THE INFLUENCE OF CREATIVITY AND SELF- ESTEEM ON MENTAL HEALTH AND JOB PERFORMANCE IN NOTH TEHRAN AMONG FEMALE TEACHERS FROM GIRL'S SCHOOL

SABA HARATI

UNIVERSITI SAINS MALAYSIA

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By

SABA HARATI

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ABSTRAK

Kajian ini memberi tumpuan khusus terhadap pengaruh kreativiti dan harga diri penghargaan kendiri terhadap kesihatan mental dan prestasi kerja dalam kalangan guru wanita di Tehran, Iran. Dalam usaha melaksana program pendidikan yang berjiwa dalam bilik kelas, guru perlu menjiwai efikasi, memahami strategi dan kemahiran pendidikan perwatakan, dan mempunyai pengalaman pembangunan profesional dalam subjek berkenaan. Kajian ini juga merupakan suatu usaha menggabung jalin kreativiti guru, dan harga diri terhadap kesihatan mental dan prestasi kerja untuk pembangunan pelaksanaan pendidikan dengan matlamat menyumbang terhadap latihan dan melengkapkan masa depan guru dalam pendidikan perwatakan. Teori ini berkaitan dengan kesihatan mental yang diutarakan oleh Humanistik (2002), Freud (1979) dan Ellis (1983). Teori utama dalam prestasi kerja adalah sebagaimana yang diutarakan oleh Hunt (1999) dan Bozorgmard (1993). Dalam konteks kreativiti, teori yang diutarakan oleh ahli psikoanalisis dan teori Humanism dibandingkan. Dalam konteks harga diri pula, ia diterbitkan daripada dua teori utama, iaitu teori Sullivan (2006), Horney (1937) dan Adler (1969). Merujuk metodologi penyelidikan, kajian ini menggunakan pendekatan kuantitatif korelasi bagi menjawab persoalan penyelidikan. Seramai 280 orang peserta dipilih secara rawak dalam kalangan guru wanita yang mengajar di sekolah perempuan di Utara Tehran. Soal selidik diedarkan kepada peserta untuk mengetahui kadar harga diri guru, bagi mengajar tentang

perwatakan, mengkaji tahap pengetahuan semasa mereka tentang strategi dan kemahiran pendidikan tingkah lakn, kadar persepsi mereka tendang pembangunan profesional dalam pengajaran perwatakan dan kadar kesihatan mental dan prestasi kerja mereka. Data dikumpul daripada guru sekolah tinggi yang bekelayakan dan dianalisis menggunakan statistik korelasi seperti kekerapan taburan dan ANOVA. Dapatan kajian menunjukkan bahawa para guru memahami harga diri mereka dan mempunyai harga diri yang tinggi, dan lebih kreatif dalam melaksanakan strategi dan kemahiran pendidikan perwatakan dalam bilik darjah.

THE INFLUENCE OF CREATIVITY AND SELF ESTEEM ON MENTAL HEALTH AND JOB PERFORMANCE IN NORTH TEHRAN AMONG FEMALES TEACHERS FROM GIRL'S SCHOOL

ABSTRACT

This study focuses on the influence of creativity and self-esteem on mental health and job performance among female teachers in Tehran, Iran. In order to implement a character education program in the classroom, teachers need to feel efficacious, understand the strategies and skills of character education, and have professional development experience in the subject. This study is also a step up in the effort of connecting teacher's creativity, and self-esteem on mental health and job performance to development of education implementation with a goal of contributing to training and equipping future teachers for character education. These theories related to mental health included Humanism (2002), Freud (1979) and Ellis (1983). The main theories in job performance were Hunt (1999) theory and Bozorgmard (1993) theory. In looking at creativity the important theories comprised Psychoanalysis and Humanism theories. Lastly the self-esteem is derived from two main theories namely Sullivan (2006), Horney theory and Adler theory. Referring to research methodology, this study utilized the correlation quantitative approach, that to answer the research questions. The participants were comprised of a randomized sampling of Iranian female teachers who had been working in girl's school in North of Tehran. The participants in the study consisted of 280 female teachers who responded to the survey questionnaire. The survey was employed to rate the teachers' self-esteem for character teaching, investigate their current knowledge level of

character education strategies and skills, rate their perception of professional development on character teaching, and rate their mental-health and job performance. Data was collected from certified high school teachers and analyses using correlation statistics such as frequency distributions and ANOVA. Findings from this study showed that teachers who understand their self-esteem and have had high self-esteem and were more creative so they were more likely to implement character education strategies and skills into the classroom.

