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**RELATIONSHIP BETWEEN OCCUPATIONAL STRESS AND BURN OUT WITH
CREATIVITY AMONG SHIRAZ PHYSICAL TRAINING FEMALE TEACHERS**

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ABSTRACT

This research aims to study Relationship between occupational stress and burn out with creativity among Shiraz physical training female teachers at 2013-2014 educational years. Sample consists of 169 individuals among Shiraz physical training female teacher who were selected randomly. In this research, it was used 3 tools of Esteinmentz occupational stress standard questionnaires, Mezljaj occupational burnout, and Rendcip creativity questionnaires. Tools reliability confirmed using Cronbach alpha coefficient (76, 71, 83). For data analysis, concurrently, it was used average frequency, percentage, correlation coefficient, and multiple regressions. Results showed that no meaningful relationship observed between occupational stress and burn out with creativity among physical training female teachers. Also, hypothesis results showed that no meaningful relationship observed between occupational stress and creativity and between occupational burnout and creativity. In prediction part, results showed that 1. creativity couldn't predict occupational stress. 2. Creativity couldn't predict occupational burnout.

Keywords: occupational stress, occupational burnout, creativity, female teachers, physical training, education department

INTRODUCTION

Stress means of pressure, a term borrowed from physics. It is now for the expression of stress-ton general application is the stress on the mental condition of that person from

entering or physical stress (the Alvani, 2006). In general, symptoms of stress Alvani respectively, 1-physiological, psychological 1 2-, 3- behavioral knows (Alvani, 2006).

Psychologists have developed a wide range of stress syndrome. Ignoring the feelings and perceptions of staffing and work long hours and fatigue and reduce unplanned and a deterioration of performance and irreparable damage to the organization will impose (Sanei, 2004). Saatchi personal factors as the most important and most obviously know the burnout factor. Because it believes they are due to non-effective performance, lead to their deterioration. And people with personality trait neuroticism are more prone to burnout. (Saatchi, 1997). In general, it appears that the main cause of disorder burnout, stress tolerance of long hours and hard work. But other variables also play a role (Saatchi, 1997). Creativity is the most beautiful and the most amazing features of human creativity creates something new and valuable achievements, based on the kind of thinking that everyone is more or less (Soleymani, 2002). All organizations need new ideas and opinions. Habra survival of new And. afar new opinions are blown like a soul in the body and save it from destruction and annihilation. To be able to survive in the world of today's turbulent and changing, we need to bring innovation and creativity on (Alvani, 2006). Torrance most prominent manufacturer specializing in creativity and creative thinking tests three skills underlying mental creativity, flexibility and initiative, he (Soleymani, 2002). In other words, without creativity will never change organizations and their employees still

working in the space. (Zarei, 1994). One of the educational institutions that care and education are a large role in people's lives. Requires creative and innovative people in education and other scientific centers much more important. Why is this a very important role in terms of education centers dedicated and expert staff is responsible for all agencies and departments. (Pir Khaefi, 2004). Ramezanejad (2001), showed that a large percentage of physical education teachers are faced with stressors, and physical education teachers in the school might not see a good position have also reported that the role of planning, provision of Sport control students and their safety in the outdoors, a lack of discipline in the classroom and not to interfere with other classes in the physical education teachers exerts a lot of pressure. Zare'ian Jahromy 2006), the research concluded that the emotional exhaustion and depersonalization of job burnout of physical education teachers and the lack of personal status in the city's low-level physical education teachers in the city average. Alizadeh (2008), these results were achieved in research into physical education teachers and teachers of other subjects between the burnout of physical education teachers in schools,, factors such as depersonalization and the problems caused by the poor conditions of work and burnout have more. but after individual success are less burnout than other teachers. Ghafuri et al (2009) showed that as a facilitator and

motivating leadership style directly affects creativity. Seyd Ebrahimi, (2009) showed that the stress and deterioration in the relationship between male and female teachers to be observed. Zare et al (2010) showed that the impact of climate Regression analysis in general (simultaneously) on job stress and employee creativity was significant, but there was no significant difference between creativity and stress, and gender. Khalesi (2011), showed that none of the factors marital status, gender, work experience, employment status and level of education has no effect on stress physical education teachers. Ahmadi and colleagues (2010) showed that organizational creativity and job satisfaction, job stress there is a significant negative relationship between the size of enterprise and job creation, and there is a negative relationship. Ghonsul I and Raisi(2013), showed a weak correlation between creativity and burnout include emotional exhaustion and distraction were found in two dimensions. However, the correlation between creativity and reduce individual activity was observed in the index. Fogaraty and Timothy in 2000 showed that role ambiguity, role conflict, overwork and objective performance of the major factors leading to the risk of deterioration is (according to the Keshti dar, 2002). Bolik, (2003), showed that the higher the stress, emotional exhaustion and depersonalization more. Kolangeto (2004), showed that the teachers who participated in moderate-

