



Variables Affecting Psychological Health and Their Relationship to Job Performance Among Faculty Members (A Field Study on The College of Education at The University of Hail)

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 13 Dec 2023	<p>The current study aimed to determine the faculty members' level of awareness of the factors affecting their psychological health and level of job performance at the College of Education at Hail University, as well as whether there is a correlation between their level of awareness of the factors affecting their psychological health and level of job performance. This study took a descriptive methodology. 87 faculty members from the College of Education at Hail University, including both genders, made up the study sample. Two measures were created to accomplish the study's goals: one to gauge the degree of faculty members' knowledge of factors relating to their psychological health, and the other to gauge the quality of their work output. The study found that faculty members performed at a high level on the job but had limited awareness of the factors affecting their psychological health. It also showed that there was no statistically significant correlation between faculty members' levels of psychological health and their levels of job performance at the University of Hail's College of Education. In light of the study's findings, it is advised the report emphasizes the necessity for University of Hail administrators to focus on improving academic members' mental health.</p>
CC License CC-BY-NC-SA 4.0	<p>Keywords: Psychological Health, Job Performance, Faculty Members, College Of Education, University Of Hail.</p>

1. Introduction

Education is the most important cornerstone of any society's progress. Producing an educated generation with the capacity to develop, innovate, and succeed requires paying attention to the solid educational upbringing of any community. The Kingdom of Saudi Arabia's Vision 2030 set increasing interest in education as one of its top priorities. By creating programs for the development of human capacity, this is accomplished, which (Saudi Arabia Vision 2030) focuses on building a strong educational foundation that incorporates all societal sectors, helps inculcate the desired values and principles from a young age, and aims to train young people and equip them for the labor market locally and globally. The fact that the illiteracy rate dropped dramatically from 60% in 1972 to 5.6% in 2018 is evidence of the Kingdom of Saudi Arabia's participation and educational efforts (Bell, 2018).

In order to achieve the Kingdom's vision, Saudi universities sought rapidly to develop curricula, expand the provision of services, and meet the needs of the labor market. By providing appropriate specializations that satisfy the needs, paying attention to the quality of its outputs, and raising the efficiency of its employees, which places faculty members in universities facing great challenges in their practical environment. Moreover, because the faculty member is responsible for producing this human output through his influence on students, it is necessary to create a work environment for him and pay attention to the variables affecting his mental health, which in turn may affect his job performance in general.

The National Centre for Psychological health Promotion notes that because the National Psychological health Survey revealed that 34% of Saudis experienced a psychological health disorder at some point in their lives, it may be challenging to determine the number of employees who experience a psychological disorder or a decline in their level of mental health. In order to support and assist

employees while staying within the bounds of professional controls, it is crucial that leaders and officials in educational institutions try to identify variables and signs indicating the possibility of psychological symptoms among employees or a deficiency in their level of mental health. Early intervention enhances performance and lessens the adverse effects that could increase employee absenteeism, decrease productivity, and create a hostile work environment (Al-Ghamdi, 2021).

The employee is the most valuable resource in any firm; hence, the management of that organization are very interested in him and his performance. The notion of work performance leads us to the conclusion that job performance is the end result of organizational behavior within a set of tasks, procedures, and activities intended for the best possible resource utilization. To accomplish the organization's objectives as effectively and efficiently as possible (Al-Jana'i and Ali, 2021).

Therefore, due to the importance of seriously considering what affects the job performance of faculty members to achieve the goals of the largest educational institution (the university) that is responsible for the quality and future performance of the individual, the two researchers sought to identify the variables affecting psychological health and their relationship to the job performance of faculty members at the College of Education at the University of Hail.