CHAPTER 1

INTRODUCTION

1.1 Introduction

One of the eminent social changes in the recent century is the sudden and remarkable tendency to education. From this stand point education structure should be considered as a significant and specialized organization that face with a lot complexity. Issues which can be examined in education system of different communities are schools and school teachers. A school teacher can plan and design an effective learning system that not only serves education system purposes, but also can meet social needs. Education has been counted as the most sensitive section in society because it involves process of experience and scientific information and prepares the young generation who are potentially the country future makers; people who will lead social, economic and cultural development progress in societies and should be accepted by these societies as well. So education system should use a creative, and self-esteemed human resources because such human resources can develop the system and achieve planned purposes. What is focused on this research is evaluation of Northern part of Tehran high school female teachers' self-esteem in the respect of related variables. These teachers as one of mainstays of the country's education system have important roles in executing the system purposes.

One of the most necessary human needs which most psychologists and theorists emphasis on that is need of self-esteem or self-valuable feelings. Regardless of age, sex, social category, cultural and job categories one belongs, every individual needs to have self-esteem in his/her life. In the contents of Iran, Namdar (2003) asserts that self-esteem

has effects on one's life in many different levels that if self-esteem does not receive enough attention, the person for example teacher, student can hardly keep the balance and dynamics in his/her life, and it cause negative effects on their efficiency, learning and creativity. Then, in the contents of job performance this concept of this relationship with mental, physical and social factors. A factor solely not lead high job performance, hence certain combination of factors collection caused that an employee for example teachers has high job performance. A teacher is satisfy of job and high performance because of emphasis on income, social value of job, job environment`s condition and the efficiency of teaching in different times. Furthermore, their important personality characteristics that has a close relationship with their job performance for example their self-esteem and creativity.

In the respect of education in specific creativity is an essential element for learning. Starko (1995) suggests that learning is a creative process that involves students making use of relevant information by linking prior knowledge and new knowledge in an individually meaningful context. Some studies in creativity have tried to conceptualize the term creativity and explain the process involved in the creative act especially among teachers. Although there is no consensus about how to define creativity, most definitions emphasize the role of the environment in promoting creative abilities for example students will be able to more creative in painting. Csikszentmihalyi (1994) suggests that the most fundamental question in creativity is where creativity is and not what creativity is. He highlights that the educational environment plays an important role in developing students' creative expression. For example, creativity is defined by Plucker and Beghetto (2004) as follows:

"Creativity is the interplay between ability and process by which an individual or group produces an outcome or product that is both novel and useful as defined within some social context" (2004). For example of ability and processes in Iran include the ability of the female teacher to teach songs in classroom and its process involved students.

According to Sternberg and Williams (1996), a learning environment that fosters creativity should include several components, namely allowing time for creative thinking rewarding creative ideas and products encouraging sensible risks allowing mistakes imagining other viewpoints exploring the environment questioning assumptions finding interests and problems generating multiple hypotheses focusing on broad ideas rather than specific facts and thinking about the thinking processes (Starko, 1995). In the context of Iran to foster creativity, social studies (SS) and Islamic education (IE) teachers are emphasized in educational system for example in the classroom, teachers must make many decisions simultaneously. They have to plan suitable activities for different purposes, needs and nature of individual students, ask them questions, listen to their answers, answer their questions, comment on their answers, motivate them, correct them if they make a mistake, and provide feedback. As a result this environment makes teachers' work effectively. Beswick (2008), however, asserts that this complexity for example use PowerPoint to help students understand more of the classroom teacher could provide opportunities to think for students about structuring their classroom learning and teaching in order to maximize the chances of creativity emerging. It must be emphasized that the effective management of a classroom environment can contribute to the development of the students.

