The role of social capital in job burnout rate among physical education teachers of Mashhad

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Abstract: The aim of the present research was to investigate the role of social capital in job burnout rate among physical education teachers. The population of the research consisted of all the physical education teachers in the three main educational levels in Mashhad (N = 1200) among whom, using Morgan Table, 291 people were selected through cluster random sampling. For data collection, personal profile questionnaire, Maslach job burnout questionnaire (2001) and Khodadad Kashi’s (2010) social capital questionnaire were used. The validity of these instruments was confirmed by previous studies, and their reliability was assessed by Cronbach Alpha Coefficient (0.81 and 0.85, respectively). Descriptive (mean, standard deviation, etc.) and inferential (Kolmogorov-Smirnov, Pearson’s correlation and multiple linear regression) analyses were undergone to analyse the data (P ≤ 0.05). Spearman’s correlation coefficient demonstrated that there was a negative significant relationship between social capital and teachers’ demographic features only for experience (P ≤ 0.001, r = –0.451); Pearson’s correlation coefficient also demonstrated that organisational participation and organisational trust are more eligible predictors in decreasing of job burnout rate among physical education teachers in Mashhad (β = –0.412, t = –3.843). Enhancing social capital, particularly the organisational participation of the physical education teachers, is an effective way in shrinking job burnout among physical education teachers.

Keywords: job burnout; organisational participation; physical education teachers; social capital; trust.
1 Introduction

In our contemporary competitive world, development of knowledge and maintaining social welfare are deeply in connection with the proper application of potential capacities and human resources in that country. Accordingly, the employment of eligible, motivated, and healthy human resource is actually a function of development and progress in scientific, social, and economic fields in every society. Recent studies reveal that one of the challenges of managers in organisations and big companies and educational institutes is job burnout, consequently reduction or individual and organisational productivity (Strömgren et al., 2016). Sadeghi Boroujerdi (2003) has defined burnout as depletion of one’s features due to the whether mental or physical exhaustion and also stated that this is due to the great attempt to achieve some unreasonable expectations imposed by that individual or society (Sadeghi Boroujerdi, 2003). Taking into consideration job burnout, Keshtkaran (1996) claims: ‘burning out is actually an indispensable fact of life which should be controlled in the correct way’; Keshtkaran also suggests that four elements are of high significance namely, the way of recognition, prevention, mediation and solutions in the process of reducing burnout (Keshtkaran, 1996). The commonest concept compromised by experts regarding job burnout was developed by Maslash et al. (2001) which considers this phenomenon consisting of three interrelated dimensions: The first is emotional exhaustion which is regarded as the main core of burnout, and employees suffer from this during the time when they feel somehow frustrated, exhausted and demotivated to be present in their workplace. The second dimension is self-accomplishment (individual’s performance decrease) which refers to those employees who consider themselves as a failure and unqualified to do their duties. The third is depersonalisation (depletion from individual features) or burnout attitude. This dimension only includes the employees whose job requires for them to be in touch with other people (such as customers, patients and
Social capital in job burnout rate among physical education teachers of Mashhad

pupils). When employees are frustrated, they tend to have a pessimistic view and do not think well of others and always expect the worst to happen and even disgust them (Maslash et al., 2001). The symptoms of burnout include a feeling of losing control, lack of interest, not having a good feeling the job, not valuing anything, ineligibility, failure, invalidating works, ineffectiveness, bad temper and ignoring greeting (Maslash and Jackson, 1981). Studies indicate that burnout is in close relationship with various factors such as self-esteem and mental health (Beshlideh and Sheikh Shabani, 2011), mental toughness and resiliency (Narimani and Abbasi, 2009), work-life quality (Pardakhchti et al., 2009), social supports (Payami Bousari, 2000) and organisational atmosphere (Ramezani Nezhad et al., 2009). All organisations are to some extent exposed to job burnout and subsequently motivation decreases and low level of productivity on the side of their human resource, particularly in educational sections, due to some personal and cross-organisational issues. Taking into consideration the fact that most of the burden of education takes place in schools; therefore, they pale significant role as a united social system and also have a vital position. Schools can do their serious duties properly only if, besides having sufficient facilities and equipment, proficient human resource be available. Bearing in mind the significance of proficient and specialised human resource as the most invaluable property in any country and organisation, a lot of measures must be taken in so as to maintain the spiritual and mental health of teachers and to increase vitality and happiness. A lot of pressure is put on the shoulder of the service provider in some carries such as teaching where people are closely interrelated with service receivers, which consequently leads to job burnout. In the field of attachment needs and continuity, a study revealed that intimate attitude of teachers and supportive behaviour of headmasters have a reverse relationship with job burnout of P.E teachers (Ramezani Nezhad et al., 2009). Moreover, the impact of social supports on job burnout of employees has been emphasised in another study (Payami Bousari, 2000).