The study problem:

No matter how diverse an institution may be, psychological health is just as vital as any factor that has an impact on employees' performance. A person's mental wellness has a good effect on them. It boosts his self-assurance, heightens his knowledge of his ability, and catapults him to a high degree of accomplishment. Because of institutions' interest in psychological health and the factors influencing it, workers are placed in a workplace that prioritises health and safety, which boosts their level of productivity and has a positive impact on both their work environment and the organization's success in achieving its objectives. Workplace factors that affect psychological health vary, but the most significant ones are job content (such as workloads, a lack of participation and control, the nature of the tasks), work context (such as roles within organizations, the presence or absence of rewards, achieving justice, poor relations within organizations, working conditions and environment, workplace culture, and interactions between the work environment and the individual's home).

The faculty member in university institutions faces many variables related to his psychological health and exposes his job performance to a lack of efficiency, which leads to failure to provide a good educational situation, as he is the first to influence the educational situation. Given that job performance has a special place within any organization, as it is the final product and result of all the organization's activities, whether at the level of the individual, institution, or state, the continuity and stability of the organization are linked to the outstanding performance of its employees, so the interest of leaders and management in the level and quality of performance exceeds the interest of its workers in it. Accordingly, the level of performance in any organization reflects the capabilities and motivations of its leaders (Mansouri and Amayar, 2021).

Based on the above, the problem of the current study was crystallized by trying to identify the variables affecting psychological health and their relationship to job performance among faculty members, by answering the following questions:

1. What is the level of awareness of faculty members at the College of Education at Hail University of the variables affecting their mental health?
2. What is the level of job performance among faculty members at the College of Education at the University of Hail?
3. What are the variables affecting psychological health from the point of view of faculty members at the College of Education at the University of Hail?
4. Is there a correlation between the level of psychological health and the level of performance of faculty members at the College of Education at the University of Hail?

The study importance of:

This study derives its importance from the importance of the group it addresses, which is the faculty members at the College of Education at the University of Hail. Because they directly influence students, their orientations, and personality building, the importance of the study can be highlighted through the following:

Theoretical importance

This study contributes to identifying the variables affecting mental health, which play a pivotal role in an individual's life, and from which he derives his energy and ability to give and grow.

-The study can provide sectors interested in governmental and private job performance with effective and influencing influences on the level of performance of their employees, which raises the level of economic income of institutions, and the level of their overall performance and contribution to society.

Practical importance:

This study provides those interested in programs aimed at identifying the factors and influences on the psychological health of workers in the education sector to identify them and strive to raise and improve their level.

-This study can form the nucleus of programs aimed at raising the level of performance of workers in the public and private sectors.

Study Objectives:

The current study sought to determine the degree of faculty members' knowledge of the factors influencing their psychological health and level of job performance at the College of Education at Hail University, as well as the factors affecting psychological health from their perspective and the relationship between faculty members' levels of psychological health and job performance.

Study limits:

Objective limitations: The study was limited to examining the level of awareness of faculty members at the College of Education of the variables affecting their psychological health and their level of job performance.

Human limitations: The study was limited to faculty members at the College of Education at the University of Hail.

Time limits: Academic year 2022-2023.

Study terms and their procedural definitions:

According to Zahran (2005, 9) psychological health as “a relatively permanent state, in which the individual is psychologically compatible (personally, emotionally, and socially, that is, with himself and his environment), feels happy with himself and with others, and is able to realise himself and exploit his abilities and potentials to the maximum possible extent.” He will be able to face the demands of life, his personality will be fully integrated, his behavior will be normal, and he will be of good character such that he will live in safety and peace.”

The researchers define it procedurally: by the score, a faculty member obtains on the psychological health scale used in the study.

Job performance is the execution of the duties and obligations given to the employee by the organization or body for which he works, according to Okasha (2008). In regards to a procedural definition, it is the rating a faculty member receives on the study's job performance scale.