In reference to Slahova, Savvina, Cacka and Volonte (2007), the development of creative activity is a very complicated process that takes place over a whole period of classroom life and depends on social, material and mental factors. Accordingly, the foundation of creativity in the classroom depends on the teacher's thought and interaction with the students, ranging from teacher's rapport with the students to the approach of instructing, assessing, and tackling the complexity for example in the case of doing module of learning the classroom.

Related research stresses the centrality of the role of teachers where teachers' understanding is considered to be imperative in producing a creative classroom environment (Anderman & Midgley, 1998). In creating this type of environment, it is recommended that social studies and Islamic education teachers should acknowledge and encourage creative thinking, tolerate patience of students, encourage students to trust their own judgments, emphasize that everyone is capable of creativity, and serve as a stimulus for creative thinking through brainstorming and modelling, Social studies and Islamic education teachers are expected to be the front-runners of classroom creativity. They have a huge influence on their students as they lead and manage them. Morganett (1991) stated that quality teacher-student interactions can encourage students to be active learners in the classroom, which will foster creativity.

In a different situation, creativity in the classroom needs effective leadership (Wildy & Louden, 2002). Leadership consists of actions that help teachers to complete learning tasks successfully and maintain effective working relationships with students and among them (Johnson, 1991). For Gunter (2001) the effectiveness of teachers' leadership contributes to the success of creativity in the classrooms. For Datnow and Castellano,

(2001), the positive impact of teachers' leadership gained validation when researchers found that teacher teaching is the single most powerful determinant of classroom effectiveness. The role of effective classroom learning is therefore, a key to nurturing creativity and creative leaders are needed in the educational arena in order to improve classroom productivity (Blumberg & Greenfield, 1986; Ubben & Hughes, 1997). In different view point Johnson (1991) emphasizes the importance of creativity in classrooms, and he says that "the creative leader is seeking not to control but to free the creative potential of others and is not so much an optimist as a believer that this liberation is possible.

For session Iranian schedule teachers, in social studies and Islamic education have to be creative in teaching, in building a positive environment, and in managing different affairs that gear the classroom towards excellence. Therefore, they carry the responsibility of managing learning and creativity in the classroom. Consequently, the Social studies and Islamic education teachers in order to be creative teachers, have to carry out several managerial and administrative roles and tasks. In western countries, Beare, Coldwell, and Millikan (1989) and Lashway, Mazarella and Grundy (1996) state that successful teachers' teaching must involve a mastery of managerial and administrative skills as well as certain personal qualities (Munitz, 1999). This means that, classroom teachers must first of all be skillful managers (Munitz, 1999; Dunford, Fawcett, & Bennett, 2000).

Managerial skills among teachers are essential for any classroom leaders to succeed and to be the front runners of the classroom. Teachers as leaders have an enormous influence on their students as they lead and manage them. For teachers, having these skills will enable them to modify suggestions for the specific needs of their classroom. Moreover,

teachers' managerial skills will define the kind and quality of leadership they have (Munitz, 1999). The most of session focuses on the statement of the problems.

1.2   Statement of the Problem

In this research, the relationship among variables such as creativity, self-esteem, mental health, job performance of female teacher in Tehran`s high schools in the past are reviewed. There is an issue of female creativity in Iran. According to Reza (2011), creativity of teachers has some useful implications for classroom instruction. It was observed that some of the classroom environment lacking of variety of materials, insufficient teaching tasks, did not giving students the chance to ask questions, less discussions, and not trying to help learners solve their problems through exploration and therefore, demotivated students in learning. It was mentioned by them too that they believed that creativity can be developed by the female teacher but need some stimulus for examples techniques in drawing, brainstorming, designing, wordplay, stories, games, and puzzles. In this study, the researcher believe that in order to achieve the desired creativity in teaching, care should be taken by the female teachers to provide other marginal conditions, as for example stated by Carl Rogers (1961), that learners need two conditions to be creative, firstly, the psychological safety and secondly the psychological freedom. The psychological safety encompasses three processes is accepting the student as an individual, avoiding external evaluation while encouraging self-evaluation, and empathizing with the student, trying to see the world from his/her perspectives. The second is the psychological freedom which fosters students' creativity by permitting the freedom of expression. In relation to the problem statement in this research, there is no research on