Tsigillis et al. (2006) conducted a study under the title of: “job satisfaction and job burnout among elementary teacher in Germany” in which they draw an analogy between the employees of government and non-government sections. The results indicated that teachers in elementary school experience a moderate level of job burnout in their career, whereas their counterparts in government schools were more satisfied with their job and their direct supervisor. The satisfaction increase of the job and the direct supervisor was accompanied by a decrease of emotional fatigue of teachers in private sectors. But one of the variables which may affect job burnout is social capital (Tsigillis et al., 2006). Over the last decade, Saki (2011) has included the concept of social welfare in a planning process where a policy of populism is signified, which itself is considered as an evolution in the process of developing social welfare and is ethically capable of building social correlation which can be culturally and economically effective through moral commitment and also reduced costs and make policies along public participation to promote social welfare (Saki, 2011). Honari (2011) believes that social capital refers to the relations and bonds among members of a system as an invaluable source which through creating norms and mutual trust leads to the accomplishment of goals in the absence of which other capitals are made to be neutral and making progress, and cultural and economic evolution seems to be laborious and inexplicable (Honari, 2011).

Lin (2008) believes that social capital consists of three elements such as sources concealed in social structure, availability of such resources for people, and the
consumption or compilation of social resources in targeted actions. Lin considers concealed resources and network locations as the two conceptual elements of social capital and categorises investments of people in the process of communication and social networks in relation to instrumental and declarative action (Lin, 2008). Iman et al. (2008) state that the more people have bigger social capital throughout social structures, the better health they would have (Iman et al., 2008).

Khodadad Kashi (2010) defined social capital in the framework of 4 major elements namely, organisational trust, organisational citizenship, mutual trust and relations, and non-official organisational participation. In Khodadad’s study, it is also claimed that social capital of women is less than those of men in youth and sports administration. Furthermore, social capital is higher for those with management experience compared with people with experience in this field, and the social capital rate was significantly lower than moderate in the already mentioned administration and all the factors, except organisational citizenship behaviour, were lower than moderate level (Khodadad Kashi, 2010). Darcy et al. (2014) affirmed that social capital is of high significance for activities of sports organisations. Moreover, it is social capital that leads to the development of individual skills, which itself results in human resource promotion, for both individual and group level (Darcy et al., 2014). Honari (2011), Asadi and Moradi (2013) and Abdolmaleki et al. (2013) also alluded to the significance social capital in their studies (Honari, 2011; Asadi and Moradi, 2013; Abdolmaleki et al., 2013; Khezrpour et al., 2014). Applying social capital and attachment theory, managed to investigate sharing information in social networks. Chung et al. (2016) investigated the impact of trust and individuals’ participation on mental and physical health in 10 European countries and came to the conclusion that trust only provokes building mental health in the two countries: Sweden and Germany, whereas the index of social participation proved to have significant impact on building mental health in the all under-investigated countries (Groezen et al., 2009). In their study, Sirven and Debrand probed social capital and health amongst elderly people in which the relationship between health and social capital was signified. (Sirven and Debrand, 2011). Lahsaei Zadeh et al. (2007) exhibited the significant relationship between social capital and mental health among 600 migrants in Kermanshah province, investigating the relationship between social capital and mental health using a 28-statement questionnaire. (Lahsaei Zadeh and Moradi, 2009). Driller et al. (2011) concluded that the reduction of efficacy and social capital are considered to be the most important factors responsible for the increase of emotional draining; this means that social capital has a negative significant relationship with job burnout of employees (Driller et al., 2011). Kowalski et al. (2010), conducted a study on the relationship of social capital and job burnout of nurses in hospitals and reported that those who work overtime are emotionally drained more; it was proved that social capital of nurses in hospitals has a negative significant relationship with emotional draining. Besides, the results revealed that emotional draining does not have any significant relationship with age, gender, work experience and job rotation (Kowalski et al., 2010). Strömgren et al consider social capital in the hospital as a resource which provokes sustainable organisational development, so that social capital increase may improve employees interaction, quality of care and job satisfaction (Strömgren et al., 2016).

