

## Investigating the Impact of Thursday holidays on the work performance and psychological teachers and appropriate solutions to enhance performance (Case Study: Mobarake Training and Industry)

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**Abstract:** The main purpose of this study was investigating the impact of shutting down of schools in Thursday on psychological and work performance of teachers in Mobarakeh city. This study was an applied, descriptive- survey research. Population was all employees (teachers and staff) in education and training department in Mobarakeh city. Morrow and Stephen E. questionnaires for mental performance were used. Content method was used to confirm validity and Cronbach's alpha method was used to confirm reliability of questionnaire ( $\alpha_1= 0.969$ ,  $\alpha_2= 0.914$ ). Cluster sampling method was used. SPSS software was used to collect data. Results showed that shutting down of schools in Thursday has positive impacts on psychological and work performance of teachers.

**Key words:** *Psychological performance; Work performance; Teachers*

### 1. Introduction

In recent years, there were many investigations on burnout in teachers as an unpleasant experience, more than any other groups (Maslach, 2001). It has been seen that job dissatisfaction as a major indicator of burnout is high in teachers. It can be said that burnout is a result of poor work performance and consequently, psychological problems (Balongun et al., 2002). If teachers have psychologically good condition, and their living and welfare demands be met, it can be expected that they will have good performance and increase it (Mellor, 2002).

### 1.2. Performance of organization

According to Peter Drucke, performance of organization can be identified based on degree of effectiveness and efficiency. In effectiveness assessment of organization it is necessary to consider degree of efficiency of organization. Efficiency has various definitions such as: maximum use of spending (Anderson, 2002). Stoner believed that efficiency is ability of minimum using of resources to achieve goals of organization. Efficiency is important because it is possible that an organization may achieve its goals and may have effect but has not efficiency (Deary and Hogstion, 2003). Also, an organization can have efficiency without effectiveness. It means that we use all resources but don't reach our goals. The definition of efficiency should be accurate; otherwise, organization cannot estimate efficiency and

effectiveness correctly. Any organization or unit, including product / service, financial or non-financial can easily evaluate its performance in relation to the different needs and improve them by means of optimal combination of changes (Huibers et al., 2003).

### 1.3. Performance management

Performance management is a strategic and integrated process provides sustainable success of government by developing individual capabilities. Performance management and systems and its methods in different organizations seek empowerment in management concepts and principles framework to reach goals and perform tasks. These processes are improvement, implementation and especially evaluation of performance (Shiuan and Reller, 2003).

### 1.4. Performance assessment

Performance assessment is a process that a manager assesses its subordinates in any field such as financial, by means of measuring and comparing with pre-set criteria, then registers results and sends to human resource management of organization. In other words, performance assessment is a quantifying process of activities that are created to reach strategic, communication goals (Ruhan et al., 2009).

Performance appraisal process, as any process, includes a set of measures with particular logical and purposeful sequence (Meyer and Herscovitch, 2001).

Some of most important measures are as follows:

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- Developing mission, vision, objectives and strategies.
- Developing and set standards of performance
- Developing and establishing operational criteria (standards) related to indicators to evaluate
- Notifying expectations and standards of individuals
- Measuring actual performance
- Comparing actual performance with standards for each indicator
- Announcement of results and how to achieve them
- Applying

### 1.5. Purposes of performance assessment

- To improve satisfaction
- To improve level of performance
- To improve effectiveness
- To identify educational needs
- rewarding and motivating individuals
- training and optimization of human resources
- monitoring and control of tasks
- create a continuous, dynamic aspect in employee behavior
- improving the recruitment, selection and appointment of employees and their fair classification

Thus it can be said that the main purpose of performance management is developing and improving performance of organization's activities. The outcome of this effort is creating a self-assessment, establishing the system of reward and punishment with scientific method, steer the organization towards excellence, and finally improving organizational goals (Martin, 2002).