particular aspect of creativity that to be developed by curriculum developers in educational settings through permitting freedom of speech in Iran.

Learning self-esteem issue in Iran, Kamal and Noushin (2011) ascertained that self-esteem level of a teacher is a better predictor of learners' reading performance among students in Iran. Their study revealed that there was a significant relationship between the teachers' self-esteem and students reading scores. As to the second objective of the study, the study results imply a significant and strong correlation between the self-esteem and proficiency level of learners. It was understood that the proficiency level of student is more effective in determining and predicting the reading performance if the self-esteem among females are increased. It was found that some of the female's teachers had low self-esteem in teaching due to constraint circumstances. But for some of teachers, the result of low self-esteem is not like mentioned points (Branden, Nathaniel, 1971).

According to Ali Rabbanil (2012), the nationwide cross-sectional study has investigated the mental health problems in the large representative sample of female adolescents of all Iranian provinces and different ethnic groups. Their study has also considered the effect of age, ethnicity, urban or rural residency, and parents' jobs as important social demographic indicates on the emotional and behavioral difficulties during adolescence period. According to the results, 17.8 % of participants had total emotional and behavioral problems and conduct problems was the most frequent one. Their results support the results of a study conducted by Mohammadi (2008) in Tehran which show that 15% of female adolescents have total scores higher than Goodman's cut off points and emotional problems were identified among female teachers (6%).

Looking on job performance among teachers in Iran, Amin and Parisa (2011) have found that the performance of teachers was perceived differently. They found differences for examples in ethnicity, socioeconomic status, exceptionalities, gender, sexual orientation, religion, and geographical area. They said the classrooms contain students have diverse backgrounds of many different social classes possess a range of strengths and needs. Effective female teachers capitalize on the increase of diversity and create the positive classroom environment and almost every student feels welcomed and challenged. When trying to examine teachers' academic emphasis, sense of efficacy, and trust, a clear picture of the context allows on female teachers beliefs to be acknowledged. However they mentioned that some female teachers were perceived ineffective due to lacking of power in knowledge transmission. This mean that no matter how knowledgeable a teacher is, she should has the ability to transmit her knowledge to the students. Therefore, it is concluded that having the knowledge is one of the job performance issues. The above problem statement leads to the development of research objective in this research.

1.3   Research Objectives

This research is a step to understand creativity, self-esteem, mental health and job performance of teachers and also is for clearing the simple influence and a combination of variables and finally this study aim to clarify that does combination of predicator variables (creativity, and self-esteem) can better forecast the criterion variables than each one of them or not? Thus, the research objectives are as below.

To identify the relationship between age group, education level and teaching experience with mental-health among Tehran's female teachers.

1. To examine the influence of creativity and self-esteem as predictor of mental-health among Tehran female teachers.

2. To identify the level of job-performance in relation to age group, education level, and teaching experience among Tehran female teachers.

3. To identify the relationship between age group, education level and teaching experience with job-performance among Tehran female teachers

4. To examine the influence of creativity and self-esteem as predictor of job-performance among Tehran female teachers.

1.4 Research Questions

1. What is the relationship between age group, education level and teaching experience with mental-health among Tehran female teachers?

2. To what extent creativity and self-esteem are perceived as the most influencing predictor of mental-health among Tehran female teachers?

3. What is the level of job-performance in relation to age group, education level and teaching experience among Tehran female teachers?

