

THE ROLE OF MENTAL HEALTH ON PHYSICAL EDUCATION TEACHERS' JOB SATISFACTION

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Abstract

General health is one of the most important components that has been considered in human society. It plays a significant role in health protection and promotion in human societies. Therefore, the purpose of this study was to investigate the role of mental health on physical education teachers' job satisfaction. This study was a descriptive correlation research with an applied nature. The instrument was included the General Health Questionnaire (GHQ) and the Job Descriptive Index (JDI). The statistical population of this study was included all physical education teachers in Guilan province. The collected data was analyzed by the KS-test, the t-test, and Pearson's correlation coefficient test. The results showed that 59.43% of gender indicators were men and 40.57% of them were women. 52.58% of subjects had an associate's degree and a bachelor's degree, 38.85% of them had a master's degree, and 1.72% of them had a doctorate and were PhD students. Men's total score of general health was 19.14 and women's score was 14.34. Men's total score of job satisfaction was 198.95 and women's score was 184.66. The results also showed that the correlation coefficient between physical education Teachers' mental health and job satisfaction was 0.114. This study showed that the components of mental health can predict employees' job satisfaction level. It is suggested that the authorities have an appropriate program for employees' sport and they lead the community to health by employees' persuasion to engage in sports activities.

Keywords: Mental health, depression, social function, job attitude, employee responsibility

INTRODUCTION

Today, health and welfare systems promote their goals from health cares to the creation of a healthy society in the world (Ahmadi and Pirhayti, 2012). Thus, the World Health Organization (WHO) definition of health notes that health is a multi-dimensional concept due to the huge changes in the industrial world and its effect on the lifestyle in many human societies. WHO considers it as a positive concept based on psychological, individual, and social resources and physical abilities (Kawano, 2008). WHO states that health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. According to the definition of this organization, health has physical, social, psychological, emotional, and spiritual components that all five components interact for a healthy and strong person, so that if we leave one, we will be out of balance and our health is damaged in all areas (Sadeghian and Heidarianpour, 2009). There are usually indicators for physical health and social welfare in many countries that are reviewed and revised every few years. (Kawano, 2008). The general health sector is one of the most important areas of health sustainable development in human societies that is directly related to human health and it plays a significant role in health protection and promotion in human societies (Joshi, Rostami and Nasrabadi, 2006). In other words, mental health is one of the most important axes

of health assessment in different societies and plays an important role in the assurance of dynamics and efficiency of any society (Sadeghian and Heidarianpour, 2009). Many life events and activities have a profound effect on physical and mental health, because the major part of people's life are spent at work or in the educational environment and in different circumstances from home (Maller, Townsend, Pryor, Brown and Leger, 2006). Today, motor poverty that has resulted in dramatic advances in the technology and mechanization of life and various occupations has affected lifestyle in many human societies and has significantly reduced individuals' physical activity (Barmas and Javadi Asayesh, 2009). Life is not possible without a job in today's society. Every person needs a job for his/her dependence on an organization and having a place in society. Work is often a formative element in people's psychological composition and daily activities (Okpara and Wynn, 2008). Employees' job satisfaction is one of the most important concepts that has attracted a lot of theoretical and fundamental efforts. On the one hand, it is important at all levels of management and human resources of the organization (Shafi Abadi and Khalaj, 2010). Every organization needs different resources to achieve its goals. Human resources are undoubtedly the most important resource for any organization and their job satisfaction is one of the key factors in the progress of an organization (Bagheri, Kousha and Jannati, 2012). The result