### 1.6. Performance-based management

Performance-based management is a systematic approach which plays important role in evaluation of companies. It improves organizational performance through some processes based on performance - strategic objectives, reviewing reported performance data, and the use of these data (Hong et al., 2007). Performance management includes practices and models, goal setting, performance evaluation and reward systems. Together these experiences affect the performance of individuals and groups. Determining objectives identifies desired functions, performance assessment evaluates them, and reward systems strengthen their frequency. Performance management is a broader organizational concept and at least three concepts, organizational strategy, workplace technology, and employee participation determine how experiences impact on performance (Kaufmann, 2000). High levels of performance are achieved when the goal setting, performance evaluation and reward systems are adjusted with organizational factors. Organizational strategies define goals and objectives that the organization needs to compete successfully (Kaufmann, 2000). Performance

management requires focus, determination and strengthens the work behavior of its members to purposes. Technology in the workplace is also effective when technology has low affinity and is designed to work for individual jobs. The purpose of evaluation and reward systems should be targeted to individual behavior (Martin, 2002). But when the technology is fully dependent and is designed to work in groups, performance management should be targeted to group behavior. When organizations are bureaucratic and the level of participation is low, goal setting, performance assessment and reward systems should be formalized and implemented by management and staff. On the other hand, in high participation, performance management should be fully participative, and management and workers both need to evaluate and determine the sources of rewards (O'Neale and Guthrie, 2002).

### 1.7. Motivation and job performance

One of the primary tasks of managers is motivating employees to achieve the highest possible level of performance. This means that they try harder, regularly come to workplace, and strive for realization of goals and decisions. The performance also depends on the motivation and person's ability and readiness of environment. In order to reach a high level of motivation, should decide to do it (motivation), Can do it (ability), and should have proper materials and equipment (environment). The absence of any of the fields hurts performance. The manager should ensure that these three conditions are provided. McClelland believed that incentive to progress in the development of national economy is worth. He believes communities which give freedom to children from early age, grow up motivations to progress (Ospina and Figley, 2003).

### 1.8. Effective factors on burnout in teachers

Research and Studies have shown that several factors affect the rate of burnout among teachers. These factors can be divided in various aspects. In one classification, these factors are divided into two categories: general and specific. General factors are conditions that are more or less in all occupations related to human services such as such as job satisfaction, salary, feedback, efficient system of rewards, and respectful relationships between individuals and the individuals with officials. There are certain factors in teaching profession that are associated with stress and burnout. Kairopaiko believes that the main sources of stress and burnout in teachers are as follows: insufficient motivation of students to study and do homework, student behavioral irregularities, limited job opportunities, crowding and class size, insufficient teaching and non-teaching facilities for classroom, pressure in particular times (final exams), Conflicts with colleagues and officials, rapid changes in curriculum and instruction.

**1.9. Effective factors on burnout in Iranian teachers**

In conducted studies in Iran, there are a range of factors that affect the rate of burnout among teachers in Iran such as occupational variables, demographic factors, and personality characteristics. In a study of burnout on teachers in Kerman province, researcher found that there is an inverse relationship between burnout and job satisfaction. Another study found that burnout among school administrators has relationship with their field of study. Also, it has been observed that according to level of teaching, associated factors with burnout are different. In another study of burnout in our primary schools, it has been noted to hardness of work, responsibility, hard work with a large number of students and solving their problems, and yet lack of social status of primary school teachers in comparison with other teachers (Beshlideh et al., 2011).

There is no doubt that the sign of burnout among teachers reduces efficiency and job satisfaction. Effort to reduce the level of job burnout among teachers is the main task of educational system. In other communities to reduce burnout, in addition to considering all relevant factors, a legal system and adequate compensation, reducing conflict and role ambiguity, respecting the dignity of teachers are performed. In our country, sometimes even is avoided to consider the results of internal research and applications in this field that are directly related to the country's future. For example, while the demonstrated relationship between burnout and satisfaction with salary is stronger than the other components, it is not considered. Again, while the bulk of domestic research suggests that increasing educational level of teachers do not have much relationship with burnout, it has been stated that there are many efforts to increase the academic level of teachers.

**2. Literature review**

Bashlideh et al., (2011) investigated about the relationship between burnout and general health of women teachers in Shadegan city. Results showed that there is a significant correlation between two variables. Also, emotional exhaustion dimension more than other aspects of burnout impresses public health of teachers.