4. What is the relationship between age group, education level and teaching experience with job-performance among Tehran female teachers?

5. To what extent creativity and self-esteem are perceived as the most influencing predictor of job-performance among Tehran female teachers?

1.5   Research Hypotheses

In specific hypotheses, the influence of each variable with mental health and its various dimensions and teacher`s job performance are reviewed. These hypotheses are:

Ho1.Creativity and self-esteem are not significant predictors of mental health among Tehran female teachers.

Ho2.Creativity and self-esteem are not significant predictors of job performance among Tehran female teachers.

This research use applied type and relationship method. Because this research is going to discover, measuring, evaluate the relationship and continuity of studied variables, so we use regression analysis.

1.6   Significance of the Study

This study is different from other study in Iran. Due to the reason that there was no research done related to the aspects of creativity and self-esteem influencing mental health and job performance among female teachers

The major weight of this research is on interaction between self-esteem and creativity on mental health and job performance of female teachers. By studying the teachers' creativity and self-esteem, the result of this study are therefore can be useful to explore the innovation way to increase job performance and mental health. This research can make a big contribution to enhancement of teacher's feeling of happiness, cheerfulness, and satisfaction toward result of teaching. This work may also help to increase teachers' enthusiasm and tendency towards their teaching as well as schooling.

By focusing on two scopes job performance and mental-health characteristic, this study will be involved in two distinct of education and psychology. Thus, it is believed that findings of this study not only will be applicable educational design setting, but also can be helpful in achieving psychology purpose.

Science this research is conducted in high school settings, and the sample population of the study is high school teachers, this investigation will also help educational department, educational planners as well as other levels of school administrators to benefit from the findings of this investigation. It is also expected that result of this research will provide some knowledge that will be applied in all levels of schools as well as future research.

Although it sounds that individuals have preparation and creativity fields from their birth, but the role of environment and education system can help individuals to complete the low level needs and reach to a high level needs. This investigation can widen horizon of thinking about influence of creativity, self-esteem, mental health, job performance, clearing a simple relation and combination of these factors in Tehran female high school teachers that it will used in future. Hence, the outcome of such studies is undeniably useful in attending relevant goals.

1.7   Conceptual and Operational Definitions

This research involves several key words that are operationally defined in these sub-sections.

1.7.1 Creativity

Conceptual definition: Strenberg (1999) believed that creativity is combination of originality, flexibility and sensitive power that enable the learner to think the different and productive results beyond irrational thinking results that its outcome would be satisfaction and maybe gratification. In this investigation the factor of creativity is examined by Abedi in (2004) that he created a 60 questions test for measuring the creativity according to Torrance theory (2001) and definition. Creativity is score which one obtains it by aggregate numeric value of selective ranks in all questions of Jamal Abebi's creativity pencil paper test questionnaire and its extent is between 0 and 180. Meanwhile as one`s score is high, state that one is more creative.

1.7.2 Self-Esteem

In this current study, self-esteem defined as an individual judgment about itself values and feelings about these judgments. Self-esteem is the most important aspect of self-training, because individual`s evaluation of itself competence influenced on agitation experience, future behavior and long-term mental adjustment. (Berk 2001) in (Bayangard, 1993). In this research self-esteem is score which participant obtains it from Cooper Smith`s self-esteem questionnaire and the least number is 35 and the maximum of it is 140.

1.7.3   Mental Health

Mental health is individual`s maximum possibility of adjustment with itself and its around world leads individual`s happiness and useful and effective understanding (Milani Far, 2003). In this investigation, mental health is a kind of score which is obtained by participants from mental health questionnaire (MHQ-28). This questionnaire has 4 subsidiary scales. Mentioned scales are; 1- physical signs scale, 2- excitement signs 3- social functioning, 4- depression signs.

1.7.4   Job Performance

Job performance is the outcome rate that is resulted from oneself occupation such as service, educational and manufacturing. In this study, a factor of job performance is determined by, the forms of teacher`s evaluating (1990) is used for measuring the credit of job performance questionnaire. This form has 20 questions which are filled by participants. The validity factor will be 0/63 that is meaningful in the level of 0/05. Also the reliability factor for this questionnaire in Mobayenni `s research (2000) is reported 0/84 through Cronbach's alpha.