Boyas et al. (2012) found that social capital has higher impact among elderly people and this effects even gets more signifies as people start to age which eventually results in
Social capital in job burnout rate among physical education teachers of Mashhad

Job burnout decrease and working pressure; it can be inferred that these people with higher social capital can get along more easily with their work problems (Boyas et al., 2012). Fox and Wilson (2015) believe that developed social capital not only contributes to overcoming stresses and tensions but also promotes efficacy, develops professional performance and their flexibility (Fox and Wilson, 2015).

The system of education is one of the biggest and most expanded schemes in every society and determines the long-term circumstances (Boyas et al., 2012). Saki (2011), sticks to the belief that providing people with proper welfare, social and individual health, group training, and sufficient income proportionate to costs imposed upon the families, as well as a safe atmosphere, can contribute to the promotion of trust and social capital level. Regarding the fact that one of the most efficient processes in any society is education system, hence the way should be paved for the fortification of social capital on part of employees. If the already mentioned system is designed according to the plans, sub-structures, and resources, the guaranteed progress of that society would be at hand, since teachers are considered to be the main pillar of the education system and can bring prosperity to the next generation. Without any doubt, if authorities and those who are in charge are concerned about the issue of health in society, taking into consideration the role of proficient teachers as the guardian of education and training is inevitable. With regard to the prophecy of P.E teachers and the chance for transmitting concepts such as obeying the law, etiquette, improving social interactions, controlling excitement in the framework of sport, the significance of paying attention to teachers is highlighted more than before. If a P.E teacher is burned out, there will be irreparable consequences and compensate for that requires a lot of costs; hence, the deterioration which may be caused by job burnout on part of P.E teachers could be alleviated by investigating their job behaviours, as well as mental and physical condition, for achieving better analysis and further planning, so that P.E teacher will be able to train out future generation based on the prevailing cultural principles and moral codes in the country. Certainly, social capital is considered as the stable development index which can help authorities and elite people to do their duties better than ever. Therefore, the researcher seeks to find the answer to the question of “What is the relationship of social capital and job burnout amongst P.E teacher in Mashhad?” The answer will advert the attention of authorities and planners to the significance of social capital as one of the factors effective in the promotion of job performance on part of P.E teachers.

2 Research methodology

This is a descriptive-correlational study in which data were collected through field study. The statistical population consists of all P. teachers of the ministry of education in Mashhad. According to the data and statistics presented by the department of education of Mashhad in the year 2014–2015, they were counted as 1200 people in all the three grades. Since the statistical sample was 291 people based on Morgan Table and random cluster sampling was applied and the samples were evaluated according to the questionnaire. In the end, 272 questionnaires were used in this study and 3 questionnaires were used for data collection. The demographic characteristic questionnaire consisted of age, gender, work experience, sports experience, and marital status. Moreover,
Maslash et al. (2001)’s 22-question questionnaire was applied for measuring the examinees’ burnout rate whose content and face validity was confirmed in a study by Shabani et al. (2012) and its reliability coefficient was reported equal to 0.82 (Shabani et al., 2012); in this study, the internal consistency was assessed through Cronbach’s alpha ($\alpha = 0.81$) which indicates that its validity is acceptable. Throughout this study, the intensity of job burnout was just investigated while job burnout frequency was not declared in this scope. This questionnaire was designed according to 5-point Likert scale (ranging from very little -1 to very much -5). Khodadad Kashi (2010)’s questionnaire was used for measuring social capital (Khodadad Kashi, 2010). This tool has been regulated in the framework of for dimensions namely, interpersonal trust, organisational trust, organisational citizenship, and organisational participation. This questionnaire consists of 41 questions in which 5-point Likert scale has been applied, ranging from very little to very much, for each item. In the case of the social capital questionnaire (Khodadad Kashi, 2010), its internal consistency was established through Cronbach’s alpha 0.85 which allude to the acceptable validity of the measurement tool. Extant studies have also confirmed its validity; Khodadad Kashi (2010) reported the internal consistency of this questionnaire 0.91. In the description of the present research methodology, district 1, 2 and 6 were selected randomly as the main research clusters after making coordination and getting a license from the department of education of Khorasan Razavi province.

