
Investigating the relationship between perceived stress and quality of life and psychological health of elementary school teachers in Gogan County

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ARTICLE INFO

Keywords: *Perceived stress, quality of life, psychological health, elementary teachers.*

ABSTRACT

This study aimed to investigate the relationship between perceived stress quality of life and the psychological health of primary school teachers in Gogan County in the academic year (1400-1399) using a descriptive-correlation research method with stratified sampling. The statistical population of this study includes all primary school teachers in Gogan County, and the sample of 63 people was calculated using the Cochran formula and selected using stratified random sampling. To collect the required information, three standard mental health questionnaires were used: Goldbrack and Hiller (1979); the World Health Organization Quality of Life Questionnaire (1996); and the Cohen et al. (1983) Perceived Stress Questionnaire. All three questionnaires are standard instruments, have been standardized, and have the necessary validity. After collecting the information, the Pearson correlation test was used to analyze the data. The results showed that the quality of life and psychological health of elementary teachers explain 14% of their perceived stress.

Introduction

The remarkable advances in technology and changes in the social system have caused today's societies to take on a complex form. Numerous factors such as: financial and family problems, conflicts with friends and colleagues, psychological pressure resulting from environmental, social and organizational factors have caused a threat to human life. These pressures cause tasks that humans easily perform in natural conditions to face problems in such a way that they deal with them with difficulty and sometimes even cannot perform them. As a result, serious damage is caused to human and organizational resources.

Mental health is one of the important and influential components of individuals' job capabilities. Mental health is defined from Goldberg's perspective based on four subscales: depression, anxiety, and impairment in social and physical functioning. Accordingly, the fewer problems a person has from the perspective of these four scales, the better their mental health. Research has shown that quality of life and mental health of individuals are significantly related to each other. Quality of life is an important outcome in this experiment, and today, most scientific studies focus on it. The World Health Organization defines quality of life as the understanding and perception of each individual's situation in life, given the cultural conditions and social value system in which they live, and this understanding is understood in relation to the individual's main goals, perceptions, and perceptions of life. This reality has a wide range that is affected in various ways by the individual's physical and mental state, personal beliefs, and social connections.

With the increasing complexity of modern societies, the mission of organizations to meet the expectations of societies becomes more sensitive and important, so that it can be acknowledged that today's world is the world of organizations. Today, education is considered one of the most constructive organizations and one of the basic pillars for the educational, cultural, economic, social and psychological development of society (Nourbakhsh and Alizadeh, 2017: 120). This organization is composed of elements, each of which is effective in advancing its goals. The teacher is of particular importance as one of the most important elements, and his mental health can have a significant impact on achieving the goals of the education system. Given the sensitivity of the education organization, for the successful implementation of any educational activity, in addition to financial resources, equipment and technology, the existence of healthy and committed human resources plays a fundamental role; in other words, the individual's commitment and emotional response to work, as well as high mental health, increase work capacity. On the other hand, due to the nature of their job, teachers face numerous problems such as high workload, inadequate salaries and benefits, students' lack of interest in education, educational organizations ignoring their needs, lack of family support for them, overcrowded classes, issues related to career advancement, and role conflicts. These problems can affect their mental health, and their vulnerability increases as these problems persist (Lanuga, Russell Waschutzer, 2019: 85). One of the variables related to mental health is quality of life, so that low mental health and quality of life lead to job dissatisfaction, and high mental health and quality of life, with an emphasis on psychological (depression, anxiety, social support) and physical (fatigue, pain, decreased energy, general health) consequences, have always been the focus of attention of psychological and social researchers. Various researchers have found that the level of perceived stress in As a mechanism of diagnosis-increasing reduction of multiple indicators of their quality of life explains (Safaei and Shoukri, 2018: 152). The physical and mental health of individuals in a society is considered a factor in the progress of that society, in which teachers play a pivotal role. The World Health Organization has defined health as a state of complete physical, mental, and social well-being and not merely the absence of disease or disability. This is while, according to the World Health Organization's estimate, one in four people in the world suffers from a neurological, mental, or behavioral disorder (Bakhtiarpour, 2017: 85). Therefore, many countries around the world are seeking to investigate the state of mental health and well-being and the quality of life of different

segments of society, and to assess needs and provide solutions. Among these different segments of society, teachers are among the most influential because the future of every civilization and culture and the excellence of every society is closely related to the correct education and upbringing of that society, and the realization of sublime goals depends on having competent teachers who are physically healthy and free from mental and physical disorders (Mohammadi et al., 2016: 102).