High school in Iran is defined as a mediator educational level between the basic educations and higher education period. This stage starts after the completion of secondary school level and continues further 4 years. High school in Iran normally includes teachers with the age range of 25-50 years old (Safi, 2008). The participant of this research is high school teachers in North of Tehran who are in the range of 20-50 with experiments of teaching in 3 to 11 years. They teach one of the fields of Mathematics, Sciences, Humanities, and Arts.

1.8 Limitation of the Study

Research limitation divided in two groups. These two groups are:

1. Limitations which are subdue of researcher

2. Limitations which are not subdue of research

Limitations which are subdue of researcher:

1. Time: In terms of time, this research is limited to 2013-2014.

2. Place: In terms of place, this research is limited to North Tehran`s high schools.

3. Participants: In terms of participants, this research is limited to female teachers.

Limitations which are not subdue of researcher:

This research like other researches has some limitations that below cases are most important:

1. Research on female teachers limits the generalize ability or external credit of research.

2. Dispersion of Tehran`s institutions causing researcher spend a lot of time to go to the institutions, justification for teachers, distribution and collecting the research`s questionnaires.

3. Considering high amount of questionnaire, participants have kind of reluctance to answer the questions.

4. Non-cooperation of schools` principals to give the teacher evaluation`s form to participants.

CHAPTER 2
LITERATURE REWIEW

2.1   Introduction

This chapter is composed of four parts. The first part consists of, the mental health and its dimensions that include theories and effective factors. In second part, job performance and its related theories will be discussed. In third part, creativity and its related theories and process will be debated. In last part, self-esteem will be stated related to theories, factors which influence on growth of self-esteem and dimensions and pillars. Finally, the review of past researches in Iran and abroad will be described.

2.2   Mental Health and Its Dimensions

There are many definitions of mental health. It can be stated that health affected on governmental, educational actions and be totally different every performances that done for changing human (Rayan & Deci, 2001). Levinson (1962) explained mental health as the feeling which an individual has rather to oneself and around world, the place of living and neighbours. One of the important dimension of mental health is how a person can adapt herself/himself to income and recognition the time and place situation (Milani far, 2006).

From the view of Kaplan and Sadock (1990), the mental health is the manner of best way of life and only the individual can handle their life in this way that can be adapted to society and the personal situation and characteristics. Stein Yallit (2003) knows the mental health as positive excitement manner that is occur when an individual suffers any illness and includes ability of physical, subjective and social functions. The Canadian

association of mental hygienic (2003) explained the mental health in three parts: the first part includes self-feedback that is composed of dominance on self-excitement, aware of self-weakness and satisfying of self-happiness. The second part includes other`s feedbacks that is composed of love to long and friendly friendship, feel of belonging to a group and responsibility to humanistic and material environment. The third part includes life`s feedbacks that is composed of responsibilities, honor of development of facilities and self-interests, the ability of obtaining personal decisions and that of doing well (Ganji, 2007). There are three main models of mental health. One of the main models of mental health is holistic model.

2.2.1 Holistic Model

This model defines the health based on whole person, not according to disease of body. The model is composed of some aspects like physiologic, mental, exciting, social, spiritual and environmental of individuals and societies and focuses on optimized health, prevention from disease, positive mental and exciting manners. Some scientists used system theory for defining and explaining the mental health. (Babapour and Kheiroddin, 2002).

Based on scientists' belief (Prochaska, Redding 2001) health has some various dimensions that are: physical health, brain health, spiritual health, exciting health, social health and psychological health. These happen when process through unreasonable conscience system can have some inappropriate results like depression, hostility, excite or frustrated and non-valuing The most important point here is not that this happening directly leads excitement, depression and non-valuing

feeling, but it is the person`s belief`s about occurred events or occurring events and the events which will be occur in future that leads some mentioned excited results and if they recover to reasonable beliefs, the mental health will increase (Becker, 2004). From the view of Becker (2004), mentally disturbance is always created by unreasonable and unrealistic thinking and the individual victim oneself consciously or unconsciously.

