

Job Satisfaction and Mental Health of Public Secondary School Teachers in San Carlos City

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Abstract — While there is limited knowledge about the mental health experiences of teachers, this study aims to examine the correlation between job satisfaction and mental health of public secondary teachers in San Carlos City. It also aims to design effective interventions to elevate teachers' job satisfaction and mental health. A total of 262 secondary teacher respondents were selected using stratified random sampling. A modified survey questionnaire comprising three parts was employed, and the reliability statistics revealed that both questionnaires have high validity and very high internal consistency. This study yielded that majority of the respondents were female, belonging to the middle adult group, married, with MA/Ms units, Teacher III, and in the service for 1-9 years. Other key findings state that, on average, the respondents are moderately satisfied with their job. Moreover, they have high mental stability but are vulnerable to self-harm. Furthermore, the result confirms a significant relationship between civil status and job satisfaction; and age and mental health. It also denotes a substantial relationship between job satisfaction and the mental health levels of the respondents. It implies that high satisfaction towards a job contributes to a high level of mental stability. Thus, according to the findings and conclusions of this study, the researcher proposed a professional plan of activities to elevate teachers' job satisfaction and mental health levels.

Keywords — *Job Satisfaction, Mental Health, Physiological, Emotional, Social, Spiritual*

I. Introduction

A helping profession is defined as any profession that addresses the problems of an individual's psychological, intellectual, emotional, and spiritual well-being (Corey et al., 2010). Such professionals include psychologists, guidance counselors, social workers, ministers or pastors, and teachers. Conversely, the teaching profession is regarded as the noblest profession as teachers play a pivotal role in forming the youth who will later lead the future. However, it is disheartening that many of them are already on the brink of developing mental health problems, as evidenced by their rants and complaints and some reported cases of mental health issues and suicide among them. Teachers considered as caring professionals, there is also a need to take care of their well-being. A great way to address this is by assessing their job satisfaction and mental health.

Job satisfaction is defined in a variety of ways. Although there is no approved definition of job satisfaction and what it represents, it is essential to contemplate its nature and importance

(Aziri, 2011). One of the most commonly used definitions in the literature states that job satisfaction is how content an individual is with their job (Thompson & Phua, 2012). Similarly, it also refers to how fulfilled a person is with their employment (Griffin & Moorhead, 2012). In the Philippines, a report on job satisfaction amongst Filipino employees has dropped to 4.97, with 1 being extremely unhappy and 10 being extremely happy (Jobstreet, 2017). These numbers should warn employers to examine the factors affecting their employees' satisfaction and, at the same time, make a plan of activities to elevate their job satisfaction.

On the other hand, mental health was neglected in health care in the Philippines a few years ago. The World Health Organization (2004) explained mental health as a state of well-being where individuals triumphantly cope with the everyday stresses of life, thus, working productively and fruitfully, and can contribute to their community. Hence, individuals in a state of emotional, physical, and social well-being can fulfill life responsibilities, function effectively and efficiently in their everyday lives, and are satisfied with their intrapersonal and interpersonal relationships (Videbeck, 2011, p.3.). With the enactment of RA 11036, otherwise known as the Philippine Mental Health Act of 2018, this societal concern is gradually gaining attention and recognition. In the Philippines, 14% of the 1.4 million Filipinos with disabilities were identified a mental disorder (Philippine Statistics Authority, 2010). In addition, two cases of teacher suicide were reported due to work-related concerns (Mateo, 2018). This data should also alarm the agency concern in addressing the mental health issues of their teachers.

This study explored the correlation between job satisfaction and the mental health of public secondary teachers. More so, to determine if there is a significant relationship between the personal-demographic profile and the respondents' level of job satisfaction and mental health, and what plan of activities can be proposed to elevate the job satisfaction and mental health of the respondents?

The core purpose of this study is to assimilate information about job satisfaction and mental health and how this can be further improved using the proposed plan of activities. This study will benefit teachers and the Department of Education itself in providing a good working environment and promoting mental health. Understanding the factors affecting teachers' job satisfaction and mental health will then benefit their students, family, and community. Moreover, this study provides activities to elevate public secondary teachers' the job satisfaction and mental health.