of studies have shown that employees who have higher job satisfaction have higher mental capacity (Gholamali Lavasani, Keyvanzadeh and Arjmand, 2008). Researchers consider job satisfaction as a psychological factor and a kind of emotional adjustment to the job and employment conditions in such a way that the desired job provides the desired pleasure for the person and the person will be satisfied with his job (Lee, Hakjun and Bernhard, 2013). On the other hand, if the person is not satisfied with his job and does not enjoy it, the person will try to change his job (Lee, Hakjun and Bernhard, 2013). The identification of the effective factors on the retention of talented workforce retention is important due to the irreparable costs of leaving the organization by these workforce (Jones, Willness and Madey, 2010). The relationship of job satisfaction with general health is one of the most important and effective aspects of it that is often ignored (Liu, Borg and Spector, 2004). The employees' mental health has special importance in the educational centers related to the health of the society (Sharma, Bajpai and Holani, 2011). Job conflict, job stress, and mass workload can reduce feelings of job satisfaction, creativity, and innovation (Rostami, Mahdion, Shalchi and Narenji, 2009). In this regard, Amin Bidokhti and Salehpour (2007) examined the relationship between job satisfaction and organizational commitment in education staff of Mashhad city (Amirzadeh and Ardestani, 2011). The results showed that satisfaction with the type of work, salary satisfaction, and satisfaction with co-workers had the greatest effect on organizational commitment (Amirzadeh and Ardestani, 2011). Amirzadeh and Ardestani (2010) examined the effective factors on job satisfaction in administrative staff in District 2 of Tehran (Shafi Abadi and Khalaj Asadi, 2010). Their results showed that interpersonal communication and wages and benefits had the greatest effect on job satisfaction (Shafi Abadi and Khalaj Asadi, 2010). Shafiabadi and Khalaji (2010) showed in their research that there was a significant relationship between employees' job satisfaction and mental health (Shafi Abadi and Khalaj Asadi, 2010). The results of different studies also show that people who are dissatisfied with their jobs are prone to various diseases that these diseases can range from headaches to heart disease (Lloobet and Fito, 2013). Lloobet and Fito (2013) studied contingent workforce, organizational commitment, and job satisfaction. The results of their study showed that the identification of the worker with the organization and their perception of job satisfaction are the key variable to adaptation and retention, by the organizations. The study also found that job satisfaction of a group could play a key role in

employee productivity' and promotion (Lloobet and Fito, 2013). Imam, et al., (2013) examined the effect of job satisfaction with organizational commitment dimensions. The results showed that the dimensions of emotional commitment increased with improving job satisfaction. The output of statistical results showed that there was a significant relationship between emotional commitment and job satisfaction (Shahraki Vahed and Mardani Hamuleh, 2010). The need for the conduction of this study is felt for sports teachers in Guilan province due to the key and effective role of education on sports activities and health promotion of the country. Therefore, the purpose of this study was to investigate the role of mental health on physical education teachers' job satisfaction.

METHODS

This study was a descriptive correlation research with an applied nature that was conducted by the field method.

Ethical Procedures

All ethical considerations such as conscious consent, confidentiality of information, and the neutrality of researchers were taken into account in this study.

Participants

The statistical population of this study were all physical education teachers in Guilan province (N=310). The statistical sample was equal to the statistical population. According to Morgan's table, 175 people completed the questionnaire.

Instruments and Tasks

The instrument of this study was included a demographic questionnaire, the General Health Questionnaire (GHQ-28), and the Job Descriptive Index (JDI). The General Health Questionnaire (GHQ-28) had 4 subscales (physical dysfunction, anxiety, social dysfunction, depression) that were scored on a 4-point Likert scale from 0 to 3. The reliability and validity of this questionnaire has been confirmed in more than 70 countries. The reliability of this form was calculated 0.91 by Palahang, Nasr, and Baraheni (1996). Goldberg and Hiller (1979) designed this form and it is a standard instrument. The job descriptive index (JDI) is undoubtedly one of the most common instruments for the measurement of job satisfaction. This scale that was developed by Smith, Kendall, and Hulin (1969) has been used in more than 400 studies. JDI is used to determine job satisfaction, employee promotion, job space,

responsibility, job attitude, job benefits, and coworkers' collaboration. The nature of the scale (JDI) is based on this belief that job satisfaction is judged in comparison with the individual's perception of the alternative jobs that are available to him. A short list of phrases and adjectives is presented in the JDI scale for each area of satisfaction that is derived from previous scales of job satisfaction, background of factor analysis, interviews, and personal experiences. JDI contains 72 closed-ended questions that there are three options (yes, no, I don't know) for each question. The respondent was asked to read the phrase carefully and determine the type of his/her agreement with each of the phrases with a multiplication sign. The use of three scores for each answer is one of the methodological features of the scale (JDI). This scale gives a score of three or zero to the answer (yes and no) depending on the answer and one score to the answer (I don't know). It is obvious that the answer (I do not know) is an indicator of dissatisfaction rather than an indicator of job satisfaction. Its validity and reliability were again assessed by the Study and Research Group of the Human Resources Planning Department of Ahvaz Oil Company under the guidance of Shokrkon in 1992 that the range of reliability coefficients for the whole test and its different sections was between 0.74 and 0.94. All of these coefficients were significant at the statistical level of 0.05. This questionnaire has been examined in several studies and the reliability and validity coefficients of these studies indicate that the reliability and validity of this questionnaire are appropriate. The Cronbach's alpha coefficient was above 0.90 in both questionnaires.

