



Brief Report

Comparison of lifestyle and mental health among physical training teachers and other teachers in Birjand city

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Abstract

Introduction: This study aimed to compare the lifestyle and mental health of male and female physical training and non-physical training teachers in Birjand city.

Materials and Methods: This is a causal-comparative study. The statistical population consisted of all physical training and the other teachers of Birjand city in the academic year of 2014-2015. So, 198 cases (99 physical training teachers and 99 non-physical training teachers) were selected by randomized cluster sampling. They responded to Goldberg (1972) General Health Questionnaire and Noorbakhsh et al. (2005) Lifestyle Scale. The data were analyzed using Pearson correlation coefficient statistical test and independent T-test.

Results: There is a significant and inverse relationship between lifestyle and its dimensions (physical activity, beliefs and attitudes, health and family relationships) and the score of mental health ($P < 0.05$), and there is no significant relationship between lifestyle dimensions (leisure activities, nutrition, physics and appearance) and mental health. Also, there was a significant difference between physical training and non-physical training teachers in terms of lifestyle and mental health ($P < 0.05$), and the average score of lifestyle and mental health of physical training teachers was higher than non-physical training teachers. In addition, there was a significant difference between male and female teachers in terms of mental health, and men had higher mental health.

Conclusion: According to the results of the research, the physical training teachers have higher mental health and better life style compared to the other teachers so it seems that exercise should be considered as part of the general education program.

Keywords: Life style, Mental health, Physical training

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Introduction

Mental health is a very important component of life. According to the definition by the World

Health Organization, mental health is the ability of a person to have coordinated communication with others, the ability to modify and improve

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his/her social environment, and the proper solution to emotional conflicts and personal desires (1). Mental health is also a set of features that respond to life-threatening accidents as a protective shield. It helps people to act better in these situations, and it is a form of ability and well-being that gives the person the necessary ability to deal with daily tensions (2). Mental health is affected by several factors, including social, recreational, sports, and work factors which the set of these cases is the lifestyle of a person. Lifestyle represents a person's perception of life, the world, and acceptable values. In other words, lifestyle is a guidance symbol of the people of a society that covers all aspects of their lives. A healthy lifestyle is a valuable resource for reducing the incidence and impact of health problems and health promotion, adapting to stressful times, and improving the quality of life (3). In recent years, the study of the health status and dimensions of teaching has been studied in several ways. Many researchers have been studying, and each of these researchers has been trying to examine the position and working conditions of teachers in order to identify vulnerabilities and tackle these problems to achieve effective education (4).

Research done on the mental health of teachers suggests that they experience lots of stress. Romano and Wahlstrom (5) found in their research that teachers have more stress and they suffer from more emotional burnout. Pratt (6), during research on teachers, reported that 21% of teachers have had a high score in general health, and in another study, 19% of them had depression. In addition, 22% of teachers felt that they were prone to mental disorders, and about 35% of them considered their job as the first reason. In this regard, Kossek and Ozeki (7) also state that depression, anxiety, insomnia, anger, pessimism, fatigue, excitement, leaving education, etc. are the issues that 25% of teachers in the United Kingdom suffer from and less than half of the pressures of teachers' lives are due to their jobs, which implies that this job has too many pressures and causes a low average of health. Yasushi (8) states that working conditions and lifestyle are correlated with mental health. Sarlio, Lehei, and Roos (9) also found that poor mental health is associated with an inappropriate and unhealthy lifestyle. So, considering the

connection between lifestyle and mental health and comparing it between physical training and non-physical training, teachers can provide good information for senior managers of the organization to make decisions and adopt appropriate strategies to improve the level of productivity and well-being. The necessity of this study was felt to be able to identify effective and destructive factors on mental health and ways of coping with it and suggest an appropriate organization for it.

Materials and Methods

This research is causal-comparative research. The statistical population of this study concluded all the physical training and non-physical training teachers of Birjand city in 2014-2015. The sample consisted of 198 cases (99 physical training teachers and 99 non-physical training teachers) and was selected through randomized cluster sampling.

Research instruments

A) Mental Health Questionnaire: To measure mental health, the Goldberg General Health Questionnaire (1972) was used. This questionnaire has 28 questions and 4 sub-scales, physical signs, anxiety, sleeping problems, social dysfunction, and depression. The 28-item form used for this study which translated by Dadsetan for the first time in Iran. This form can be applied to all people in the community. Habib and Shirazi (10) determined the validity and reliability of the re-test as 0.88. The reliability coefficient of the questionnaire was obtained by calculating Cronbach's alpha as 0.86.

B) Lifestyle questionnaire: Nourbakhsh, Firepour, and Molavi lifestyle questionnaire was used to measure lifestyle. This questionnaire consisted of 22 questions. The reliability coefficient of the questionnaire was obtained through Cronbach's alpha as 0.79 (11).

