	7	1.8	1.8
21 to 30	238	62	63.8
31 to 40	113	29.4	93.2
Above 40 years	26	6.8	100
Place of study	***Frequency***	***Frequency percentage***	***Cumulative frequency percentage***
Allameh Tabataba'i University	57	14.8	14.8
Shahid Beheshti University	50	13	27.8
Alzahra University	45	11.7	39.5
Branches of Azad University	176	45.8	85.3
University of Tehran	56	14.7	100
Total	384	100	–

The descriptive statistics of the research variables are presented in Table 2.

Table 2: Descriptive Statistics of the Research Variables in the Sample Group

Variable	*Mean*	*SD*	*Variable*	*Mean*	*SD*
Active addiction potential	2.13	1.13	Constitutionalism	30.6	1.08
Passive addiction potential	1.95	1.08	Work and total life space	30.6	1.14
Total addiction potential	2.04	1.10	Social relevance of work life	3.13	1.07
Adequate and fair compensation	2.70	1.08	Quality of work life	3.05	1.08
Safe and healthy working conditions	3.05	1.06	Emotional exhaustion	2.52	1.11
Human capacities development	3.35	1.08	Pessimism	2.34	0.94
Opportunity for continued growth and security	2.91	1.07	Academic inefficiency	3.66	0.82
Social integration	3.02	1.10	Total academic burnout	2.93	1.06

Before measuring the relationships between the variables, we need to examine the normal distribution of the variables. The results of Kolmogorov-

Smirnov test indicated a normal distribution in addiction potential (Z = 0.12, P >0.05), quality of work life (Z = 0.0.21, P >0.05), and academic burnout (Z = 1.21, P >0.05). Therefore, the results of Pearson correlation test between quality of work life and addiction potential (r = -0.35, p <0.001), passive potential (r = -0.38, p <0.001), active potential (r = -0.29, p <0.001), and academic burnout (r = 0.15, p <0.001) was significant. In addition, there was a significant relationship between academic burnout and active potential (r = 0.18, p <0.001) and passive potential (r = 0.10, p <0.001). The correlation matrix of addiction potential and academic burnout is presented in Table 3.

Table 3: Correlation Matrix of Quality of Work Life (Components) and Academic Burnout

Variable	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
1. Adequate and fair compensation	1	–	–	–	–	–	–	–
2. Safe and healthy working conditions	**0.53	1	–	–	–	–	–	–
3. Human capacities development	**0.64	**0.67	1	–	–	–	–	–
4. Opportunity for continued growth and security	**0.44	**0.64	**0.60	1	–	–	–	–
5. Social integration	**0.43	**0.61	**0.61	**0.53	1	–	–	–
6. Constitutionalism	**0.53	**0.61	**0.57	**0.55	**0.77	1	–	–
7. Work and total life space	**0.35	**0.68	**0.57	**0.59	**0.50	**0.52	1	–
8. Social relevance of work life	**0.44	**0.68	**0.61	**0.58	**0.58	**0.66	**0.60	1
9. Academic burnout	-0.10	*-0.14	-0.05	-0.08	*-0.19	*-0.18	-0.08	*-0.13

*P<0.05; p<0.01

To investigate the role of quality of work life components in predicting addiction potential, multiple regression analysis was run via Enter method. A summary of the regression model is presented in Table 4.

Table 4: Summary of Regression Model of Addiction Potential based on Quality of Work Life Components

Correlation	*Coefficient of determination*	*Durbin-Watson statistic*
-0.45	0.21	1.98

The regression coefficients of addiction potential based on the quality of work life components are presented in Table 5.

Table 5: Regression Coefficients of Addiction Potential based on Quality of Work Life Components

Variable	*B*	*Standard error*	*β*	*t*	*Sig.*
Constant	131.10	5.54	–	23.600	0.0005
Adequate and fair compensation	0.043	0.44	0.006	-0.09	0.922
Safe and healthy working conditions	0.784	0.48	0.14	-1.62	0.10
Human capacities development	-1.02	0.47	-0.158	-2.160	0.03
Opportunity for continued growth and security	-0.234	0.53	-0.028	-0.42	0.67
Social integration	-2.51	0.59	-0.366	-4.23	0.0005
Constitutionalism	-0.928	0.61	-0.135	-1.530	0.13
Work and total life space	-0.303	0.56	-0.037	-0.537	0.59
Social relevance of work life	-0.223	0.46	-0.038	-0.488	0.63

To investigate the role of academic burnout components in predicting addiction potential, multiple regression analysis was run via Enter method. A summary of the regression model is presented in Table 6.

Table 6: Summary of Regression Model of Addiction Potential based on Academic Burnout Components

Correlation	*Coefficient of determination*	*Durbin-Watson statistic*
0.50	0.25	1.92

The regression coefficients of addiction potential based on academic burnout components are presented in Table 7.