The prevalence of mental disorders, especially stress, varies in different societies and ranges from 17% to 52%. In our country, epidemiological studies of mental disorders in urban and rural areas have shown a prevalence rate ranging from 11% to 43%. Recent studies have shown a prevalence of 23.84% in Soumeh-Sara, 24.2% in Natanz, and 29% in Tehran, all of which indicate a high prevalence rate of mental disorders, higher than expected figures and global statistics (Biabangar and Javadi, 2017: 45). However, despite what is expected, various studies conducted in this field have repeatedly shown that the prevalence of mental disorders is higher compared to other groups in society. One of the unpleasant consequences in the lives of teachers that causes stress in this group is an undesirable quality of life. Assessing quality of life is one of the topics that can be discussed in clinical research. Awareness of the quality of life of teachers helps experts and researchers to direct care towards improving their quality of life. Looking at the concept of quality of life and mental health in the last three decades, it can be said that during the 1980s, the concept of quality of life, along with the promotion of mental health and stress reduction as a sensory and psychological perception and social structure, is recognized as a unifying issue. During the 1990s, our understanding of the concept and scale of quality of life and mental health has improved greatly and has expanded to other areas. In fact, in recent years, the concept of quality of life and mental health has become more extensive and its dimensions can be hierarchically classified from bottom to top, as physical well-being, material well-being, rights, social inclusion, interpersonal relationships, personal growth, and emotional well-being (Shaluk, 2018: 121). Shafiee et al. (2019) conducted a study entitled "Investigation of the General Health Status and Quality of Life of Teachers in Primary Schools in Jiroft County" and reached these results. Their findings indicated that the average general health score was (16.08) and the average quality of life score was (6.67). Teachers obtained the lowest score in the quality of life scale in the fair pay and work scale (3.38). Also, in the area of general health, they had the highest average score on the physical and physiological scale (5.35). According to the results of the study, there was a significant relationship between general health and quality of life. Darvish Baghal and colleagues (2019) conducted a study titled "Comparative Study of Mental Health Status of Student Teachers and Teachers of Shahid Mofateh Farhangian University" and reached these results. The results of multivariate analysis of variance for comparing the means of Scl 90.R subcomponents show that there is a significant difference between the two groups only in the component of physical complaints of teachers with a mean of (15.04) and student teachers (11.26). However, although there was no significant difference between the two groups in other subcomponents, the percentages obtained in both groups in the subcomponents are noteworthy. The most common psychiatric symptoms were depression (78% of teachers and 82% of student teachers), obsession (74% in both groups, equal), pathological sensitivity in interpersonal relationships (74% in both groups), and paranoid thoughts (68% of student teachers and 64% of teachers). It was concluded that, according to the results obtained, it is clear that the teachers and students under study do not have a desirable mental health status, which, considering their sensitive role, pathological examinations and educational and therapeutic corrective measures, etc., seem necessary. Azizi and Nezami (2017) conducted a study entitled "Prediction and prevalence of postpartum depression based on perceived stress during pregnancy in women in Tabriz" and reached these results. The findings showed that pregnancy stress was the etiology of all pregnant women with 37-40 weeks of pregnancy from April to July 2017 in Tabriz. In this correlation study, 100 people from the statistical population were selected by non-random method and after screening for background depression, they answered the Cohen Perceived Stress Questionnaire. 4-6 weeks after delivery, 85 of the sample answered the Edinburgh Postpartum Depression Questionnaire. The collected data were analyzed by Pearson