In the content of holistic model, the teacher from the view of Beck, the proof of mental disease are two mechanisms that are cognitive triples and the faults of reason. The cognitive triples include negative thinking about oneself and current and future experiences (Kahh, and Hyvdy, 2012). The current reason faults in mental conflicts include desired deduction, excess generalization, catastrophizing, labelling, maximize or minimize, personalize, selective observation and thinking to two categories (Shakiba and Hoseinpoor 2012).

2.2.2 Mental Health Theories

(a) Humanism Theory

Humanism theory is a thinking system in which human tendencies and values are in most important place (Schultz & Schultz, 2002). Based on Rogers view (Shultz, 2001) human has intrinsic tendency in creating and the most important creation of human is the human. This is same purpose that often healthy individuals obtain it. The healthy individuals try to self-actualization and benefit wealthy, aggressive and meaningful life. When self-concept is inconsistent, tendencies with different purposes appear because the inconsistent person does not follow the

actualization of organism. These conditions can lead to stopping in healthy growth and then causing severe mental discomfort (Bayani, 2007). Maslow (1993) points to some differences that exist between principles and values of disappointed and helpless and who have mental health. Because they have some different understanding and attitudes from material social and psychological world that these are formed the valuing system of an individual. Maslow (1988) believed that human`s values system has kind of mental health which is based on philosophical self-acceptance of nature, humanistic nature, social life and physical realities and nature. According to this, the major part of judging and daily valuing of these kinds of people originate from the acceptance of realities.

From the view of Frankel (2002) meaningful non-existence in personal life is neurotic. Its characteristic are emptiness and meaningless. So the volition which focuses on meaning is vital for mental health. According to Frankel`s viewpoint, the teachers which have healthy function have some characteristics that are:

1. They obtain to meaning in their life

2. They feel freely in selection of their manner

3. They take responsibility against their social life

4. Struggle with an individual or a thing that are higher than self (Sapington, 2000).

When inappropriate behaviors change to learning the appropriate behaviors, so the mental health is recovered. In culture-social theories: The pathology roles of

social conditions like poverty and anger emphasized as important factors which effect mental health of individual in society (Tebyan, 2006).

b) Psychoanalysis Theory

According to Freud theory, there are some essential characteristics of psychological health. The first characteristic is self-consciousness. It means that what leads to be problematic in unconsciousness should be self-conscious. The unconscious and unnecessary feedbacks should be changed and the used energy for keeping them in unconscious should return to "Id". The real self- conscious is not possible unless unreal and unnecessary or waste control of "Id" which is superior, is broken up. From the view of Freud, self-conscious is not enough for healthy psychology (Koorsini, 1973).

Freud knows the reasonable away from interests and public enthusiasm as a criterion of mental health (Coldsettink, 1939). Freud (1968) believed that who has mental health is who loved deeply, is creative, train the wisdom and belonging in oneself, understanding deeply itself and the world, have accurate and stable basis, have relationship with the world, have originality in that root and governing itself fate. Freud knows that the health characteristic has fruitful orientation. The most important characteristics of fruitful characteristic is he/she needs to responsibility attention, respecting and cognition.

Freud again emphasizes, enthusiasm of oneself will be gained if the person in transform his/her health hysterical misery into common unhappiness. With a mental life that has been restored to health you will be better armed against that happiness

(Freud, Studies on Hysteria). Freud was clearly no optimist when it came to mental health. For Freud, society generally serves to discourage our natural libidinal and aggressive wishes through the creation of various social prohibitions that demand our drives to be sublimated into a healthy social part. Freud never believed that psychoanalysis promised happiness. Instead, psychoanalysis is a quest for truth through the analysis of the patient's unconscious wishes and beliefs. Ego psychologists (Hartmann, 1894) believed that the reduction of drive tension (in accordance with the pleasure principle) was a sign of mental health. Ideally, the subject can develop conflict-free autonomous ego functions that can function relatively free by intrapsychic conflicts. Ego psychologists believed that the strengthening of the ego's capacities and defences enabled the ego to mediate between various forces (id-superego-external reality). Ultimately, Hartmann, 1894 argued that healthy adaptation to reality was the gold standard of mental health.