Table 7: Regression Coefficients of Addiction Potential based on Academic Burnout

Variable	*B*	*Standard error*	*β*	*t*	*Sig.*
Constant	113.5	9.47	-	11.980	0.0005
Emotional exhaustion	0.46	0.41	0.07	1.120	0.26
Pessimism	1.06	0.15	0.15	2.380	0.019
Academic deficiency	2.53	0.36	0.36	2.530	0.0005

Discussion and Conclusion

To explain these findings, one can argue that the weakness in the quality of work life in each organization and institution causes stress, anxiety, and despair among the organization's staff. Stress, in the form of a set of stressful occupational forces, requires significant energy from the staff in the psychological and physiological dimensions (Bariheh Barihi, Na'ami, Zargar, & Hashemi, 2016); therefore, employees may turn to narcotics in order to eliminate this stress. Addiction to drugs or alcohol has a significant impact on employees' ability to do their jobs. Addiction can increase absenteeism, reduce productivity, and

increase the incidence rate (Reid, 2006). Addiction is the repetitive use of narcotics and leads to failure in work, education, family roles or sensitive situations, such as driving or creates legal problems related to narcotics (Khosroshahi, & Khanjani, 2013).

Research has shown that stressful situations and conditions can increase the prevalence of drug abuse. In other words, working in unsuitable conditions can increase the tendency toward substance abuse (Drug Control Headquarters, 2013). Salm-Abadi et al. (2015) found that perceived stress and burnout have a significant positive correlation with addiction tendency. Also, a positive correlation was observed between academic burnout and perceived stress. Shafi'ea et al. (2012) investigated the correlation of drug use, alcohol drug use, cigarette smoking, and psychiatric drugs with academic achievement in university students of Bam city. The findings of their study showed that the frequency of substance use among students included psychiatric and psychosocial drugs (13.8%), alcohol (10.8%), narcotics (9.9%) and cigarettes (5.7%), respectively. In addition, academic achievement in students with a history of smoking, alcohol, narcotics, and psychiatric drugs was significantly lower than those who did not have a history of drug use.

Molavi & Rasoulzadeh (2004) studied the effective factors in young people's tendency to use narcotics in Ardabil and showed that depression, parent divorce, affinity with bad friends, smoking, and educational failure with coefficients of 4.23, 3.23, 2.59, 2.17, and 1.57 have had the highest impact on young people' tendency to drug use. Therefore, academic failure in young people and students is one of the factors that increases the rate of addiction potential. According to a research study, it has been reported that young people and adolescents' perceptions of drug-related risk (for example, marijuana) are low (Johnson, O'Malley, Bachman, & Schulenberg, 2006). In addition, the rate of drug use in young people is relatively high (Wu, Liu, & Fan, 2010; Embleton, Ayuku, Atwoli, Vreeman, & Braitstein, 2012). For example, the study carried out by Johnston et al. (2006) showed that a fifth (20%) of the eighth grade students and about 50% of university in the university have experienced drug use. Also, 38 percent of adolescents in the 12th grade have consumed drugs. In 2004, nearly 1.4 million young people were reported to have experienced the consumption of amphetamines during the last year and nearly half a million Americans have experienced marijuana use for the first time. Research findings have indicated that the abuse of prescribed drugs and new psychotropic substances is on the rise in Europe, while it appears that heroin use is declining. While cocaine market in South America and in the growing Asian economy seems to be rising (Brunt et al., 2017), opioid use (heroin and opium) has remained constant (about 16 million or 0.4 percent of the 15-to-64-year-old population). On the other hand, the high prevalence of opiate use in Central and Southwest, Southeast, and Eastern Europe and the North American has been reported. Although pertaining

data are scarce in this regard, Africa is becoming a target for smuggling and trafficking of illegal drugs (Loeffler, Delaney, & Hann, 2016).

On the other hand, 8,800 kilos crystalline methamphetamine have been discovered, which is the highest figure in the last five years, indicating that this substance haunts an imminent danger. Mexico has reported its largest methamphetamine discovery which has been more than twice in one year from 13 to 31 tons (the largest discovered amount in the world). Cannabis is still the most consumed drug. While the consumption of cannabis has declined among young people in Europe over the last decade, a slight increase in the prevalence of cannabis users (180 million, or 3.9% of the 15-to-64-year-old population) has been reported in comparison with previous estimates in 2009 (Brunt & Niesink, 2011).

Research has shown that access to substance and factors, such as the legal availability of drugs (like alcohol and cigarettes) and their costs are crucial determinants of the first attempt of drug use among young people (Davey, 2008). Today, substance use and its destructive effects are among the most challenging issues in terms of health and medicine. Drug use by adolescents and young people imposes a huge burden on the community, and its social, psychological, health-therapeutic, and economic burden on the society always heavy (Tavolacci, Ladner, Grigioni, Richard, Villet & Dechelotte, 2013;Isaacs, Jellinek, Martinez Garcel, Hunt & Bunch, 2013; Vetere & Henley, 2001).

The prevalence of drug use in the world is growing dramatically, especially among young people. The assignment of attention to the factors contributing to the attractiveness of drug addiction among this stratum was essential. Research findings have shown that addiction potential is closely related to the quality of work life and academic burnout. Educational environments, such as universities are all of an academic nature and attitudes toward drugs are taught by peers and university professors. It is recommended that the rate of drug abuse will be measured when selecting students and all university staff so that healthy students will not be negatively affected in terms of mental health. In order to increase students' awareness of the consequences of drug use and the prevention and treatment methods, it is recommended that a curriculum course, titled Drug Use Addiction be included in the syllabus of all academic fields. It is suggested that future studies considering the setting of an academic grant for students, and the inclusion of optional courses for learning professional skills irrelevant to university degree programs, for example, carpet knitting for girls and similar professional skills and services for the boys who have a profession and do not need special university education so that they will not experience the economic pressure and can have a positive quality of work life. In addition, it is suggested that further research consider quality of life in terms of student dormitories and their places of living.

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