correlation tests and regression analysis. The results showed that there was a positive and significant correlation between perceived stress and postpartum depression, such that perceived stress could explain 32% of the changes in postpartum depression. In this study, the prevalence of postpartum depression was 22.4%. It seems that screening pregnant women exposed to stress and teaching them adaptive coping strategies for stress can prevent women from developing postpartum depression. Klassen and Chi (2019) showed that teachers who teach in elementary school have a higher level of self-efficacy in the classroom management factor and student engagement. In explaining these findings, it can be stated that the different characteristics of the statistical population of the research can lead to different research results. Also, in this study, because the tools of teacher self-efficacy and quality of life are involved in the teaching process, they have different results than other studies. The results of Arif and Ilyas' (2018) study showed that perceived value of work, work atmosphere, work-life balance, and satisfaction with relationships in life were the main factors shaping Pakistani teachers' perceptions of quality of life. By interviewing teachers who had children with special needs, they concluded that the concept of quality of life of teachers in special schools and the themes of relationships in the workplace, interaction with students, career advancement and participation, job satisfaction, job barriers, rules and place It has a job and work performance. Dodangeh (2017) showed that the level of mental health of teachers varies across educational levels, with teachers working in primary education having the lowest level of mental health and secondary education teachers having the highest level of mental health.

Considering the definitions and researches proposed in the field of studying quality of life and mental health and its dimensions, this field can be of particular importance for cultural workers. For indicators of psychological health and quality of life and stress (such as social, mental, environmental health) and social interaction, along with other components, it will have a significant impact on the structure of social and mental life of society, especially teachers and educators. Considering that this group of people in society will be the main managers of the future administration of the country and will be responsible for the education and training of future generations, therefore their physical and mental health and quality of life will have a significant impact on learning and increasing scientific awareness and their successes. When we conduct a comparative study of the goals of the education system and the definition of health and mental health, there is a visible similarity that the purpose of both is to raise healthy, useful and happy people. Therefore, considering the role of teachers, it seems necessary to identify potential problems in the field of welfare and mental health of this group and to find solutions if necessary. Finally, as much as possible, to the extent that the researcher's scientific resources allow, to answer the question of whether there is a relationship between perceived stress and the quality of life and psychological health of elementary school teachers in Gogan County? Considering the importance of the subject and the fact that measuring mental health indicators, quality of life, and stress will have a direct impact on the sustainable development of the education and training community and subsequently the society; therefore, in this research, we aim to measure the relationship between each of the variables and, as far as the researcher's scientific resources allow, to examine this relationship from different angles.

2.Methodology

This research is a quantitative research based on the type of data collected and analyzed, and the library method was used to collect information in the field of literature and research background. In terms of purpose, it is an applied research type; In terms of method, it is a descriptive-correlational research. Also, in terms of time, it is a cross-sectional research. The study population of this research includes all elementary school teachers in Gogan city, which is equal to 289 people in the academic year 1400-1399, including 108 women and 181 men. The Cochran formula was used to determine the appropriate sample size. According to the Cochran formula, the sample size was calculated as 63 people. In this research, 3 questionnaires were used to provide raw data and the information of the

questionnaires includes the following: A. Psychological Health Questionnaire: The form of the mental health questionnaire developed by Goldbrack and Hiller in 1979 and translated by Ebrahimi et al. (2007), whose questions were extracted based on the factor analysis method of the initial 28-question form. It assesses 4 components of physical symptoms (questions 1-7), anxiety and insomnia (questions 8-14), symptoms of social dysfunction (questions 15-21), and depression (questions 22-28), and the score that respondents get from filling out this questionnaire is calculated. In this questionnaire, face validity and content validity are used to determine the validity of the questionnaire, and the opinions of professors and experts are used. Also, Najafi et al. (1990) reported the reliability of the mental health test as 0.89 using the test-retest method. Reviving and others (2008) obtained the reliability coefficient of this questionnaire as 0.73 using the Cronbach's alpha method.