intensity physical activity as well as communication with colleagues and parents of students had a lot of stress and had experienced a slight deterioration. Patricia (2009) showed no correlation was found between creativity and dimensions tested burnout (emotional exhaustion, depression, loss of individual complaints), but perhaps because of the small size of the study population. However, the correlation between years of history of depression and was one of the components of burnout. Conclusions show that creativity is important for a physical education teacher. It seems that most of the personal factors, environment and conditions governing education and schools. In the case of job burnout and job stress physical education teachers were asked to identify the causes of many factors in the quality and effectiveness of teaching physical education teachers will be very effective However, the relationship between job stress and job burnout of physical education teachers can be creative discussion And in this study we sought to answer the question whether stress and job burnout of physical education teachers with the city's creativity?

Research Methodology

Research in this research is descriptive and correlation. The population of all female teachers of physical education in Shiraz In the 93-92 school year at the time of this study were 306 persons. That is, 169 female teachers, according to Morgan, A simple

random sample were selected from four areas of the city education. The data analysis software is used spss18

Measurement instruments used in this study:

Estaynmntz Job Stress Questionnaire (1977), 36 words about the position of stressful work environment, which is the amount of stress in relation to the nature of the job, co-workers and supervisors deals. The validity of the questionnaire, % 77 have been reported This resulted in a significant %01 have been The reliability of the study Hashem Zadeh, Orangi And Bahrebardar (1999) The trial is open bisection method The test reliability coefficient of %69 and %72, respectively, were reported In the present study the reliability of the questionnaire using Cronbach's alpha coefficient of %836 is obtained. 2. Mezljaj job burnout questionnaire:

This questionnaire has 22 questions and has the following three main scales called emotional exhaustion, depersonalization, and individual performance (Mezljaj et al., 1996). In the present study the reliability of the questionnaire using Cronbach's alpha coefficient was %710. 3. round Creativity questionnaire: the questionnaire round was built in 1979 by Khorshidi (2010) was translated into Persian and contains 50 items and is adjusted in 5 degree Validity and reliability: Siadat and colleagues (2002), the validity of the questionnaire have gained %91 And reliability through Cronbach's alpha formula, %92 declared, Torabi (2010) The reliability of the questionnaire through Cronbach's Alpha has %89 respectively. (Quoted from Zamzam, 2013). In this study the reliability of the questionnaire using Cronbach's alpha coefficient obtained 0/76.

FINDINGS: THE STUDY OF NORMAL VARIABLES

Table 1: test scores are normally distributed variables

Variable	Kolmogorov-Smirnov test		
	number		P-Value
Creativity	169	Creativity	0/009
Job stress	169	Job stress	0/004
Job burnout	169	Job burnout	0/001

According to the table, it can be noted that significant levels of acceptable value (0/05) under normal procedures, so this is a significant variable (P-Value <0/05).

Correlation all variables

Table 2: Correlation between variables

						1	1	1. Overall analysis
						1	0/87**	2. emotional exhaustion
					1	0/33**	0/60**	3. depersonalization
			1	0/35**	0/55**	0/83**		4. Personal performance
			1	-0/11	0/02	0/03	-0/02	5. Creativity
		1	-0/08	0/20**	0/01	0/24**	0/25**	6. The general stress
	1	0/76**	-0/11	0/11	-0/02	0/14	0/12	7. Staff
1	0/46**	0/90**	-0/05	0/21**	0/06	0/30**	0/27**	8. Mahytkar
0/71**	0/45**	0/81**	-0/04	0/13	-0/04	0/24**	0/18*	9. supervisors

According to the table, the variables marked with an asterisk (*) specified in (0/01) and the variable marked with an asterisk (*) specified in (0/05) there is a significant relationship. And there is no significant relationship between other variables.

