



The Role of Social Intelligence in Explaining the Mental Health of Physical Education Teachers

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ABSTRACT

Objective: The purpose of this study was investigating the role of social intelligence on explaining the mental health of physical education teachers. Methodology: The statistical population of the study included all physical education teachers in Gorgan (N = 78), all of whom were selected as the statistical sample (total number). Two standard questionnaires of Crowne Social Intelligence Inventory (2007) and Goldberg Mental Health Questionnaire (1972) were used to collect data. To attain face and content validity, the questionnaires were submitted to five faculty members and, given that they were standard, we did not receive any controversial idea. Also, to determine the reliability of the questionnaires, the Cronbach's alpha test was used. The reliability of the social intelligence questionnaire was ($\alpha = 0.83$) and the mental health questionnaire was ($\alpha = 0.85$). Finally, the collected data were analyzed in two sections. In the first section, descriptive statistics (mean standard deviation and frequency of data) and in the second part, inferential statistics (Kolmogorov-Smirnov test, correlation test, regression test, and independent-sample t-test) were conducted using SPSS-22 software. Results: Findings showed that there was a significant correlation between social intelligence and all its components with teachers' mental health ($r = 0.31$), as well as social intelligence and its components predicted 11% of mental health changes ($R^2 = 0.15$). Conclusion: According to the results and considering the importance of the role of social intelligence and mental health of teachers in their education quality and their performance, paying attention to these variables and trying to improve them can be an effective step in guiding teachers in the appropriate educational path and improving the quality of their performance.

Keywords: Mental health, Social intelligence, Physical education teachers, School Sport.

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INTRODUCTION

The use of animals by human beings for various purposes Society perception depends on the types of activities taking place in schools. Teachers and students are effective factors in this regard. Nevertheless, teachers play an important and influential role in training students, shaping their personality, educating them, promoting effective methods of teaching and learning as well as realizing educational goals. Successful teachers are the ones who are guiding students' efforts in realizing their goals and considering the culture and social structure of educational organizations, as well as are aware of all the important factors, scientific principles and educational methods (Nazem et al.,2000).

Hence, one of the most important reasons for the success of teachers in this area is their social intelligence as studies have shown that in the future, teachers who can communicate effectively with others will be more successful. On the other hand, people do not act similarly in the same social situations. These individual differences are called social intelligence in psychology. Contradictions in the definition of social

intelligence have made methods of studying the structure differ significantly. Some scholars tend to take a personality approach to the study of social intelligence while others favor the psychometric viewpoint. Psychometricians posit social intelligence as a general intelligence that is used in social situations or the ability to understand and manage individuals. The personality view is based on the assumption that social behavior is rooted in intelligence, and differences in individuals' social behavior are caused by their differences in knowledge (Beheshtifar et al.,2012).

Therefore, the merit of social intelligence is the ability to recognize, understand and use social information around others with the aim of superior leadership or higher and more efficient performance (Hooda et al.,2009). Ford & Tisak (1983) defined social intelligence in terms of its behavioral outcomes. They define social intelligence as the ability of a person to achieve their goals in specific social situations (Ford et al.,1983). In this regard, Dong et al. (2009) divides social intelligence into two broad categories of social awareness and social possibilities; he sees social awareness as what we feel about others and social possibilities as what we do after this awareness (Dong et al.,2008). Norton (2010) defined social

intelligence as the ability to choose the appropriate and flexible response to individual behavior (Norton et al.,2010).Therefore, social intelligence is the ability of individuals to communicate with others, their perception and effective interaction with them, including recognition of others' feelings, listening to them, paying attention to their emotional state, and helping them to manage their emotions (Beheshtifar et al.,2012).

On the other hand, Silvera et al. (2001) consider the elements of social intelligence to be: Social Information Processing as the ability to understand and anticipate the behaviors and feelings of others, social skills including the behavioral aspects of making social intelligence by measuring the ability to enter new social situations, as well as the ability of social adaptation, and social awareness meaning unexpected situations of events in social contexts. Silvera believes that social intelligence has a multi-faceted structure(Silvera et al.,2001).

Social intelligence is considered as an important asset in society or organization, and this is because it can help promote the level of the community and the organization mental health. Structural social intelligence is a structure used to assess the power of leadership which focuses more on inter-individual relationships. People with social intelligence can better interact with colleagues and use their social power. Strengthening social skills and, as a result, increasing performance are the effects of social intelligence (Dippenaar et al.,2017).