B. World Health Organization Quality of Life Standard Questionnaire (WHO-QOL-BREF): In order to ensure consistency in research and to measure quality of life, the World Health Organization commissioned a group to develop a questionnaire. The result of this group's work was a 100-question quality of life questionnaire. A few years later, a short form of this questionnaire was developed to make it easier to use. The World Health Organization 26-item Quality of Life Questionnaire is a 26-item questionnaire that measures the overall and general quality of life of an individual. This scale was developed in 1996 by a group of World Health Organization experts by modifying the items of the 100-item form of this questionnaire. This questionnaire has 4 subscales and an overall score. These subscales are: physical health, mental health, social relationships, environmental health and an overall score. Initially, a raw score is obtained for each subscale, which must be converted into a standard score between 0 and 100 through a formula. A higher score indicates a higher quality of life. This scale has been translated into 19 different languages and is used in different countries to measure the quality of life of individuals. The World Health Organization study group considers this scale to be a cross-cultural scale and for this reason it is used in different cultures (World Health Organization, 1996). In this questionnaire, the raw scores of each subscale are calculated after obtaining and analyzing them. In this questionnaire, the individual's feelings about the quality of life, health, and other aspects of his life are asked, and the answer to each question is from very bad to very good. In Iran, Nasiri et al. (2006) translated this scale into Persian and reported its validity and reliability. Cronbach's alpha coefficient of 0.84 indicates its desirable internal consistency. On the other hand, factor analysis of the 26 items of this scale revealed that there are four subscales in this scale (i.e., physical health, psychological health, social relationships, and living environment, which were present in the original scale), which indicates its structural validity.

C. Perceived Stress Scale (PSS): This questionnaire was developed by Cohen et al. in 1983 and has a 14-item version that is used to measure perceived general stress in the past month and measures thoughts and feelings about stressful events, coping control, coping with psychological stress, and experienced stress. This scale also examines risk factors in behavioral disorders and shows the process of stressful relationships. A higher score indicates greater perceived stress. Duran et al. (2006) calculated Cronbach's alpha coefficient for this scale as 0.74. To calculate the criterion validity of this scale, Cohen et al. (1983) calculated its correlation coefficient with semiotic dimensions between 0.52 and 0.76. The construct validity coefficients of this questionnaire were calculated as 0.63 using a simple correlation calculation with a researcher-made criterion question, which is significant at the 0.05 level. The scoring method is as follows: score 5 (for most of the time), score 4 (for most of the time), score 3 (for sometimes), score 2 (for almost never), and score 1 (for never). In this study, descriptive and inferential statistics were used to organize, summarize, and classify raw data and ultimately draw conclusions and inferences from the information. In the descriptive statistics section, frequency, frequency percentage, mean, graphs, and tables were drawn, and all data were expressed as (frequency \pm mean \pm standard deviation). In the inferential statistics section, the Kolmogorov-Smirnov test was used to determine the normality of the data distribution.

Pearson correlation coefficient, linear regression, and multiple regression tests were used to test the research hypotheses. The significance level of the test was ($p < 0.05$). The graphs were also drawn using Excel software. SPSS version 24 software was also used to analyze the research data.