II. Methodology

Respondents and sampling size

This study applied a descriptive research method to determine the level of job satisfaction and mental health and its relationship with the personal-demographic profile of the respondents. The study was conducted in San Carlos City, Pangasinan. San Carlos City considered the largest city in Pangasinan, has 20 public secondary high schools. With an estimated number of 823

teachers, the sample size was computed using Cochran's formula. A total of 262 junior and senior teachers were selected as respondents using a stratified random sampling technique to ensure that every school is represented without disregarding the principle of randomness.

Materials

A quantitative approach that uses a survey questionnaire was utilized in collecting the information needed in the study. A modified questionnaire encoded in a google form was the main instrument to evaluate the respondents' job satisfaction and mental health levels. The survey questionnaire consists of three major parts: the first part elicits the personal-demographic information of the respondents. The second part deals with job satisfaction; a 60-item statement adapted from the Teacher Job Satisfaction Questionnaire (Lester, 1982). And the third part, about mental health, is a 40-item statement adapted from the Mental Health Inventory (Veit & Ware, 1983). All constructs were measured using a 5-point Likert scale ranging from "very satisfied" (5) to "not satisfied" (1) for job satisfaction and from "all the time" (5) to "none of the time" (1) for mental health.

Procedures

The researcher made a letter of request from the Schools Division Superintendent of San Carlos City to conduct the study in the different secondary schools in the division. Upon approval, a soft copy of the questionnaires encoded in a google form was then sent to the respondents through the Administrative Office of the Division and School Principals. The respondents were given ample time to complete the survey online. Because of the COVID-19 pandemic, the researcher was unable to float the questionnaires through face-to-face means. Then, the answered questionnaires were retrieved entirely by the researcher after three weeks.

Statistical treatment of data

In testing the reliability of the data gathered, the Cronbach's Alpha Test was used. A descriptive statistical technique such as frequency and percentage was utilized to determine the respondents' demographic profile. Additionally, the respondents' levels job satisfaction and mental health were analyzed using a weighted mean. The range of satisfaction is similar to the range of mental stability tabulated as 1 – 1.80 not satisfied and very low mental stability; 1.81 – 2.60 slightly satisfied and low mental stability; 2.61 – 3.40 moderately satisfied and moderate mental stability; 3.41 – 4.20 satisfied and high mental stability; and 4.21 – 5.00 very satisfied and very high mental stability. In determining whether there exists a correlation between the profile variables of the respondents and their level of job satisfaction and mental health, a Chi-Square Test of Independence, specifically the Cramer's V, was employed. Lastly, the Spearman Correlation Test and Kendall's Rank Correlation Test were employed to determine the correlation between the respondents' level of job satisfaction and mental health.

III. Results and Discussion

The following tables present the result of the study such as the personal-demographic profile, overall summary of the levels of job satisfaction and mental health and its relationship, the correlation between the respondents' job satisfaction and mental health levels, and the proposed plan of activities to elevate job satisfaction and mental health of teacher respondents.

Personal-demographic profile of the respondents

Table 1. *Personal-demographic profile of the Public Secondary School Teachers*

Profile	Level	Frequency	Percentage
Age	20-29 Years Old	72	27.5
	30-39 Years Old	85	32.4
	40-49 Years Old	67	25.6
	50-59 Years Old	30	11.5
	60-above	8	3.1
Biological Sex	Female	185	70.6
	Male	77	29.4
Civil Status	Single	84	32.1
	Married	169	64.5
	Widow/er	4	1.5
	Solo Parent	3	1.1
	With Cohabiting Partner	2	0.8
Highest Educational Attainment	AB/BS	38	14.5
	With MA/MS Units	101	38.5
	MA/MS	78	29.8
	With Ph.D./EdD Units	26	9.9
	Ph.D./EdD Units	19	7.3
Teaching Position	Teacher I	64	24.4
	Teacher II	50	19.1
	Teacher III	126	48.1
	Master Teacher	15	5.7
	Others (HT, Spe.Sci., etc.)	7	2.7
Length of Service	1-9 Years	178	67.9
	10-19 Years	45	17.2
	20-29 Years	27	10.3
	30-39 Years	11	4.2
	40-above	1	0.4

Overall Summary of the Level of Job Satisfaction of the Respondents

Table 2. Overall Summary of the Level of Job Satisfaction of Public Secondary Teachers