Theoretical framework and previous studies:

First: The theoretical framework:

Psychological health:

Researchers are interested in psychological health because of its importance in creating adaptation, harmony, and happiness for individuals. It is crucial to an individual's effectiveness in many settings and contributes to the individual's overall equilibrium. Its role extends beyond the individual to people around him, whether they be family members, the environment, or coworkers. Work-related psychological health encompasses the individual's emotional, social, and interpersonal worlds; it is the sum total of compatibility and harmony in all of these areas.

According to the guideline for psychological health in the workplace (2022), psychological health encompasses several aspects of an individual's life, including emotional, psychological, and social well-being; the way of thinking, feeling, and behaving; determining how to deal with others; and making decisions and health choices.

The importance of psychological health:

Al-Khawaja (2010) identified aspects of the importance of psychological health, including the characteristics and benefits it brings to the individual, which are as follows:

1. self-Understanding: by enabling the self to recognize his needs and goals and achieve personality unity, which achieves harmonious and complete functional performance of the personality in all mental, physical, emotional, social, and developmental aspects.
- 2: Compatibility: This is achieved through achieving personal and social compatibility and the individual's feelings of happiness, comfort, reassurance, security, and confidence, which direct the individual towards self-tolerance, respect, and acceptance and the growth of a positive concept of self and self-esteem.
- 3: Feeling happy: This is achieved through trust, love, and respect for others; establishing social relationships; a sense of belonging to the group; exercising appropriate social roles; and the ability to bear responsibility, sacrifice, and cooperation in social fields.
- 4: Facing the demands of life: by looking at daily problems in life objectively, focusing on reality, and facing difficulties and life with flexibility and positivity.

Al-Khawaja (2010) also discussed the variables related to mental health, which he summarized as the following variables:

- 1- Integration of the personality: by balancing psychological forces, unifying the outlook on life, dealing with forms of pressure, and developing aspects of the personality to perform its tasks in harmony and integration.
- 2- Compatibility with social requirements: By which we mean achieving harmony between the individual's standards and society's standards, and the ability to adapt socially, without loss of development and creativity.
- 3- Adaptation to reality: This includes the individual's ability to understand and accept reality as it is, without trying to escape from it.
- 4- Constancy: By which we mean consistency in the directions that the individual adopts, and lack of hesitation, and in a way that can predict what the individual is likely to do.
- 5- Growth proportionate to age: such that the increase in years of life is accompanied by growth in one's knowledge, abilities, experiences, relationships, and emotions.
- 6- Emotional sensitivity: This is through emotional balance and what the surrounding circumstances require.
- 7- Participation in the life and development of society: in cooperation with others for the sake of his society and within his capacity, and making an effort to improve its productivity.

Theories that address mental health:

The behavioral school is attributed to the scientist Watson and is based on the principle of learning through stimulus and response. Every behavior issued by an individual represents a response resulting from a stimulus that stimulated this response, and what distinguishes this behavior is the ability to control. According to behaviorism, the main factor contributing to a defect in an individual's psychological health is the inability to successfully adapt to oneself and society as a result of a failure to learn positive behaviors that help him do this. Behaviorism also considers every behavior to be taught, regardless of whether it is normal and satisfactory. The behavioral perspective on psychological health is based on the quality of taught behavior. Individuals experience psychological health if they develop habits that are suitable with their society and are able to interact and adjust successfully. If it is the reverse, his ability to communicate effectively with his community is limited, and he finds it difficult to attain his goals. He lacked adaptation and compatibility with the society around him, and he was classified as having poor mental health.

Second: Gestalt theory and psychological health:

The most essential concepts underlying Gestalt theory are as follows:

Gestalt scholars believe that how we deal with things around us is heavily influenced by our overall perception, and the whole represents the union of a group of elements with each other, such that these elements lost their original individual characteristics and completely new gestalt characteristics were formed.

The law of perception in Gestalt means: the process of organizing input into meaningful experiences, and perception is based on a set of laws that govern and organize it according to this school.