Another important attribute which can help people, and in particular teachers, to understand their students' abilities and talents, is mental health. Mental health is one of the important components of public health defined as the ability to balance life and resist the problems. The concept of mental health includes the inner sense of being good and self-efficacy, self-reliance, competitive ability, intergenerational interdependence, and self-actualization of potential intellectual and emotional potentials, and so on. Of course, taking into account intercultural differences, it is impossible to provide a comprehensive definition of the mental health. However, there is a consensus that mental health is something beyond the absence of mental disorders, and what is certain is that maintaining mental health is also important as maintaining the physical health (Gray et al.,2017).

Therefore, one of the pillars of health assessment of different communities is the mental health of that community. Undoubtedly, mental health plays an important role in ensuring the dynamism and efficiency of each community.

Since teachers are among the most prestigious and chosen groups of society, their mental health is of particular importance in learning, education and scientific knowledge (Saki et al.,2002). Teachers' mental health is a basic necessity of life, which have a direct impact on society's development and growth and which is a prerequisite for the optimum utilization of efficient and educated forces . On the other hand, having mental problems leads to disturbances in the education process, decreasing motivation, anxiety, fear and concerns, leading teachers to devote a significant amount of their mental skills to such problems. Consequently, they certainly will not have enough strength and interest to engage in curriculum and education (Ross et al.,1999). In the same way, Goldberg and Hillier (1979) considered four basic causes of physical dysfunction, anxiety and insomnia, social dysfunction and depression, and believed that those who do not have these four disorders or are mildly affected by these factors enjoy from a well mental health (Goldberg et al.,1979). Therefore, teachers can better educate when they have the appropriate physical

and mental fitness. In this regard, paying attention to the psychological state of teachers makes the implementation of educational programs more desirable and easier.

Azad (2015) examined the role of social intelligence in teacher burnout and showed that the average social intelligence among teachers was high and among its components, social information processing has the highest average. It also showed that there was a negative correlation between social intelligence and its components with the burnout of teachers (Azad,2015). Bartwal (2014) also examined the relationship between mental health and social intelligence of students. The results that there was no significant difference in mental health of urban and rural students, as well as there was a positive and significant relationship between mental health and their social intelligence (Bartwal ,2014).

Also, by examining the relationship between social intelligence and leadership style of high school executives, Balaghat and Azizpour (2014) found that the average social intelligence of managers was moderate, and among its components, social information processing has been in a good condition (Balaghat et al.,2014). In this regard, Prathima & Kulsum (2013) investigated the relationship between social intelligence and mental health of high school teachers. They concluded that there was a significant relationship between mental health and social intelligence of teachers, and there was a significant difference between mental health of male and female teachers. Also, the higher the level of social intelligence of teachers, the higher their mental health will be (Prathima et al.,2013). Hassan Gorgani et al. (2012) also found that there was a significant relationship between emotional intelligence, mental health and academic achievement of nursing students. In a research entitled social Intelligence as a positive predictor of mental health (Hasan et al.,2012). Hooda et al. (2009) found that there was a positive relationship between these two variables and also social intelligence can well predict mental health changes (Hooda et al.,2009). Beheshti Far and Rouassayi (2012) has also investigated the impact of social leadership in organizational leadership and found that social intelligence can play a role in facilitating the effectiveness and success of the leadership of the organization (Beheshtifar et al.,2012). Also, Asadi (2016) found that there was a significant relationship between social intelligence and mental health of managers Asadi ,2016). Considering that having social intelligence and mental health at a desirable level can help improve the quality of teaching and practice of teachers, as one of the main goals of education especially for physical education teachers, attention to these two factors is essential for teachers. However, since no research has investigated the relationship between these two variables in the field of sports and physical education teachers, many questions in this field remain unanswered. Therefore, in this research, the researcher attempted to determine the relationship between social intelligence and mental health of Physical Education Teachers of Gorgan to take an effective step in this field and help physical education teachers with effective suggestions.