3. Findings

In this study, data related to personal characteristics (gender, level of education, age) of primary school teachers in Gogan city, who were 63 in the academic year 1400-1399, were the basis for the analysis of this study. The findings from the frequency distribution in the present study show that 17 (27%) of the teachers were male and 46 (73%) of the teachers were female. 3 (4.8%) of the teachers had a diploma, 7 (11.1%) had a post-diploma degree, 33 (52.4%) had a bachelor's degree, and 20 (31.7%) had a master's degree or higher. Regarding the distribution of the age of the teachers, it was observed that the average age of the teachers studied was 36.9 years with a standard deviation of 10.59 and a skewness coefficient of 0.69; The youngest teacher was 24 years old and the oldest was 65 years old. Also, descriptive findings regarding the distribution of the research variables show that the average perceived stress among teachers was calculated to be 44.79 ± 8.41 , with the minimum perceived stress being 31 and the maximum being 66. The skewness coefficient is $SK = 0.52$, which indicates the positive distribution of the data. Also, the average quality of life among teachers was calculated to be 49.97 ± 12.09 , with the minimum quality of life being 75 and the maximum being 123. The skewness coefficient is $SK = 0.43$, which indicates the positive distribution of the data. The average psychological health among teachers was calculated to be 45.71 ± 7.501 , with the minimum quality of life being 31 and the maximum being 68. The skewness coefficient is $SK = 0.941$, which indicates the positive distribution of the data. (It is worth mentioning that a high score on this scale indicates low psychological health among the respondents).

In the present study, the normality of the variables was examined using the Kolmogorov-Smirnov test. The results of the Kolmogorov-Smirnov test for the normality of the research variables are presented in Table.(1)

Table (1): Kolmogorov-Smirnov test for normality of research variables

Significance level	Test	Number	Variable
0/526	0/811	63	Perceived Stress
0/342	0/938	63	Quality of Life
0/168	1/11	63	Psychological Health

In order to select an appropriate statistical test for analyzing the collected data, it is necessary to evaluate the type of distribution of the variables in terms of their normality. In this case, the Smirnov-Kolmogrov test was used. Finally, according to Table (1), it can be seen that the significance level of the above test for all variables is higher than 0.05. As a result, the parametric tests used for the variables in question in this study are appropriate.

Table (2): Multiple correlation coefficient for predicting perceived stress of elementary teachers

Net determination coefficient	Coefficient of determination	Multiple correlation coefficient	Shape
0/137	0/164	0/405	1

To determine the relationship between perceived stress and quality of life and psychological health of elementary school teachers, multiple regression was used using the Inter method. Finally, according to the information in Table (2), it can be seen that the multiple correlation

coefficient of quality of life and psychological health with perceived stress was equal to 0.405, the coefficient of determination was equal to 0.164, and the net coefficient of determination was equal to 0.137; that is, in total, the quality of life and psychological health of elementary school teachers explain 14 percent of their perceived stress.

Table (3): Analysis of variance for significance test of regression form

P	F	Mean of squares	Degree of freedom	Sum of squares	Shape
		364/129	2	728/258	Regression
0/005	5/902	61/699	60	3701/964	Remainder
			63	4430/222	Total

Also, the explained regression form is linear according to Table (3) according to the analysis of variance test; because the value of the F test to determine the significance of the effect of the influencing variables on the perceived stress of elementary teachers is 5.9, and it can be said that the direction of the relationship between the variables is one-way. ($p < 0.05$).

Table (4): Effect coefficient of influential variables in regression form

Sig.	t	Standardized coefficients	Raw coefficients		Predictor variable
		Beta	Std.Error	B	
0/029	2/240	---	13/51	30/27	Constant value
0/629	-0/485	-0/063	0/096	-0/046	Quality of life
0/005	2/895	0/375	0/146	0/423	Psychological health

In total, according to the information in Table (4) and considering the standardized beta coefficients, it is observed that the constant value (α) is equal to 3.027, quality of life with a beta of -0.046 and psychological health with a beta of 0.423, which have a significant contribution in explaining the perceived stress of elementary teachers. Finally, by eliminating the constant value of alpha (α) by standardizing the value of the explanatory variables, it is observed that psychological health with a beta of = 0.375 had a significant effect in explaining the perceived stress of elementary teachers. However, the quality of life variable with a beta of -0.063 and a significant level obtained did not have a significant role in explaining the perceived stress of elementary teachers ($p < 0.05$).

