

IMPACT OF JOB STRESS AND BURNOUT ON MANAGERS OF PHYSICAL EDUCATION OFFICERS (CASE STUDY: NORTH-WEST OF IRAN)

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ABSTRACT

The purpose of research was the Impact of Job Stress and Burnout on Managers of Physical Education Offices (case study: North-West of Iran). Research method was descriptive-analytical. 234 individuals have been selected in targeted selection manner as ranking managers of sport offices of north-west of Iran (western Azerbaijan, eastern Azerbaijan, Ardabil, and Kurdistan) that 145 individuals have been selected as sample size after evaluating in Morgan tables and Cochran formula. The questionnaires of perceived job stress (Polytier, 2002), and burnout (Schaufeli, 1998) were used. The job stress variable had a direct effect on burnout variable and also, job stress had an indirect effect on burnout. Job Stress and Burnout have the negative impact on managers of physical education officers.

Keywords: *Job Stress, Burnout, Managers*

INTRODUCTION

Change in conditions of organizations of contemporary age has led to change in their attitude towards human resources. In this situation, organization's employees are not manager's success tool and, as organization's capital, have changed to main runners of job process and organization's partners. So, just having leadership skills for managers is not enough and employees also need learning their own self-leadership methods (Roy Yong and Lyenger Sheena, 2005).

For achieving these features, the organization should empower its most important competitive source and factor, which is human resource (Ergenli *et al.*, 2007). In such conditions, applying traditional methods of management leads to loss of the employees' sense of innovation, increase of job volume, and limitation for employees.

Also, giving complete freedom in job leads to disorder and unbridled issues. In fact, these two situations lead to wasting the financial and spiritual sources of organization and not reaching effectiveness (Peterson and Zimmerman, 2004).

So, paying attention to reducer factors of employees' inabilities in doing their job task is among noteworthy issues for improving their performance. Individual characteristics such as self-confidence, innovation, positivism, etc. are of great importance in order to overcome these problems. Achieving such goals needs applying appropriate and scientific strategies related to that. Numerous studies that are done in sport psychology show the effect of human being's mental complexities on managers' behavior more than ever.

Evaluating the effect of different mental dimensions including psychological features and individual characteristics can provide new findings about managers' mental moods. In their studies, Eisenberger *et al.*, concluded that during making social interaction, a collection of beliefs, thoughts, and behaviors is transferred between two parties that are of a great importance for the organization. This is while that presenting each of these beliefs, thoughts, and behaviors depends on employees' perception of organization's appreciation and valuation regarding them.

Also, offices' managers always behave based on the amount of value (welfare, comfort, and security) that the organization considers for them. Nowadays, the main origin of competitive advantage is not in just applying technology, but employees' creativity, innovation, positivism, quality, commitment, and ability form it (Gresov *et al.*, 2007). As much as those needs are met constantly, equally people act effectively

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and grow healthy. But as much as those needs are prevented, people will show evidences of unwell and undesirable performance. Darker aspects of human being's behavior and experience have been known as prevented needs. The purpose of research was the Impact of Job Stress and Burnout on Managers of Physical Education Officers (case study: North-West of Iran).

MATERIALS AND METHODS

Methodology

Research method was descriptive-analytical. Statistical population of this research included all official and contractual managers of sport and youth offices of north-west provinces of Iran (western Azerbaijan, eastern Azerbaijan, Ardabil, and Kurdistan provinces) that were 234 individuals and randomly 145 individuals participated in research as sample based on Morgan table. In research implementing phase, after presenting preliminary information about measurement tools and purpose of doing research, the manner of answering test was described in detail. About ethical considerations, after getting testimonial from individuals and giving necessary information, they were assured that received information would be used only in this research and it would be protected from any abuses. For measuring research variables the following questionnaires were used:

Perceived Job Stress Questionnaire (Polytier *et al.*, 2002): was used for evaluating 4 types of stresses related to job that were experienced by physical education managers, which include 16 questions. The first subscale was perceived time limitations related to physical education job. The second and third subscales discussed applied stresses from authorities of offices and office colleagues, respectively. The last (forth) subscale was the amount of managers' stress feeling from evaluating based on employees' performance that was in form of Likert's 7-point scale (totally correct to totally incorrect) (quoted from Arshadi, 2012).

Burnout Questionnaire (Schaufeli *et al.*, 1996): this questionnaire included 16 questions from Maslach burnout inventory version that discussed burnout signs. The scales included three subscales of 1) exhaustion, 2) burnout of personality mode, and 3) conditional burnout of behavior, which was measured by Likert's 7-point scale from zero (totally incorrect) to 6 (totally correct).

The validity of questionnaires was confirmed by professors and experts. The reliability of questionnaires was confirmed by factor analysis. The model of structural equations was used for analyzing the data (Taghinezhad *et al.*, 2012).

RESULTS AND DISCUSSION

The relationship between job stress and burnout of physical education managers was evaluated. Regarding that the amounts of obtained *t* have been more than 1.96 in confidence level of %95, so considered questions have been acceptable and intended tests could be done on questions (table). Diagram shows the coefficients of explained path in intended model.

Standardized path coefficient has been 0.810 that showed that the independent variable explained almost %81 of changes of burnout variable.

Table: Analysis Results

Determination Coefficient	Path Coefficient	T Statistics	Test Results
0.655	0.810	18.693	Acceptance

The determination coefficient in this model equaled 0.655 of determination coefficient of the amount of variance explanation and showed changes of dependent variable by the collection of independent variables. The amount of this coefficient is also between 0 and 1. As much as the amount of this coefficient gets closer to 1, it shows that independent variables could explain a high amount of the dependent variable variance. Also, amounts of 0.19, 0.33, and 0.67 show weak, average, and strong fit, respectively.