Indicators	Overall Weighted Mean	Descriptive Equivalence
A. Working Environment	3.28	Moderately Satisfied
B. Supervision and Administration	3.51	Satisfied
C. Professional Growth	3.31	Moderately Satisfied
D. Relationship with Colleagues	3.82	Satisfied
E. Compensation	2.83	Moderately Satisfied
Grand Overall Weighted Mean	3.35	Moderately Satisfied

Legend: 1.00 - 1.80 Not Satisfied (NS); 1.81 - 2.60 Slightly Satisfied (SS); 2.61 - 3.40 Moderately Satisfied (MS); 3.41 - 4.20 Satisfied (S); 4.21 - 5.00 Very Satisfied (VS)

Overall Summary of the Level of Mental Health of the Respondents

Table 3. Overall Summary of the Level of Mental Health of Public Secondary Teachers

Indicators	Overall Weighted Mean	Descriptive Equivalence
A. Physiological	3.14	Moderate Mental Stability
B. Emotional	3.22	Moderate Mental Stability
C. Social	3.61	High Mental Stability
D. Spiritual	4.26	Very High Mental Stability
Grand Overall Weighted Mean	3.56	High Mental Stability

Legend: 1.00 - 1.80 Very Low Mental Stability (VL); 1.81 - 2.60 Low Mental Stability (L); 2.61 - 3.40 Moderate Mental Stability (M); 3.41 - 4.20 High Mental Stability (H); 4.21 - 5.00 Very High Mental Stability (VH)

The Relationship between the Profile and the Levels of Job Satisfaction and Mental Health of the Respondents

Table 4. Relationship between the Profile of Public Secondary Teachers and their Level of Job Satisfaction and Level of Mental Health

Profile	Job Satisfaction			Mental Health		
	R	sig.	D	R	sig.	D
Age	0.138	0.227	L	0.165	0.043*	L
Sex	0.1	0.622	N	0.061	0.809	N
Civil Status	0.201	0.000**	L	0.091	0.885	N
Highest Educational Attainment	0.112	0.664	L	0.125	0.421	L
Teaching Position	0.149	0.105	L	0.127	0.397	L
Length of Service	0.126	0.409	L	0.139	0.234	L

Note: Statistical analysis used was Chi-square Test for Association specifically Cramer's V; Values in red text are significant; ** significant at 0.01, * significant at 0.05; D = Description

Legend: 0.00 – 0.10 Negligible or Little if any association (N); 0.11 – 0.30 Low Association (L); 0.31 – 0.50 Moderate Association (M); and 0.51 – above High Association (H)

Correlation between the Levels of Job Satisfaction and Mental Health of the Respondents

Table 5. Correlation between the Level of Job Satisfaction and Level of Mental Health of Public Secondary Teachers in San Carlos City

	Kendall's τ_b			Spearman's ρ		
	r	sig.	D	R	sig.	D
Job Satisfaction*Mental Health	0.302**	0.000	L	0.327**	0.000	L

Note: Statistical analysis used were Kendall's τ_b and Spearman's ρ ; Values in red text are significant; ** significant at 0.01, D = Description

Legend: 0.00 – 0.20 Slight or almost Negligible (N); 0.21 – 0.40 Low Correlation (L); 0.41 – 0.70 Moderate Correlation (M); and 0.71 – 0.90 High Correlation (H); 0.91 – 1.00 Very High Correlation (VH)

Proposed Plan of Activities to Elevate Job Satisfaction and Mental Health in School Setting

Dimension	Objectives	Proposed Program	Personnel Involved	Proposed Budget	Time Frame	Expected Outcome
WORKING ENVIRONMENT	To develop assertiveness and effective time management skills in online learning	1. Time Management in Online Learning	Teachers, Guidance Counselor or outside speaker/lecturer	P3,000	March	Reduce tension and increase productivity
	To create a workplace where work-life balance is a top priority leading to an increased job satisfaction	2. Tips for Maintaining a Healthy Work-Life Balance		none	May	Higher commitment and motivation
	To ensure a safe and attractive learning environment	3. Home Office Beautification		none	August	Attracts positivity and raises motivation
SUPERVISION AND ADMINISTRATION	To create environment that promotes collaboration	1. Minimizing and Resolving Conflict	Teachers, Guidance Counselors, Human Resource Director, Principals, School Heads, Assistant Schools Division Superintendent, Schools Division Superintendent	none	April	Diminish conflict among employees
	To help in attaining organizational goals	2. Roles and Skills for a Successful Management		P3,000	July	Promotes motivated supervisors/ heads
	To enhance current skills and build potential leaders	3. Coaching and Mentoring Day		none	August	Formulates leadership approach and promotes teachers' efficacy