Table 3: correlation between job stress and job burnout creativity

Creativity		
< P	correlation coefficient	
0/2	-0/08	Job stress
0/7	-0/02	Job burnout

Table 4: correlation between job stress and creativity

< P	correlation coefficient	Job stress
0/2	-0/08	Creativity
		Job stress

Table 5: The correlation between creativity and dimensions of job burnout

Creativity			
< P	correlation coefficient		
0/6	0/03	Emotional exhaustion	dimension of job burnout
0/7	0/02	Depersonalization	
0/1	-0/11	Personal performance	

Table 6: analysis of variance and regression statistical characteristics between creativity and job burnout with simultaneous

< P	F	² R	R		
0/7	0/11	0/001	0/026	Creativity	Predictive variable

Table 7: Analysis of variance and regression statistical characteristics between creativity and stress in the same way

< P	F	² R	R		
0/2	1/2	0/007	0/086	Creativity	Predictive variable

DISCUSSION AND CONCLUSION

Analytical findings in relation to the objectives and research hypotheses

1. The main hypothesis: the stress-strain analysis of job creation female teachers of physical education there.

To check the results of the Pearson correlation assumptions used by as cites. The hypothesis was found that the correlation between job stress and creativity 0/08 level is was. Since the levels of acceptable (0/05) is the most significant factor of this is not so. $P > 0/05$. This significant coefficients between job stress and job burnout is not therefore there is creative teachers. To align with the hypothesis of the research is not high.

May not work because there is no record of these three variables together.

2. The first sub-hypothesis: there is a significant relationship between job stress and creativity

The first secondary hypothesis was found that the correlation between job stress with equal creativity (-0/08), and at (0/2) was the level of acceptable value (0/05) more. Therefore, this factor is not significant. ($P > / 05$). The negative relationship between job stress and creative teachers, but there is no significant relationship. Results obtained with Khalesi research (2011), indirectly aligned with the research he and his

colleagues (2011) and Zare et al. (2010), the straight line is unknown.

3. The second hypothesis: there is a relationship between creativity and dimensions of burnout.

To examine this hypothesis, it was found that the correlation between emotional exhaustion and creativity to the 0/03 and in 0/6 is. The correlation coefficient between the depersonalization and creativity against the 0/02 level 0/7 is also the result of a lack of correlation between the individual performance. Negative correlations were obtained. But not a significant factor. $P > / 05$). Thus, a significant relationship between creativity and dimensions of burnout teachers there. The result of Reisi and Ghonsoli of the consular (2013) and Patricia (2009) is directly in line. The research Jalali Farahani et al (2012), Arian (2011), and zarghami (2013), indirectly is antithetic.

4. The third sub-hypothesis: Creativity can predict burnout teachers the results of multiple regression calculations to predict the simultaneous burnout of teachers indicated that the F value (11 /) and At (0/7) is obtained and as the level of acceptable values / 05 is more Therefore, this amount is not significant, $p > / 05$). As a result of creative work cannot predict burnout teachers. The result of Reisi and Ghonsoli of the consular (2013) and Patricia (2009) are consistent

5. The fourth hypothesis: Creativity can predict job stress teachers. The results of multiple regression calculation methods for predicting stress while female teachers show that the F value equal to (1/2) and at (0/2) is obtained Since the level of acceptable values / 05 is more so the amount is not significant ($p > / 05$). As a result, teachers stress creativity cannot predict. The result of divine Nematollahi Research (2003) and Hajloo et al (2012) in line with research Ahmadi et al. (2011) and Zare et al. (2010), is not consistent. According to the results of the survey indicated that the average creativity in teachers of physical education in Shiraz (2/48), which represents the bottom of the sample and creativity are needed Education city managers and school administrators to increase creativity, physical education teachers adopt effective methods And by establishing enhanced creativity workshops during the school year would enhance creativity among teachers. Also according to the motivational needs, such as salaries, bonuses, security and respect for creativity in the education of teachers established for special attention to be reinvigorated proposed system Also found that emotional exhaustion component of burnout among the highest average (23/9), which indicates a high emotional burnout among teachers of physical education and

one of the reasons it occurs that a person feels in comparison with the others lost their ability to perform the desired operation. It also decreases the efficiency of the performance is impressive. Therefore, it is recommended that Director of Education with gratitude and reward the efforts of teachers at different times and appreciate the support they need to do. And always know the effectiveness of the competition and top titles. Efficiency and motivation for others to be prepared. The study results indicated in the dimensions of occupational stress factors Associates (12/56) had the highest average is therefore recommended. Importance of the reasonable demands of female teachers is a priority. And seminars entitled cope with the stress of job loss analysis for physical education teachers in education to be held. And the displacement of teachers avoided unnecessary.

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