According to the Gestaltists, insight is a means of learning and knowledge. They lay the groundwork for learning through insight, which is based on the individual's understanding of the aspects of the educational context and the relationships that link these parts. As a result, when the cognitive process is founded on insight, it is supposed to aid the individual in coming to terms with what he knows. Individuals gain knowledge of themselves only through insight into the organization that controls their movements and behaviors, allowing them to achieve internal harmony with themselves and external compatibility with the environment around them, and thus enjoy psychological health.

Humanistic orientation and mental health:

Along with the first and second forces (psychoanalysis and the behavioral school), the humanistic movement in psychology is the third force. Rogers and Maslow are two of its most famous forefathers. Human goodness, human freedom within certain bounds and human action are the most prominent postulates underlying the humanistic approach. According to humanists, psychological health cannot be fully realized until the individual realizes his humanity, which is accomplished by giving the individual with conditions that allow his human nature to attain its full potential (Al-Mutairi, 2005)

Job performance:

Because of its tremendous impact on individuals and their work, whether they are leaders or subordinates, and regardless of the diversity of their professions and business sectors, job performance has piqued the interest of researchers and stakeholders at all levels. Job performance has a distinctive place inside institutions since it is the end result of all activities linked to it at three levels: the individual, the institution, and the state. The institution's stability and existence are directly linked to the level of performance of its employees, and the interest of the institution's leaders in the level of job performance usually outweighs the interest of its employees at this level. This is significant because the institution's level of performance is related to its various stages, which are as follows: survival and continuity; the institution's reputation; the stage of distinction; leadership; and finally the institution's ability to overcome one of these stages and enter a more advanced stage (Al-Sharif, 2004).

Indicators of job performance effectiveness:

Effective performance is achieved as a result of the interaction between key determinants:

1-Individual motivation: It is the extent of the individual's desire to work, and it appears through the degree of willingness and effort to work, and there is a difference that distinguishes individuals from each other and is reflected in the degree of performance of each one of them. The greater the individual's efforts, the greater his level of motivation, as motivation is the driving force the individual to perform the work.

2- Work climate: It represents a degree of satisfaction provided by the internal work environment, and satisfaction with it, after the individual achieves his desires and goals and satisfies his needs with them.

3- Ability to perform work: It is the individual's ability to perform work, whether motor or mental, and the individual can achieve it through training, education, and acquiring more skills and knowledge related to work. It also includes both speed and accuracy in performing work (Lutfi and Qunifa, 2016).

Second: Previous studies:

The studies focused on the topics of psychological health and job performance, and the correlation between psychological health and job performance. The following is a presentation of the most important of these studies, arranged from newest to oldest:

The descriptive approach was utilized in a study by Lu et al. (2022), which attempted to identify the association between employees' psychological health and job performance. The study sample consisted of 239 enterprises from China. A questionnaire was employed to collect data, and the results revealed that employees' psychological health has a favorable impact on job performance.

Ahmed (2021) carried out a study to determine the effectiveness of a psychological security-based guidance program in developing the professional performance of psychology teachers by defining psychological security standards for secondary-level psychology teachers. The study sample consisted of a group of secondary-level psychology teachers. An achievement exam and a note card were employed as research tools in some government schools associated with the Directorate of Education (Assiut Governorate) in the Arab Republic of Egypt to measure the cognitive and performance elements of instructors. The results of the study found that there were statistically significant differences between

the average scores of teachers in the pre-application and the post-application. For the achievement test and the observation card, and in favor of both the achievement post-test and the post-performance observation card.

A study by Al-Mutairi (2021) intended to examine the association between strategic flexibility and job burnout among employees at the University of Hail, as well as the disparities in strategic flexibility and job burnout based on some demographic variables. The study employed a descriptive method on a sample of 456 male and female University Hail workers. A generic data form and two questionnaires were utilized to meet the study's aims, one to examine strategic flexibility and the other to quantify job burnout. The study's findings revealed a statistically significant inverse correlation between strategic flexibility and job burnout among University of Hail employees, as well as a high level of strategic flexibility and an average level of job burnout among University of Hail employees, as there are statistically significant differences in strategic flexibility and job burnout according to the variables: gender, qualification, and job. There were also variances in job burnout based on age, but no differences in strategic flexibility based on age were discovered.