Data Production and Analysis

Library methods and field methods have been used to collect data in this study. The purpose of study was explained to subjects. The participants were assured that their data will be kept confidential and those will not be available to anyone. All subjects completed a consent form to participate in this study and they attended with the complete satisfaction in this study. The researchers distributed questionnaires among subjects. They explained the questionnaire for the subjects before its completion. The collected data were classified by descriptive statistical methods and were analyzed by was analyzed by the t-test and Pearson's correlation coefficient test. The Kolmogorov-Smirnov test (KS-test) was used to determine a normal distribution of data. The SPSS software (version 23) was used for data analysis ($\alpha \leq 0.05$).

RESULTS AND DISCUSSION

The results in table (1) show the subjects' gender status and their demographic characteristics. The results showed that 54.43% of subjects were men and 40.57% of them were women. The employment status in Directorate of Education of Guilan Province indicated that 34.85% of subjects had 1-10 years of service history, 16.58% of them had 20-11 years, and 48.57% of them had 21-30 years. Managers and employees' age status in Directorate of Education of Guilan Province indicated that 23.42% of them were under 30 years old, 17.72% of them were in the age range of 31-40 years, 30.28% of them were in the age range of 41-50 years, and 28.58% of them were in the age range of 51-60 years. The results also showed that 52.58% of subjects had an associate's degree and a bachelor's degree, 38.85% of them had a master's degree, and 1.72% of them had a doctorate and were PhD students.

Table1. The subjects' gender status and demographic characteristics

	Variables	N	Percent
Gender	Male	104	59.43
	Female	71	40.57
Service History	1-10 years	61	34.85
	11-20 years	29	16.58
	21-30 years	85	48.57
Age	Less than 30 years old	41	23.42
	31-40 years old	31	17.72
	41-50 years old	53	30.28
	51-60 years old	50	28.58
Education	Diploma and sub-diploma	12	6.85
	Associate and Bachelor's degree	92	52.58
	Master's Degree	68	38.85
	Doctorate and PhD student	3	1.72

The results in table (2) show physical education teachers' mental health state in Guilan province. These results showed that the mean of men and women's social performance was 6.11 and 5.17, the mean of men and women's depression was 3.31 and 1.17, the mean of men and women's physical performance was 4.62 and 3.09, the mean of men and women's anxiety was 5.10 and 4.91, and the total score of men and women's general health was 19.14 and women 14.34, respectively.

Table 2. The mean and a significant level of mental health components in physical education teachers

Mental health components	Mean	P-Value
Social function	Male 6.11	0.23
	Female 5.17	
Depression	Male 3.31	0.41
	Female 1.17	
Physical performance	Male 4.62	0.31
	Female 3.09	
Anxiety	Male 5.10	0.24
	Female 4.91	
General health	Male 19.14	0.21
	Female 14.34	

The results in table (3) showed that the mean of men and women’s staff promotion was 19.17 and 16.38, the mean of men and women’s job space was 18.29 and 22.17, the mean of men and women’s responsibility was 49.71 and 38.62, the mean of men and women’s job attitude was 61.72 and 67.18, the mean of men and women’s job benefits was 18.19 and 14.15, the mean of men and women’s co-workers collaboration was 31.87 and 22.16, and the total score of men and women’s job satisfaction was 198.95 and 184.66, respectively.

Table 3. The mean and a significant level of job satisfaction components in physical education teachers

Job satisfaction components	Mean	P-Value
Staff promotion	Male 19.17	0.411
	Female 16.38	
Job space	Male 18.29	0.119
	Female 22.17	
Responsibility	Male 49.71	0.98
	Female 38.62	
Job attitude	Male 61.72	0.342
	Female 67.18	
Job benefits	Male 18.19	0.537
	Female 14.15	
Co-workers collaboration	Male 31.87	0.622
	Female 26.16	
Job Satisfaction	Male 198.95	0.529
	Female 184.66	

The results in table (4) showed the significance level of the variables of mental health and job satisfaction was in the range of 0.041 that it was statistically significant at 95% confidence level. The obtained results from statistical analysis also showed that there was a significant relationship between employees’ mental health and job satisfaction of in Directorate of Education of Guilan Province, because the correlation coefficient between these two variables was 0.114. Therefore, employees’ job satisfaction

improves with the increase of health components and general health level.