PROFESSIONAL GROWTH	To increase teachers' competence in writing fact-based articles	1. Writeshop on Writing Scientific Articles	Teachers, Speakers/Lecturers, Foreign Language instructors, Principals	P3,000	September	Bolsters competence in writing articles
	To learn additional skill in foreign language	2. Learning Basic Foreign Language Skill (ex. Korean, Nihongo, Mandarin)		P3,000	November	Promotes intellectual growth
	To address FAQs regarding teachers' promotion and reclassification	3. Lecture on the Guidelines of Promotion and Reclassification		none	December	Expands knowledge on the guidelines for promotion
RELATIONSHIP WITH COLLEAGUES	To create teamwork efficiency among teachers	1. Teamwork Literacy: Eradicating the spirit of "Sila-sila, kami-kami"	Teachers, Guidance Counselors, School Heads, Principals	none	June	Promotes oneness and camaraderie
	To sustain smooth interpersonal relations	2. Teacher's Talk: Online Kumustahan		none	Year-Round	Provides openness and appreciation from colleagues
	To connect with colleagues while showcasing their talents through music	3. Teachers' Band Together		none	December	Boosts confidence and exhibits harmonious relationship
COMPENSATION	To provide additional financial support and literacy on mushroom farming	1. Livelihood Seminar on Mushroom Farming	Teachers, Financial advisors/lecturers, mushroom farming expert	P3,000	April	Provides quality of life
	To understand the benefits and risks of digital currency	2. Understanding Cryptocurrency		P3,000	September	Increase teachers' awareness on digital investment

	To educate teachers regarding financial literacy	3. Financial Literacy		none	November	Develops financial literate teachers
PHYSIOLOGICAL	To monitor and control health risk diseases	1. Blood Sugar and Blood Pressure Monitoring	Teachers, Family members, Nurses, Participation with the Department of Agriculture	none	January	Lower risk of health-related diseases
	To provide an avenue for having healthy and happy family	2. Physical Fitness Challenge: Family Edition		none	Year-Round	Develops physically healthy family
	To enhance food security and promotion of low-cost chemical free methods of gardening	3. Organic Backyard Gardening		none	Year-Round	Increase family food production while promoting healthy living
EMOTIONAL	To enhance safety at work while providing emotional comfort	1. Psychological First Aid	Teachers, Guidance Counselors, Psychologists, Mental Health Advocates	P3,000	February	Improve well-being
	To educate and prevent bullying behaviors at work	2. Bullying at Work: Awareness and Prevention		P3,000	June	Prevent bullying while increasing emotional support
	To understand the causes, triggers, and ways to avoid self-harming behaviors	3. Understanding and Managing Self-harm for Teachers		none	September	Fewer case of physical self-harm
SOCIAL	To improve social connectedness among teachers through cooking	1. Reconnecting through Cooking	Teachers, Guidance Counselors, Students, LGUs	none	July	Increase social connectedness

	To create a sense of belonging within supportive peer networks	2. Peer counseling		none	Year-Round	Improve social skills
	To promote fundraising project for students from the poorest of the poor while achieving self-fulfillment and satisfaction	3. Adopt a Student Project		none	December	Enhance social well-being

Discussion

The results revealed that most respondents were middle adults. There were also senior respondents comprising 3.1 percent of the population. It implies that are still senior teachers who passionately enjoy teaching despite their age. In addition, it entails that most respondents were females, which signifies a significant number of females who decided to pursue the teaching profession. Also, a large number of respondents were married like several other fields. Moreover, many of the teachers have attained MA/MS units. Thus, respondents are vigorous in pursuing higher professional advancement. More specifically, it also revealed that most teachers were Teacher III in position. Therefore, the teachers have equal opportunity for promotion when they have finished their post-graduate degree needed to gather enough points for promotion. Furthermore, the respondents were in their first nine years of teaching, which illustrates perseverance and commitment to deliver quality service for their learners.