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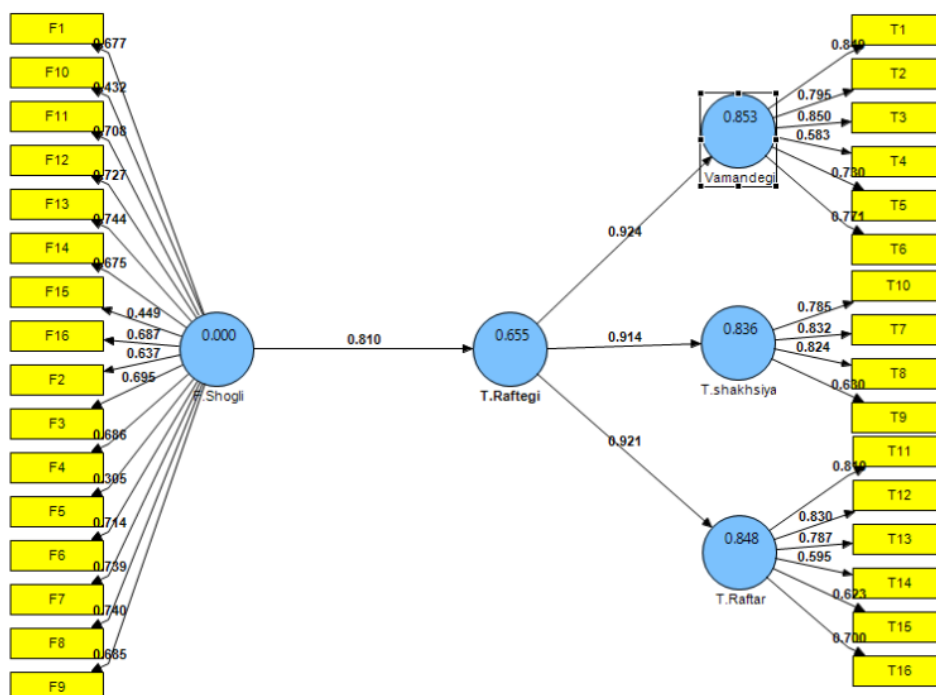


Diagram: Implemented Model with Factor Loading Coefficient

Conclusion

The purpose of research was the Impact of Job Stress and Burnout on Managers of Physical Education Officers (case study: North-West of Iran). In this regard, even though job stress has created stress, this issue can have effect on managers' performance and activities under neural stress due to potential job stress. Managers and employees of physical education organization can have special mental moods and do actions that directly are reflected in organization's activities and return. As a comparison, the research of Arshadi *et al.*, (2012) can be referred to in this part. In their research they have studied the effect of psychological capital learning on psychological welfare and mental-job stress of employees of Maroon oil and gas Exploitation Company. In terms of methodology, these two researches were quantitative and have been placed in etic studies group. Also, in research of Arshadi *et al.*, (2012), findings showed that psychological capital learning has led to the increase of employees' psychological capital and psychological capital learning has led to the increase of employees' psychological welfare. Finally, psychological capital learning could not decrease employees' mental-job stress. Other findings showed that there was a relationship between job stress and burnout of physical education managers. In this regard, it can be acknowledged that job stress is a strong factor in determining the amount of boredom, indifference to work, managers' discharging, emotional-behavioral withdrawal, etc. Since, due to increase in stresses, job stress has led to boredom and foreignness of managers. These findings had concordance with findings of Jalali Farahani *et al.*, (2011). Job stress has been one of the most determinant factors until this phase. The path coefficient between variables of job stress and burnout was 0.770 and it showed that job stress directly explained %77 of changes of burnout variable. Also, in first hypothesis we saw the explanation power of job stress over burnout. Also, this variable (job stress) had 0.032 and approximate amount of %3 effect on burnout. Generally and according to estimated path and determination coefficients, it could be concluded that as an independent variable, job stress has become the most determinant factor in test hypotheses. However, in fourth hypothesis the effects of job stress on burnout was reduced %3 or 0.032. The research of Kimberley *et al.*, (2014), in which they have studied the relationship between job stress and health among physical education teachers, should be emphasized. In terms of methodology, these studies have been quantitative and each one considered separate factors for

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evaluation. In research of Kimberley, they noted the results of structures under study of neutralizing needs as promising infrastructure mechanism for searching negative outputs related to health among teachers. Also, they found a negative aspect of burnout among teachers that have understood their mental needs as the result of neutralizing reactions and applying due to environmental stress on teachers. Our fourth hypothesis was on the emphasis on recognition pattern of the amount of path coefficient and also determination coefficient, the amounts of path coefficient between variables of job stress and burnout was 0.770 that job stress directly explained about %77.220 of changes of burnout variable. The emphasis on two studies of Kimberley and Vandenberg (2014) was for the reason that abovementioned studies have not used the approach of structural equations, and also in place of comparison, both of these two studies generally have evaluated two factors. It is recommended that physical education organization tries more in order to create functional differentiations at organizational level. Undoubtedly, at first, functional differentiations lead to the professional division of tasks and hence, the decrease of job stresses. As a result, managers can have better performance in this organization by using time saving. Also, physical education organization should act with fundamental revisions in its business and administrative structure and its redefinition for laying role in organization. In order to decrease the stresses derived from tasks, these revisions also lead to the decrease of managers' boredom from tasks. With regard to the findings, preventing managers' job burnout through creating job motivation among organization's managers is recommended.

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