Descriptive statistics was applied for analysing the data to summarise, organise, and classify the raw scores and describe the data including frequency, mean, percentages, standard deviation, etc., and in the second section, Kolmogorov-Smirnov test (K-S) was used to determine the normality of data distribution in inferential statistics and, based on this, Pearson’s correlation test was practiced for investigating the relationship between the research variables and demographic features. Accordingly, Spearman’s correlation test was utilised to predict the impact of independent variables on the criterion variable through entering method. The significance level of 0.05 was used in all the tests.

3 Results and research findings

The obtained results in the section of demographic feature revealed that of the total 272 examinees of this study, 56.61% (154 people) were male and 43.39% (118 people) female. 65.44% of the sample were married (178 people) and 34.56% (94 people) single. Of other descriptive results was that, amongst the 272 people regarded as the sample population, 62.7% (186 people) had B.A degree which dominated the group and 1.2% (4 people) Ph.D. which was the lowest percentage. Besides, the age average of P.E teachers in this study was 39.01 who had the average work experience of 15.27 and sports experience of 14.35.

Kolmogorov-Smirnov (K-S) test was applied to investigate how data were distributed. Based on the obtained significance level, Table 1 confirms the normal data distribution hypothesis. For this reason, parametric statistics were used for data analysis.
Table 1  Kolmogorov-Smirnov results for investigating the distribution of social capital and job burnout variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indices</th>
<th>Examinees number(N)</th>
<th>Mean</th>
<th>Kolmogorov-Smirnov</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job burnout</td>
<td>Emotional draining</td>
<td>272</td>
<td>2.21</td>
<td>3.25</td>
<td>0.429</td>
</tr>
<tr>
<td></td>
<td>Productivity decrease</td>
<td></td>
<td>2.68</td>
<td>2.38</td>
<td>0.072</td>
</tr>
<tr>
<td></td>
<td>Depletion of individual features</td>
<td></td>
<td>1.97</td>
<td>2.57</td>
<td>0.128</td>
</tr>
<tr>
<td>Social capital</td>
<td>Interpersonal trust</td>
<td>3.87</td>
<td>1.41</td>
<td>0.211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organisational trust</td>
<td>4.16</td>
<td>2.54</td>
<td>0.065</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organisational citizenship</td>
<td>3.69</td>
<td>1.37</td>
<td>0.378</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organisational participation</td>
<td>3.71</td>
<td>1.76</td>
<td>0.094</td>
<td></td>
</tr>
</tbody>
</table>

\( P \geq 0.05 \).

According to Table 2, the results of Spearman correlation test revealed that there is a positive significant relationship between social capital and the demographic feature of sports experience of P.E teachers in Mashhad \( (P \leq 0.001) \).

Table 2  The results of the Spearman correlation test for investigating the relationship between social capital and job burnout and demographic features of P.E teachers

<table>
<thead>
<tr>
<th>Demographic features</th>
<th>Variable</th>
<th>Number</th>
<th>Spearman correlation coefficient</th>
<th>Significance level (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Social capital</td>
<td>272</td>
<td>0.226**</td>
<td>0.073</td>
</tr>
<tr>
<td>Work experience</td>
<td>Social capital</td>
<td></td>
<td>0.220**</td>
<td>0.134</td>
</tr>
<tr>
<td>Sport experience</td>
<td>Social capital</td>
<td></td>
<td>0.138*</td>
<td>0.001</td>
</tr>
<tr>
<td>Age</td>
<td>Job burnout</td>
<td>272</td>
<td>0.144**</td>
<td>0.001</td>
</tr>
<tr>
<td>Work experience</td>
<td>Job burnout</td>
<td></td>
<td>0.225**</td>
<td>0.351</td>
</tr>
<tr>
<td>Sport experience</td>
<td>Job burnout</td>
<td></td>
<td>-0.197**</td>
<td>0.001</td>
</tr>
</tbody>
</table>

** Significant at level of 0.05 is meaningful

Of other results of this study was that there is a significant relationship between job burnout and demographic features of P.E teachers in Mashhad such as age and sports experience \( (P \leq 0.001) \), whereas no significant relationship was found with work experience \( (P \leq 0.001) \).