Saberi et al., (2011) in as investigated about associated factors with burnout among teachers of Kashan city found that burnout was in three aspects, emotional exhaustion (10.1% of severe, moderate 18%, mild 71.9%), depersonalization (high 4.6%, average 10.9%, slight 84.5%), and reducing of individual performance (severe 2.2%, 11.1% moderate, low 86.7%). With age and experience, fatigue decreased. Increasing educational degree, psychiatric disorders, type of housing, marital dissatisfaction and gender (male) significantly increases burnout. Generally, it should be considered

that emotional exhaustion in 28.1%, depersonalization in 15.4% was average to high (Saberi et al., 2011).

Maslach et al., (2001) stated that in clinical experience reports there are many signs of burnout. For example negative attitudes towards patients, mocking attitude toward career advancement, absence, change jobs frequently, and other behaviors of escape from reality. Available evidence suggests burnout should be considered as a multidimensional phenomenon.

Lessli and Levid (2008) stated that mental burnout occurs when conducted work is meaningless for person. Also, it can be a result of anxiety, or a variety of tasks related to the individual or the result of individual factors.

**3. Methodology**

This study was an applied, descriptive- survey research. Population was all employees (teachers and staff) in education and training department in Mobarakeh city. Morrow and Stephen E. questionnaires for mental performance were used. Content method was used to confirm validity and Cronbach's alpha method was used to confirm reliability of questionnaire ( $\alpha_1= 0.969$ ,  $\alpha_2= 0.914$ ). Cochran formula was used to calculate sample size. Cluster sampling method was used. Descriptive methods such as frequency tables and graphs were used. Normality of distribution was tested by K-S test. T-test method was used to test hypotheses. SPSS software was used to collect data.

**4. Discussion and results**

**Descriptive results**

According to Table 1, it can be seen that 65.5% of respondents were male and 34.5% were female.

**Table 1:** Frequency distribution according to Gender

Gender	Freq.	Percentage
Male	135	65.5
Female	168	34.5
Total	303	100

Table 2 shows frequency distribution, according to education. It can be seen that most of respondents had bachelor degree.

**Table 2:** Frequency distribution according to education

Level of education	Freq.	Percentage	Percentage 1
Associate	62	20.5	20.5
Bachelor	210	69.3	89.8
Master and higher	31	10.2	100
Total	303	100	-

**Inferential statistics**

**The main hypothesis:** shutting down of schools in Thursday has positive impacts on psychological and job performance of teachers.

In other words, mean value of responses to this question is higher than 3 (average Likert).

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

According to table 3, and the amount of sig<0.005, it can be said that null hypothesis was

rejected. It means that shutting down of schools in Thursday has positive impacts on psychological and job performance of teachers.

**Table 3:** T-test for main hypothesis

Variable	Groups	Mean	T-value	df	significant c
psychological and job performance of teachers	Teachers	3.78	13.33	279	0.000
	Staff	3.40	3.00	22	0.007

**The first sub-hypothesis:** shutting down of schools in Thursday has positive impacts on psychological performance of teachers.

In other words, mean value of responses to this question is higher than 3 (average Likert).

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

According to Table 4, and the amount of sig<0.005, it can be said that null hypothesis was rejected. It means that shutting down of schools in Thursday has positive impacts on psychological performance of teachers.

**Table 4:** T-test for first sub-hypothesis

Variable	Groups	Mean	T-value	df	significant c
psychological performance of teachers	Teachers	3.86	12.94	279	0.000
	Staff	3.52	3.34	22	0.003

**The second sub-hypothesis:** shutting down of schools in Thursday has positive impacts on job performance of teachers.

In other words, mean value of responses to this question is higher than 3 (average Likert).

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

According to Table 5, and the amount of sig<0.005, it can be said that null hypothesis was rejected. It means that shutting down of schools in Thursday has positive impacts on job performance of teachers.

**Table 5:** T-test for second sub-hypothesis

Variable	Groups	Mean	T-value	df	significant c
job performance of teachers	Teachers	3.73	11.49	279	0.000
	Staff	3.33	2.40	22	0.025

## 5. Conclusion

According to result of this study it can be said that most of respondents were male. Most of them had bachelor degree. None of them have Ph.D. degree. Also, according to results, shutting down of schools in Thursday has positive impacts on psychological and job performance of teachers.

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