Table (5): Correlation between perceived stress and quality of life of elementary teachers

Quality of life	Variables
r = 0/361	
p = 0/004	Perceived stress
n = 63	

Based on the Pearson correlation coefficient test, and as seen in Table (5) and Chart (1), the significance level of the test is $p = 0.005$ and below 0.05 and the value of $r = 0.347$. Therefore, the H_0 hypothesis is rejected and the research hypothesis is accepted and there is a significant inverse relationship between the two variables, meaning that by increasing and improving the quality of life of teachers, their perceived stress will decrease. Also, according to the linear

regression diagram, the coefficient of determination is $R = 0.12$, meaning that 12 percent of teachers' perceived stress can be predicted from their quality of life.

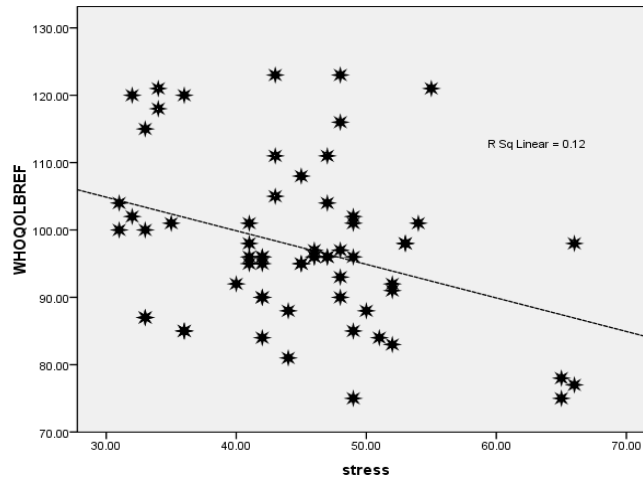


Chart (1): Correlation between perceived stress and quality of life of primary school teachers

Table (6): Correlation between perceived stress and psychological health of primary school teachers

Psychological health	Variables
$r = 0/361$	
$p = 0/004$	Perceived stress
$n = 63$	

Based on the Pearson correlation coefficient test, and as seen in Table (6) and Chart (2), the significance level of the test is $p = 0.004$ and below 0.05 and the value of $r = 0.361$. Therefore, the H_0 hypothesis is rejected and the research hypothesis is accepted and there is a significant direct relationship between the two variables, meaning that despite mental problems and disorders, the level of perceived stress of teachers will also increase significantly. Also, according to the linear regression diagram, the coefficient of determination is $R = 0.132$, meaning that the psychological health of teachers can predict and explain 13 percent of their perceived stress.

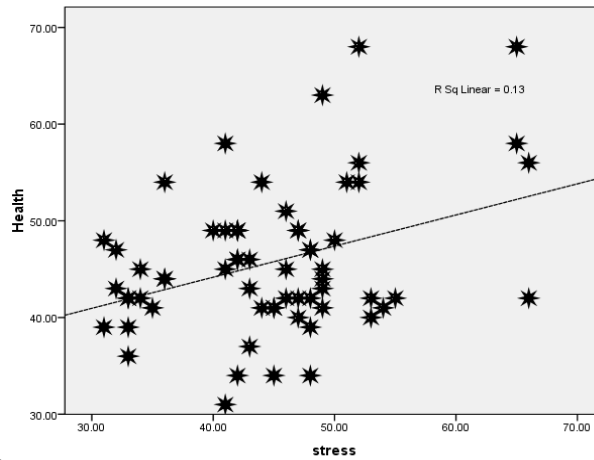


Chart (2): Correlation between perceived stress and psychological health of primary teachers

Table (7): Correlation between quality of life and psychological health of primary teachers

Quality of life	Variables
$r = -0.404$	
$p = 0.001$	Psychological health
$n = 63$	

Based on the Pearson correlation coefficient test, and as seen in Table (7) and Chart (3), the significance level of the test is $p = 0.001$ and below 0.05 and the value of $r = -0.404$. Therefore, the H_0 hypothesis is rejected and the research hypothesis is accepted, and there is a significant inverse relationship between the two variables (it is worth mentioning that a high score on the psychological health scale indicates low psychological health among the respondents). That is, as the level of teachers' quality of life increases, the level of teachers' psychological health will increase. Also, according to the linear regression diagram, the coefficient of determination is $R = 0.163$, which means that 16 per cent of teachers' psychological health can be predicted from their quality of life