The results of Pearson’s correlation test, given in Table 3, indicated that there is a negative significant relationship between burnout variable and all the dimensions of social capital \( (P \leq 0.001) \). Assuredly, the results presented in Table 3 revealed that there is a negative significant relationship between social capital and job burnout of P.E teachers in Mashhad \( (r = -0.451, P \leq 0.001) \) and job burnout rate decreases as a social capital increase.
Table 3  The results of Pearson’s correlation test associated with the relationship between social capital and job burnout amongst P.E teachers

<table>
<thead>
<tr>
<th>Criterion variable</th>
<th>Predictor variable</th>
<th>Number</th>
<th>Pearson’s correlation coefficient</th>
<th>Significance level (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job burnout</td>
<td>Interpersonal trust</td>
<td>272</td>
<td>-0.231</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Organisational trust</td>
<td></td>
<td>-0.387</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Organisational citizenship</td>
<td></td>
<td>-0.139</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Organisational participation</td>
<td></td>
<td>-0.536</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Social capital</td>
<td></td>
<td>-0.451</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Multiple regression was used to investigate the relationship between a social capital variable and its dimensions and job burnout of the teachers. Moreover, the Durbin-Watson test was applied to judge the independence of errors which was reported equal to 1.891 and revealed that no correlation between errors existed; hence, the condition is set for establishing regression. Besides, histogram posts indicated the mean of deviation of 0.000 and 0.99, respectively, which confirmed the application of regression. The results of significance test F also designated that the linear relationship between the indices of social capital and burnout is significant at $P \leq 0.05$.

For the sake of investigating the contribution of each of the predictable indices (social capital) on the criterion index (job burnout), multiple regression analysis was applied through entering method. The coefficient of determination ($R^2$), obtained from the output, revealed that social capital explains 0.204 of burnout variance (changes) of P.E teachers.

As presented in Table 4, the indices of organisational participation ($t = 3.834$, $P = 0.001$) and organisational trust ($t = 1.634$, $P = 0.003$) proved to be the strongest predictors responsible for the reduction of job burnout rate amongst P.E teachers in Mashhad, respectively. What is given below is the regression equation for the relationship between social capital dimensions and burnout reduction rate of P.E teachers in Mashhad?

**Job burnout** = organisational trust ($-0.227$)

\[+ \text{organisational participation } (-0.412) + \text{constant coefficient } (-1.491)\]

Table 4  The equation for predicting job burnout on the basis of social capital

<table>
<thead>
<tr>
<th>Simultaneous regression</th>
<th>b</th>
<th>Beta</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant coefficient</td>
<td>-1.491</td>
<td>-</td>
<td>-4.523</td>
<td>0.001</td>
</tr>
<tr>
<td>Interpersonal trust</td>
<td>-0.073</td>
<td>-0.059</td>
<td>-0.375</td>
<td>0.589</td>
</tr>
<tr>
<td>Organisational trust</td>
<td>-0.196</td>
<td>-0.227</td>
<td>-1.634</td>
<td>0.003</td>
</tr>
<tr>
<td>Organisational citizenship</td>
<td>-0.191</td>
<td>-0.071</td>
<td>-0.685</td>
<td>0.153</td>
</tr>
<tr>
<td>Organisational participation</td>
<td>-0.259</td>
<td>-0.412</td>
<td>-3.834</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Correlation coefficient and significance level: $R^2 = 0.204$, $F = 12.403$, $P \leq 0.001$. 
4 Discussion and conclusion

Teachers are the starting point and main element of any revolution in the education system; it seems crucial that the issues which assist them to do their prophecy, and also those which are considered as obstacles, be recognised and reinforced. According to the findings of this study, social capital is among those issues which are directly related with job burnout and the more it increases, the less burnout will be the result or even may postpone its disastrous consequences and contribute to more productivity and promotion of performance of P.E teachers.