Table 4. The coefficient of correlation between research variables

The relationship between variables	P-Value	Pearson correlation value
General health ↔ job satisfaction	0.041	0.114

The purpose of this study was to investigate the role of mental health on physical education teachers’ job satisfaction in Guilan province. The results showed that there was a significant relationship between mental health components and job satisfaction in physical education teachers of Guilan province. If the components of social function, depression, physical performance, and anxiety have a good status, employees’ job satisfaction will increase. The physical education teachers’ mental health that affects the success of the job as a factor and increases individual efficiency and satisfaction should be considered by managers and officials of the organization. The training of mental health promotion can be considered one of the most effective ways to keep society healthy and prevent harm due to the concept of general health refers to all the measures that are used to prevent mental illness (Emadi, Hasanzadeh and Bigdeli Pashaie, 2015). Human societies cannot exist without the maintenance of health and well-being, because illness and disability disrupt human relationships and deprive people of a sense of security and solidarity (Taqipour, 2009). This study shows that mental health components can predict physical education teachers’ job satisfaction level. Admittedly, a single factor does not lead to job satisfaction, but a combination of a variety of factors causes a working person to feel satisfied and enjoy their job at a certain point in time. It must be admitted that one factor does not satisfy job satisfaction, but a combination of different factors causes an employee to be satisfied with his job and enjoy it at a certain point in time. The person feels satisfied with his job in various ways with emphasis on different elements of income, work environment, participation in decision making, and social values at different times (Emadi, Hasanzadeh and Bigdeli Pashaie, 2015). The results of this study are consistent with the results of Amirzadeh and Ardestani (2011); Shafi Abadi and Khalaj (2010); Imam, Raza, Shah and Raza (2013); Mousavi and Shah Hosseini (2014); and Neubert and Halbesleben’s (2015) study. It can be stated that employees’ satisfaction level will increase if mental health components and job attitude issues of a work environment that increase job

satisfaction in a group are considered by managers and senior officials of sports educational organizations. Health is the most important component of social welfare and depends on social and economic factors rather than medical interventions and it is one of the central concepts of sustainable development (Shafi Abadi and Khalaj, 2010). Job satisfaction affects other aspects of a person's existence including her/his depression and anxiety and it is a concept that is influenced by a complex set of biological-psychological, social, cultural, economic, religious, and environmental factors and it is not just medical professionals' concern (Neubert and Halbesleben, 2015). The perception of sources of managers' satisfaction and dissatisfaction is very important to use policies for managers' effectiveness. The findings of previous studies also shows that job satisfaction is usually obtained slightly higher than the detailed index in its measurement by the total index. This can be due to the fact that people pay less attention to unsatisfactory details in their overall view of their profession. The results of this study are consistent with the results of Shahraki, Mardani, Sancholi and Hamedi's (2010) study (Mousavi and Shah Hosseini, 2014). The results of their study showed that there was a significant relationship between mental health and job stress. They stated that mental health plays an important role in stress adaptation as a strong facilitator and the presence of stress and the reduction of mental health also affects a person's job satisfaction (Mousavi and Shah Hosseini, 2014). It is important to note that employees' job satisfaction is based on the amount of their positive emotions and attitudes that they have about their job. If this satisfaction is diminished, the person may quit his job. Job satisfaction is one of the most important factors in the progress of an organization (Sharma, Bajpai and Holani, 2011). The occurrence of physical education teachers' mental health disorders can be one of the complications of job dissatisfaction. On the other hand, a proper level of general health increases job interest. There are many stressful situations in a work environment that can lead to problems such as the decrease of efficiency, retirement, and job change. These problems can cause irreparable damage to human resources in sports organizations (Neubert MJ, Halbesleben, 2015). Researchers have found that emotional support from employees plays an effective role in general health promotion and job satisfaction, so that the creation of support and motivational incentives for employees ensures their satisfaction. Physical education teachers' mental health promotion can improve their services quantity, cost reduction, the prevention of waste of resources, the increase of efficiency and

productivity, the creation of motivation and job satisfaction in employees (Lloobet and Fito, 2013).

CONCLUSION

According to the results of this study and previous studies, it can be concluded that motivational conditions must be created for employees in order to have a dynamic work environment. One of the incentives is to provide favorable conditions and facilities for the promotion of employees' sports and physical activity. It is suggested that authorities and experts plan for employees' sports and physical activity and lead the community to health by employees' encouragement to sports activities.

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Conflict of interest

No potential conflict of interest was reported by the authors.

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