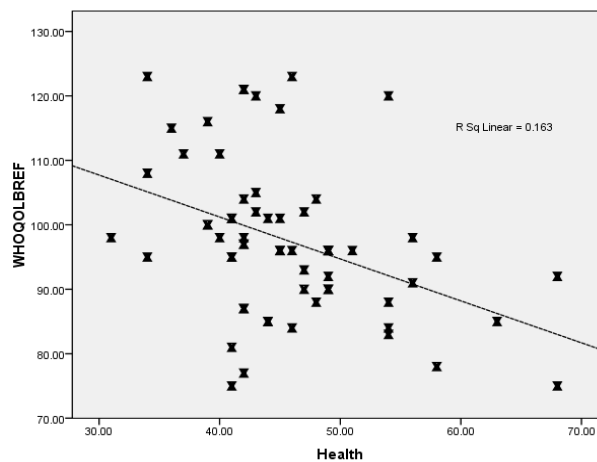


Chart (3): Correlation between quality of life and psychological health of elementary teachers

4. Conclusion

The present study was conducted to investigate the relationship between perceived stress quality of

life and psychological health of primary school teachers in Gogan County.

The results of the main hypothesis showed that there is a relationship between perceived stress and quality of life and psychological health of primary school teachers in Gogan County. This hypothesis was confirmed after the data analysis process. Therefore, the findings of this study are more consistent with the findings of researchers such as (Shafii et al., 2019), (Ebrahimipour, 2019), (Shokoofard et al., 2018), and Klassen and Chi (2019). In explaining the above findings, it can be said that the quality of life of teachers and their well-being can lead to the psychological health of teachers. Recent findings based on field studies suggest that quality of life plays a fundamental and undeniable role in health and all its dimensions. Also, stress, which is a psychological and physiological response that disrupts personal balance for various reasons, is caused by internal factors such as biological and psychological perceptions, intelligence, verbal ability, personality type, negative attitudes and feelings, and unrealistic expectations. Its prevalence in teachers can overshadow all educational activities, and education, which is in contact with the members of society, cannot achieve its great mission, which is to educate healthy and righteous people. Also, in explaining the findings, it should be stated that elementary teachers, because they deal with children, are usually exposed to stressful and stressful events in their jobs, which affect their happiness, joy, mental health, psychological well-being, and ultimately job satisfaction and quality of life. Especially female teachers experience extensive stress and distress due to working at home, caring for children, and other concerns in their lives; therefore, high perceived stress will cause behavioral, emotional, and psychological turmoil in teachers, who ultimately feel a lower quality of life. The results of the first sub-hypothesis showed that there is a relationship between perceived stress and the health and quality of life of elementary teachers in Gogan County. This hypothesis was also confirmed after the data analysis process. The results of the findings are consistent with most of the findings due to the use of standard tools for data collection and a strong theoretical framework. Including (Mohammadi et al., 135), (Nabavi et al., 2017), (Darvish Baqal et al., 2019), and Dodangeh (Dodangeh, 2017). What can be inferred from the testing and analysis of this hypothesis is that, given the significant inverse relationship between perceived stress and the quality of life of teachers, that is, by improving and promoting the standard of living of teachers, their stress is reduced. It is necessary for officials in the field of education to use their maximum ability and for psychologists in the field of education to make efforts in organizing and planning. On the other hand, perceived stress among female students and elementary teachers, in the form of general satisfaction, relationship with the teacher, negative emotions, progress, adventure, social cohesion, and quality of life, and perceived stress among male students and elementary teachers, in the form of emotions, relationship with the teacher, and social cohesion, has a direct relationship with the quality of life of teachers. Also, according to the findings, considering that the living conditions of teachers are not very satisfactory and they are more vulnerable to life pressures and stresses and are exposed to more factors in stressful situations, it is expected that, according to the findings of the present study, the necessary training to increase distress tolerance will act as an effective mechanism on tolerance and stress and be considered a suitable way to improve the quality of life of teachers and can be considered as a way to prevent psychosomatic diseases and social problems of teachers. The results of the second sub-hypothesis showed that there is a relationship between perceived stress and the psychological health of elementary teachers in Gogan County. This hypothesis was also confirmed after the data analysis process. The findings of this study, given that the standard tool used is consistent with most of the findings of researchers, including (Nabavi et al., 2017), Azizi and Nezami (2017), and (Arif and Elias, 2018). This finding can be explained as follows: Considering the role and high position of the teacher in the education of students, as mentioned in the Fundamental Transformation of Education document as a trustworthy and insightful guide and myth in the education and training process, his mental and personality health is undoubtedly one of the main and effective components in the education and training of students, and mental health and being away from mental disorders and stress triggers play a significant role in the mental health of students. According to Hesserberg's theory, the workforce (here Moeman) has two categories of needs, including psychological needs and motivational needs;