(c) Cognitive Theory

Ellis (1983) asserted the healthy teachers love to others and require their affection too. They enjoy from the activity itself, not the result of that. They have not any absolute criterion for danger and evil doing. If they perform something wrong, they try to fix them. And never blame others for own faults. One try to obtains independence and responsibility and never accept other`s help. The healthy teachers firstly think to existing situation prior to thinking past. In the content of theories there is some factors which can destroy the human`s mental health. These factors are located in three groups (Ellis 1983):

1. Biological factors in reference to teachers they suffer stress in the whole body after teaching in the classroom.

2. There are some biological factors which moved to generation through genes, for example; mother`s depression is moveable to their children, and there some other biological factors which influenced in central nervous system and destroy the mental health. For example the secretion of thyroid gland will effect on brain and leads low stamina and aggression.

3. Mental and emotional factors: shoe the students did not corporate with the teacher in learning therefore the teacher feel depressed.

The next paragraph will talk about job performance and its related theories.

2.3   Job Performance

Job performance is the range of efficiency that is resulted in individual`s occupying in any organizations such as servicing, production and educational. And it is under defect of two factors that are the workers` ability for performing the task and the existence of motivation in them. Most of organization`s workers are excited through needs like dependency, respect to oneself and realization of potential abilities. Performance in a comprehensive definition is efficiency and effectiveness in performing tasks and some other characteristic data like incident response, delay in presence in workplace, absence and slowness in work are appropriate criterion for evaluation (Distes & Robins, 1988).

2.3.1 Definition of Performance in Education

Despite the great relevance of teacher's performance and the widespread use of job performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Campbell (1990) described the literature on the structure and contents of performance, during the past 10 to 15 years one can witness an increasing interest in developing a definition of performance and specifying the performance concept. Authors agree that when conceptualizing performance one has to differentiate between an action that is behavioral aspect and an outcome aspect of performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993; Kanfer, 1990; Roe, 1999).

The teacher's behavioural aspect refers to what an individual does in the work situation. It encompasses behaviours such as teachers are teaching in primary schools or teachers in high schools teaching basic reading skills to their students, or their performance. Only behaviour which is relevant for the organizational goals is subsumed under the performance concept: "Performance is what the organization hires one to do, and do well" (Campbell, 1993). Thus, performance is not defined by the action itself but by judge mental and evaluative processes (Ilgen & Schneider, 1991; Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be scaled, measured, are considered to constitute performance (Campbell, 1993).

Moreover the outcome aspect of teacher's performance refers to the consequence or result of the teacher's behavior. The above described behaviors

may be resulted in outcomes such as numbers successful teacher's pupils' reading proficiency or increase number of graduated. In many situations, the teachers behavioral and outcome aspects are related with their work. But sometimes their works are overlapping their behavior completely.

Furthermore outcome aspects of teacher's performance depend also on factors other than the teacher's behavior. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance. In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which teachers' performance meets the organizational goals.

2.3.2   Job Performance as a Multi-Dimensional Concept

The concept and definition of individual performance has received considerable scholarly research attention over the past 15 to 20 years Researchers agree that performance has to be considered as a multi-dimensional concept. On the most basic level one can distinguish between a process aspects (such as behaviour) and an outcome aspect of performance (Borman and Motowidlo, 1993; Oppler, and Sager, 1993; Roe, 1999).

The teacher's behavioral aspect refers to what teachers do while at work, the action itself (Campbell, 1990). Performance encompasses specific behavior (for example teacher's conversations with parents, teaching statistics to undergraduate