Pearson correlation coefficient and independent T-test were used to analyze the data.

Results

Among the participants in the study, most of the respondents were graduate students, which included 78.3% of the respondents, 9.6% of the graduates, and 12.2% with master's degrees. Most

of the respondents were teaching in middle schools, which included 52.1%, while 47.9% of the respondents were teaching in high schools. Table 1 shows the statistical results about the connection between lifestyle and its dimensions

(physics and appearance, beliefs and attitudes towards oneself, family relationships, leisure time and mental health.), nutrition, and physical activity.

Table 1. The results of the correlation coefficient between lifestyle and lifestyle and its dimensions on mental health

Variable	R	Sig	Variable	R	Sig
Life style and mental health	-0.123	0.011	Family relationships and mental health	-0.731	0.001
Physical activity and mental health	-0.207	0.007	Leisure activities and mental health	-0.002	0.978
Ideas and attitudes and mental health	-0.789	0.000	Nutrition and mental health	-0.480	0.536
Hygiene and mental health	-0.198	0.010	Physics and appearance and mental health	-0.751	0.335

A low score on the mental health questionnaire indicates having mental health, while a high score indicates a lack of mental health. Because the high score of lifestyle and its dimensions (physical activity, beliefs, attitudes, health, family relationships) have a significant and reverse relationship with the score of mental

health ($P < 0.05$), and there is also no significant relationship between lifestyle dimensions (leisure activities, nutrition, physics, and appearance) and the score of mental health.

An Independent t-test was used to compare the mean of the two societies (educators and physical trainers)

Table 2. Comparison of lifestyle and mental health between physical training and non-physical training teachers

	Groups	Average	The standard deviation	F	T	Degrees of freedom	Sig
Lifestyle	Physical training	48.26	11.49	0.24	-3.61	167	0.000
	Non-physical training	41.92	10.83				
Mental health	Physical training	26.28	7.74	2.65	-2.50	166	0.013
	Non-physical training	29.67	9.21				

Table 2 shows that the mean of lifestyle changes in physical training teachers (48.2 ± 11.4) was higher than in others (41.9 ± 10.8), and considering the significance level (0.05), there is a significant difference between the physical and non-physical training teachers in terms of lifestyle. Also, the average mental health score of physical training teachers (26.2 ± 7.7) was lower than the others (29.6 ± 9.2), and physical training and non-physical training teachers have a significant difference in mental health.

It means that physical teachers will have higher mental health than others.

Table 3 shows that the mean score of lifestyle among women (46.08 ± 12.00) was more than men (45.2 ± 11.26). Also, the mean score of mental health in women (30.91 ± 8.9) was higher than in men (25.80 ± 7.87), and considering the significant level (0.05), there is a significant difference between men and women regarding mental health.

Table 3. Comparison of lifestyle and mental health among men and women

	Groups	Average	The standard deviation	F	T	Degrees of freedom	Sig
Lifestyle	Women	46.08	12.00	0.34	0.49	168	0.62
	Men	45.20	11.26				
Mental health	Women	30.91	8.95	0.76	3.94	167	0.00
	Men	25.80	7.87				

Discussion

The main purpose of this study was to compare lifestyle and mental health among the physical and non-physical trainers (men and women). There was an inverse and significant relationship between the scores of lifestyle and mental health. In other words, if a person works every day or trains at least once a week, or if this person is motivated to pursue their goals and seek to learn new things and have a comfortable night's sleep, they will have a healthier mind. Also, if someone uses herbal medicines instead of chemical drugs, takes actions for pain and stress, and consults with knowledgeable people in psychology, is less likely to experience psychological problems. Satisfying relationships with others and the convenience of marital life are consistent with higher mental health. These results were achieved by Sarlio et al. (9), Tanaka and Shirakawa (12), and Yasushi (8) to prove that there's a simple connection between lifestyle and sleep health, exercise, and good health conditions. Therefore, it can be concluded that a healthy lifestyle, including proper nutrition, exercise, physical training, sleep apnea, as well as activities and beliefs in life, can provide mental health. Also, the results showed that between physical education and Non-physical education teachers. Regarding the role of sports interfaces, the

educators are of the opinion that lifestyle and mental health have a better status than non-physical education teachers. Additionally, among male and female teachers in terms of mental health, there was a significant difference between males and females in terms of mental health. These results were compared with the studies of Peluso and Silveira (13), Nourbakhsh (14), and Habibi et al. (15). Here, we can suggest based on Punch and Tuettemann's study (16) that female teachers spend more time investing in the teaching process, and their same psychological investment in teaching makes them more vulnerable in facing the problems.

Conclusion

According to the results of the research, physical training teachers have a higher mean of lifestyle changes. Also, they have higher mental health than others. It seems that the work environment can have a great effect on physical and mental health, and since exercises increase mental health, they should be considered as part of the general education program.

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