Satisfying psychological needs leads to personal growth and perfection and increases the individual's ability to work in order to respond creatively and committedly to the work environment and the stresses arising from it. Therefore, it is concluded that the existence of psychological problems and disorders has a direct impact on the performance of teachers in the field of education and training and severely reduces the performance of teachers in the classroom. Also, in order to prevent mental disorders among teachers during teacher training, life skills should be provided to them by skilled counselors and psychologists in the form of cultural programs. The results of the third sub-hypothesis showed that there is a relationship between the quality of life and the psychological health of elementary teachers in Gogan County. This hypothesis is also

After the data analysis process, it was confirmed. Studies by the World Health Organization and the International Labor Organization have increased the level of awareness of mental health problems in workplaces as a public health issue. This study is consistent with other studies by researchers including (Suzani, 2018), (Lee, 2018), and (Sousieh, 2016). The findings can be explained as follows: the two variables of quality of life and psychological health play a significant role in explaining general and mental health. Among them, the factors of job efficiency, physical attractiveness, personal and social skills play an important role in explaining changes in quality of life. It is obvious that compromising any of the indicators of psychological health disrupts and poses problems to the quality of life of teachers. Over time, this leads to personal failure (feelings of inefficiency and lack of progress), emotional exhaustion, and depersonalization (feelings of suspicion, pessimism, and bitterness toward work and the organization's managers) for teachers, which are symptoms that indicate the emergence of psychological problems in teachers.

According to the results of the main hypothesis, if teachers' psychological health is improved, their perceived stress will decrease. Therefore, it is suggested that education officials and trustees should plan to improve teachers' psychological health and provide training courses for teachers to teach them how to deal with stress and improve their quality of life. According to the results of the first hypothesis, teachers' quality of life has a significant inverse relationship with their perceived stress. It is suggested that all the measures taken by planners and officials should be aimed at improving the quality of life of teachers in order to reduce their perceived stress and to pay attention to the physical environment of teachers and the necessary measures to make the work environment cheerful within the capacity and facilities of the organization. Considering the results of the second hypothesis that despite mental problems and disorders, the level of perceived stress of teachers increases, it is therefore suggested that experienced psychologists be used in the process of training teachers and holding courses to increase the psychological and behavioural skills of teachers and consultants and psychologists with related specialities in the organization to resolve possible problems of teachers. Considering the results of the third hypothesis, by improving the level of teachers' quality of life, the level of teachers' psychological health is increased. It is suggested that teachers' income and their quality of life be improved so that we can witness the further prosperity of this hardworking and educated class in society. Attention should be paid to the material needs of teachers, such as monthly salaries, facilities and welfare facilities, and attention should be paid to the non-material needs of teachers, such as encouraging employees when they succeed.

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