RESEARCH METHODOLOGY

It was an applied descriptive-correlational study. The statistical population of the study included all physical education teachers in Gorgan (N = 78), all of whom were selected as the statistical sample (total number). In order to collect information, two standard questionnaires were used. Crowne Social Inventory Questionnaire (2007), which included

15 5-likert items and three components of social information processing (items 1 to 5), social skills (items 6 to 10), and social awareness (items 11 to 15) and the Goldberg Mental Health Questionnaire (1972), which comprised 28 5-likert items and four components of symptoms of physical dysfunction (items 1 to 7), anxiety and insomnia symptoms (items 8 to 14), Social functional dysfunction (Items 15 to 21) and depression Symptoms (Items 22-28). In order to confirm the face and content validity, the questionnaires were given to five faculty members and, due to their standardization, there was no controversy. To determine the reliability of the questionnaires, the Cronbach's alpha test was used. The reliability of the social Intelligence and mental Health Inventories were 0.83 and 0.85 respectively.

Finally, the collected data were analyzed in two sections. In the first section descriptive statistics (mean, standard deviation and frequency of data) and in the second part, inferential statistics (Kolmogorov-Smirnov test, correlation test, regression test, and One-sample t-test) were provided using SPSS-22 software.

Results

Initially, demographic data analysis of the research samples showed that the highest frequency was for: the age group of 20 to 30 years (46.6) and the lowest frequency was for the age group of 50 years and older (1.3); male group had (45.6) and women group had (53.2); the married people had (78.5%) and the single group had (20.3%); regarding the working experience, the group of 5 to 10 years had the highest frequency (29.1%) and the group 15-20 years (10/10) had the lowest frequency; the BA group (68.4) had the highest frequency and higher Dipoma (10.1) had the lowest frequency, and finally, according to the employment status, the employed group (65.8) had the highest frequency and the contracted group (1/10) had the lowest frequency.

In the next section, the descriptive analysis of the research variables showed that the social intelligence had a mean of 2.26 and among its components, the social awareness component with an average of 2.46 had the highest mean, and also the mental health variable had a mean 2.66 and among its components, the component of depression with an average of 3.22 had the highest mean. Further, the normal distribution of research data was tested by Kolmogorov-Smirnov test. Results showed that all components of social intelligence and mental health had normal distribution (P> 0.05).

Using Pearson correlation test, the relationship between social intelligence and its components with mental health was investigated. Results showed that there was a significant relationship between social intelligence and social skills and social awareness with mental health (P <0.05). But, there was not a significant relationship between social information processing and mental health of teachers (P> 0.05). Thus, with increasing social intelligence, the mental health status of individuals will also improve (Table 1).

Table 1. Test of correlation between social intelligence and its components with mental health

Number	Variable	correlation	Significant
1	social intelligence and mental health	0.31	0.005
2	social information processing and mental health	0.09	0.170
3	social skill and mental health	0.23	0.041
4	social awareness and mental health	0.36	0.001

In the following, using regression test, mental health variable prediction was investigated by social intelligence and its components. As shown in Table 2, based on the Watson-Durbin index of 1.87, the coefficient of prediction between the social intelligence score on the mental health of teachers was equal to 0.115. So, we can say that 11% of mental health changes are related to social intelligence and its components.

Table 2. Regression patterns and indicators of the fitting of social intelligence and mental health

R	R ²	Adjusted R ²	Standard Error of the estimate	Significant	Durbin Watson
0.339	0.115	0.079	0.434	0.001	1.87

In the following, as shown in Table 3, the Fisher test statistic is 196/3 and the error level was 0.028, so the effect of the social intelligence on mental health is confirmed.

Table 3. Regression variance analysis on the effect of social intelligence on mental health

Model	Sum of Squares	Df	Mean Square	f	Significant
Regression	1.807	3	0.602	3.196	0.028
Residual	13.946	74	0.188		
Total	15.753	77			

To evaluate the role and significance of research variables in the population, the results of independent sample T-test are shown in Table 4. The results showed that the mean score of all components of social intelligence indicated a relative adverse status, so that their average score was less than 3 (Table 4)

Table 4. independent-sample T-test for determining the role of the component of social intelligence on the sample group with the cut-off score of 3

Variable	Mean Difference	T	Significant
social information processing	-0.85	-14.273	0.001
social skill	-0.83	-12.303	0.001
social awareness	-0.53	-8.094	0.001

Also, the results of Table 5 showed that the average score of all components of mental health indicated an undesirable condition.