In the present study, the mean score of P.E teachers was obtained equal to 2.28 for job burnout variable which value is less than the average of measuring range that is 3. Of all the dimensions of burnout, individual features (1.97), emotional draining (2.21) and reduction of efficacy (2.68) proved to be in the worst position, respectively, which is indicative the undesirable condition of P.E teachers and paying more attention on the part of authorities and those who are in charge is the key to the solution. The employees suffering from job burnout seem to be less motivated in doing their duties and intend to be indifferent and depressed and vulnerable that consequences are low performance caused by burnout. It is obvious that issues such as lack of recognition and appreciation of their success, job dissatisfaction, obeying tough and non-flexible regulations, absence of freedom for making decision, lack of financial support, lack of advantages and benefits in analogy to other organisations, and the most important of all absence of positive attitude and dynamic spirit to P.E course and underestimation on part of P.E teacher and other education authorities lead to job burnout. Farahani et al. (2012) affirm regarding a lot impressive progresses made in P.E training and job opportunities with do not concur with the prevailing education system, it may seem that the perspective and touchstone which was taught in universities to P.E teacher are a lot different to reality and the status quo such as (lack of enough facilities and equipment), and consequently, a big contradiction is made between what P.E teacher expect and what the status quo is. Such contradiction eventually may lead to a feeling of failure in their job and, with regard to the correlation between job requisitions and individual success, it can be inferred that absence of success could result in jib burnout (Farahani et al., 2012). Asadi and Golabi (2003) believe that lack of other teachers’ participation, organisational culture and atmosphere are significantly related with the occupational stress of teachers (Asadi and Golabi, 2003). Egyed and Short stated that there is a reverse relationship between efficacy and job burnout (Egyed and Short, 2006). Emotionally considering the phenomenon, it seems that deficiency in social bonds overshadows the feeling of being useful and self-esteem in doing work and will result in not achieving personal needs (emotional exhaustion, lack of individual success, alienation).

On the other hand, the social capital variable which means was higher than the average measurement range, that is 3, and organisational trust index with the mean score of 4.16 was in the best condition. Perhaps, some factors such as pupils’ interest toward P.E course, more desirable acceptance of P.E teachers by students compared with other teachers, parents awareness of the significance of sport in the evolution and tolerance against failure, attempt for success, learning group life and recognition by their peers through P.E course are among the issues which can contribute to social capital increase of P.E teacher; the results are in good agreement with Nahapiet and Ghoshal (1998), Tonts Matthew (2005), Skinner and Zakus (2008) and McNeill et al. (2006)’s research results. Sharepour (2008) affirmed that the indices of social capital have a significant correlation.
with sports participation (Nahapiet and Ghoshal, 1998; Skinner et al., 2008; McNeill et al., 2006). Sepahvandi et al. (2014) stated that there exists a significant correlation between the dimensions of social capital and job burnout among employed nurses which concur (Sepahvandi et al., 2014). All of these researchers consider sports activities as one of the most notable strategies for building friendly relations and social interactions which will consequently lead to a social capital increase. It should be mentioned that paying attention to the human resource abundance in the department of education and desirable organisational atmosphere, mutual respect is of other issues which could contribute a lot to the feeling of usefulness and social capital development.

The results of the Spearman correlation test revealed that, of all the demographic features, there is a significant positive relationship only between sports experience and social capital. Perhaps, sports experience increase and teachers involved in the profession are among the factors responsible for the social capital increase. Strömgren et al. (2016) believe that social capital increases along with the increase incompatibility with the environment and job essence, which is in a good agreement with the present research results (Strömgren et al., 2016). Moreover, inferential statistics of the Pearson’s correlation test revealed that there is a negative significant relationship between social capital and burnout rate of P.E teachers, that is as social capital increases job burnout decreases. these results are in agreement with Gächter et al. (2011), Boyas and Wind (2010), Kowalski et al. (2010), Boyas et al. (2012) and Strömgren et al. (2016)’s results (Gächter et al., 2011; Boyas and Wind, 2010; Driller et al., 2011; Kowalski et al., 2010; Boyas et al., 2012; Strömgren et al., 2016). Price (2007) reported that there exists a significant inverse correlation between job burnout and social support (Khezrpour et al., 2014). Requena affirmed that high level of social capital creates a high level of job satisfaction and better work life (Requena, 2003). Darcy et al. (2014) believe that social capital could contribute to both promoting individual and group skills through sport which eventually results in social capital development (Darcy et al., 2014). Sabatini (2008) and Salaran (2010) stated that social capital is so much effect on productivity especially human resource (Sabatini, 2008). The obtained results allude to the fact that positive functions of P.E curriculum, unlike other courses, create an open and joyful atmosphere that provide students with a different environment who can participate in the activities free from stress and tensions and eagerly make informal and intimate social interactions with their P.E teacher, though this opportunity is not provided in other curricula.