The results revealed further that, on average, there is a moderate level of job satisfaction among the respondents, specifically in terms of working environment, professional growth, and compensation. It also showed that the respondents were satisfied with the supervision and administration and relationship with colleagues dimensions. It indicates that engaging in training and development for career advancement associated with life balance plays a vital role in job satisfaction (Amir & Shamim, 2014). Similarly, one study concluded that rewards are vital factors to job happiness, indicating a positive association between remuneration and job satisfaction (Salisu et al., 2015). It can also be said that supervising professional staff in an organization is crucial since employees are responsible for implementing its goals and objectives. As a result, the management should be firm in making decisions while open to suggestions of other employees. Moreover, teachers are pleased with the treatment and how their superiors manage and administer them when there is teamwork and employee recognition (Atencio, 2019). This study implies that the teacher respondents are hopeful for a salary increase to further improve their job satisfaction. It may also add to their satisfaction levels when there are possible limitations on the burden of

doing paperwork at home, thus, promote quality time for the family. Also, when the supervisors conduct coaching and mentoring regularly and at the same time, if there is an improved treatment between the supervisors and subordinates, and when recognition to employees is appropriately exercised in the organization, there is a possible improvement of satisfaction towards their job. Additionally, satisfaction would also increase when there is a high chance for promotion and opportunity for professional development.

Moreover, the results revealed that teacher respondents have a high level of mental stability. It further illustrates that, on average, the respondents have moderate mental stability in physiological and emotional aspects, and high mental stability in terms of the social aspect. Surprisingly, they obtained very high mental stability in terms of the spiritual aspect. One study demonstrated that fulfilling relationships, adaptive thinking and actions, good self-esteem, and coping skills are all part of mental wellness (Santor et al., 2009). Physical health is radically linked with mental health, as one study confirms the strong cross-effects among physiological and mental health (Ohrnberger, Fichera, & Sutton, 2017). There is also empirical research that found strong evidence for the positive effects of physical or mental exercise (Hegberg & Tone, 2015 pp. 1-7). On the contrary, emotional health means being aware and can cope with both positive and negative emotions. In fact, low emotional health leads to some mental health issues like stress, anxiety, and depression. Moreover, social relationships can affect mental health and health behaviors as well. Individuals with social isolation also affect their quality of life. Furthermore, a study shows a positive relationship between spirituality and health behaviors with a person's well-being (Bozek, Nowak, & Blucacz, 2020). The study implies that there is indeed no health without mental health. Being physically, emotionally, socially, and spiritually healthy means handling negative emotions and situations with positivity, faith, and courage.

Furthermore, the results revealed a significant relationship between age and mental health and a positive correlation between the respondents' civil status and job satisfaction. In support, the World Health Organization (2017) reported that older adults tend to be at risk of developing mental health disorders, neurological disorders, and substance use problems. It can be due to the fact that as people age, they are more likely to experience various health conditions at the same time. Consequently, older adults are susceptible to elder abuse, including physical, verbal, psychological, sexual, and financial, as well as neglect, abandonment, and loss of dignity and respect. On the other hand, a study in Kenya found that civil status influenced job satisfaction where the married employees were much happier in their jobs than single employees (Raburu et al., 2018).

Additionally, the results revealed a significant correlation between job satisfaction and the mental health levels of the respondents. A study attests a link between job satisfaction and the health status of employees, concluding that satisfaction with the nature of work was the powerful determinant for psychological distress, sleep disorders, and somatic disorders (Aazami et al., 2015). A similar study on stress among secondary teachers in Laguna shows that work-related stress is associated with job satisfaction (Alson, 2019). Thus, addressing the job satisfaction of

employees promotes positive health benefits, including mental health. In connection, low teaching satisfaction is linked to the effects of work stress, including psychological distress and low self-esteem (Ho & Au, 2002). Moreover, Labadia (2010) presented in a study that emotional wellness or emotional fitness is a sign of a high level of job satisfaction. The result implies that those employees with lower satisfaction will result in future mental health problems. Thus, the higher employees' job satisfaction, the higher mental stability they manifest, resulting in several desirable outcomes such as commitment, loyalty, and productivity.

IV. Conclusion

This study concluded that the respondents were moderately satisfied with their job. The respondents have high mental stability. Moreover, personal-demographic factors such as sex, educational attainment, and length of service have no significant relationship with job satisfaction and the respondents' mental health. However, there is an association between age and mental health; and civil status and job satisfaction among respondents. Furthermore, there is a positive association between the respondents' levels of job satisfaction and mental health. Also, a plan of activities is needed to elevate the respondents' job satisfaction and mental health.

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