Table 5. Independent sample T-test for comparison of mental health component score in sample group with cut-off score of 3

Variable	Mean Difference	t	Significant
Symptoms Of Physical Dysfunction	-0.36	-4.861	0.001
Anxiety And Insomnia Symptoms	-0.32	-4.518	0.001
Social Functional Dysfunction	-0.86	14.234	0.001
Depression Symptoms	-0.22	2.080	0.041

DISCUSSION AND CONCLUSION

The researchers emphasized the organization of mental health services in schools as a fundamental strategy for improving the health of students and ultimately the health of the community as a whole (Kaveh et al.,2003). In this regard, teachers can play the most important role in improving the health of students in schools, because they are the most important factor in the education process. Teachers will be able to play such a role if they have the necessary capabilities and they are a suitable model for the students (Fathi et al.,2013). Among these competencies, teachers' mental health is very important and other responsibilities are influenced by it (Bayani et al.,2008). Therefore, the identification of factors related to mental health of teachers is necessary to provide the necessary strategies for planners and executive directors. The application of these strategies can affect the health of physical education teachers and ultimately affect the health of the community and students. Among the variables that can help improve the teachers' mental health is social intelligence. Therefore, in this study, the effect of social intelligence and its components on the mental health of physical education teachers was investigated. According to the results, it was found that there was a significant relationship between social intelligence and mental health of physical education teachers in Gorgan ($r = 0.31$), as well as social intelligence and its components predicted 11% of mental health changes of teachers ($11 / Or2 =$), which is consistent with the results of Prathima & Kulsum (2013), Bartwell (2014) and Assadi (2016). Prathima & Kulsum (2013) examined the effect of different levels of social intelligence on teachers' mental health, and also found a significant relationship between social intelligence and mental health of teachers. They also showed a significant difference between

mental health of male and female teachers. Therefore, it can be said that teachers who have higher social intelligence have a better mental health status and thus have more favorable performance in teaching, training and educational issues. Considering the significance of this variable, to measure the effect of different levels of mental health, there are prerequisites such as the working environment, working conditions, and other psychological factors in the work environment. Therefore, the study of these factors can play a significant role in the prediction of social intelligence, which is consistent with the results of previous research. Finally, the results (Tables 4 and 5) indicated that none of the research components are in desirable conditions, which is consistent with the results of the research by Bartwell (2014) and Asadi (2016).

Also, according to the results of the study, it was found that there was a significant relationship between the social skills component and the mental health of physical education teachers in Gorgan ($r = 0.23$), which was also found by Prathima & Kulsum (2013), Bartwell (2014) And Asadi (2016). Asadi (2016) found that there was a positive and significant relationship between the social skills and mental health of managers, while social skills predicted 32% of managers' mental health changes. According to this finding, it can be said that since many of the teachers in this city are non-native, and most of them are from a big city like Mashhad, they have been able to adapt themselves to new social situations. This could lead to better communication between these individuals and their students and other colleagues, thereby improving the quality of their performance and training.

The findings also showed that there was a significant relationship between the social awareness and mental health of physical education teachers in Gorgan ($r = 0.36$), which is in line with the results of Prathima & Kulsum (2013), Bartwell (2014), and Asadi (2016). Asadi (2016) found that there is a positive and significant relationship between social awareness and mental health of the managers, and social awareness also predicted 41% of the changes in mental health of the managers. In this regard, it can be said that teachers who have a satisfactory social awareness have an empathic skill that can lead to emotional communication between them and their students and, therefore, their ability to make decisions in different situations will improve.

Also, the results showed that there was no significant relationship between the social information processing component and the mental health of physical education teachers in Gorgan ($r = 0.09$), which is not consistent with the results of Prathima & Kulsum (2013), Bartwell (2014) and Asadi (2016). Bartwell (2016) studied the mental health of high school students and its relation with social intelligence. He found that there was a significant relationship between social information processing of students and their mental health, and also, there was no significant gender differences. In this regard, it can be said that the absence of a meaningful relationship between these two variables does not mean that the subjects do not have the ability to understand and predict the behaviors and feelings of their students, but the reason may be different cultural and religious characteristics of the residents of the Gorgan and the fact that many of the teachers studied are from other cities in the province. According to the results and considering the importance of the role of social intelligence and mental health of teachers in their education quality and their performance, paying attention to these variables and trying to improve them can be an effective step

in guiding teachers in the appropriate educational path and improving the quality of their performance.

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