As a result, it can be stated that paying attention to social capital and the relevant dimensions lead to job burnout decrease of P.E teachers. Simultaneous multiple regression tests indicated that the indices of organisational participation and organisational trust could be considered as the strongest predictor responsible for burnout decrease, respectively. Regarding the results that organisational trust and participation of P.E teachers a lot depend on better communication with colleagues and the concerned organisation, it seems that department of education has failed to build a desirable bond among teachers of different branches; perhaps, this is due to the big population of teachers in this organisation and the vast majority of transfer which is executed annually.

It seems that freedom in making a decision, engaging teachers in the decision-making process, support and reduction of job prejudices and ambiguities, giving spiritual rewards, a delegation of authority, providing a friendly atmosphere, and building informal and intimate interactions are among the issues which could contribute to the rise of participation on part of teachers. Because there is a relationship between personal
rights and organisational participation of employees, general policies and the strategies which should be directed in the way that teachers be given the chance and right to oppose the prevailing rules and regulations, so that teacher would be able to criticise freely, and on the other hand, managers must consider dignity in their behaviour toward teachers and respect their beliefs. These results concur with Gächter et al. (2011), Driller et al. (2011), Strömgren et al. (2016), Fox and Wilson (2015)’s research results (Gächter et al., 2011; Driller et al., 2011; Strömgren et al., 2016; Fox and Wilson, 2015). With regard to the obtained results, mere trust of commanding structures or standard operating strategies does not guarantee success, hence it is suggested to authorities of education department to pay attention to spiritual and mental requirements and needs of the human resource, which is definitely the most invaluable resource of this organisation for training and educating the future generation.

Furthermore, the two indices of organisational participation and trust had the highest impact on burnout decrease rate; Putnam sticks to the idea that trust could be categorised into two types of individual and social trust, and the second type is more beneficial for society in the literature of social capital (Putnam, 2001). Cook (2001) believes that trust is highlighted in an organisation when recognition rate and acquisition of activists from each other are low and uncertainty factor and danger are high. Without any doubt, high rate of social trust of teachers could give a boost to the quality of education and transfer of trust to the young generation and consequently reproduction of social trust. This issue has various functions and outcomes; hence, it can be stated that trust is an index of social capital which facilitates social interaction in insecure conditions (Zolfaghari et al., 2012). This is while, if feeling of trust among employees prevails and dominates in a workplace, group cooperation and collaboration will be the result, and consequently, they would be able to share information and ideas more easily and exhibit more eagerness to applying maximum effort through which productivity would be improve; these are in good agreement with Honari (2011) and Abdolmaleki et al. (2013)’s results (Abdolmaleki et al., 2013). Taking into consideration the already-mentioned issues, which allude to the significance of social capital in our modern world of management and its remarkable impact on burnout decrease rate, all organisation specially department of education should value the issue and pay attention to each of the variables (social capital and job burnout) where sport organisations cannot be excluded. A number of infrastructures should be provided for the development and promotion of social capital. Structures, organisational atmosphere, organisational cultures, job satisfaction, and individual performance should be all applied to develop and facilitate decrease of job burnout. Based on the results, providing an atmosphere replete with mutual trust, effective organisational participation, feeling of usefulness, and proper interaction of P.E teachers with their colleagues and managers is among the priorities which must be considered for facilitating the effective presence of teachers in school activities and schedules.

References


Social capital in job burnout rate among physical education teachers of Mashhad