Whereas Hamza (2020) conducted a study aimed at identifying work pressures and their impact on university professors' job performance, the study employed a descriptive approach, and the study sample included 192 professors from the Faculty of Social and Human Sciences at the University of Larbi Ben M'hidi Oum El Bouaghi in Algeria. For the study's aims, observation was utilised as a data collection instrument, and a three-part questionnaire was used to learn about the features of the research community, both the burdens and the work environment, and their impact on job performance. The study's findings revealed that there is no relationship between job stress and university professor performance, and that the work environment is one of the primary drivers of work stress.

Hennekam et al. (2020) also did a study to determine the impact of psychological health issues at work on self-perception of performance. The study's tools included an interview and a qualitative questionnaire. The study sample for the questionnaire consisted of 257 people, with a percentage of 8 males compared to 92% females, and an in-depth interview was done with 17 participants from various parts of the world (29% males compared to 71% females). The study's findings revealed that psychological health issues could have a negative impact on self-perceived job performance in the form of worse work quality and slower work.

Al-Eid and Al-Zamili (2018) conducted a study to determine the degree of psychological health among government teachers, as well as the relationship between that level and job performance in light of the irregularity of their salaries. The researchers employed a descriptive technique and a 44-item questionnaire, with a study sample of 176 people. The results of a survey of male and female teachers from the Palestinian districts of Rafah and Khan Yunis revealed that the majority of teachers' psychological health and professional performance were negatively impacted by irregular salaries, and that there was a positive correlation between the level of psychological health and teacher performance. The study also found statistically significant variations in psychological health and job performance based on gender, in favour of teachers, and economic status, in favour of 1,500 shekels or less versus 1,600 shekels or more.

A further investigation, conducted by Jameson and Enrera (2015), sought to determine the factors influencing job productivity among female faculty members at the University of Hail in the Kingdom of Saudi Arabia's Allied Health Colleges. The study collected data using a descriptive approach and a questionnaire, and the study sample included 46 people. A quota sampling method was used to choose academic faculty members, clinical guides, and trainers from the University of Hail's assistant medical colleges. The study's findings revealed that faculty members had moderate levels of stress at work as a result of cultural diversity, as well as moderate levels of stress as a result of financial considerations and factors related to the amount of working hours.

Arabiyat and Al-Qaddah (2011) conducted research to determine the impact of work demands on the performance of academic members at the University of Jordan. The study sample included 122 faculty members from the University of Jordan, and a questionnaire with two sections was used. (work stress, performance level) and a measure of job performance as a research tool. According to the study's findings, there is an average level of both work pressure and job performance among faculty members, as well as a negative influence of work pressure on faculty members' job performance at the University of Jordan.

Wright and Cropanzano (2000) used a descriptive approach on a study sample of 47 human services employees in a California county and a well-being scale to identify psychological well-being and job

satisfaction as predictors of job performance among employees in California in the United States. The study's findings, according to Berkman (1971), suggested that psychological well-being is related to job performance. The higher one's psychological well-being, the better one's job performance.

Comments:

Previous studies addressed the topics of psychological health and job performance. The following is a commentary on these studies in several aspects:

Most studies, in terms of objectives, sought to investigate the relationship between psychological health or one of the variables associated with it and its relationship to job performance, such as the studies of Lu et al. (2022) and Ahmed (2021); Hamza (2020); Hennekam et al. (2020); Al-Eid and Al-Zamili (2018); Arabiyat and Al-Qaddah (2011); Wright & Cropanzano (2000), while Al-Mutairi's study (2021) sought to examine some variables related to psychological health and job performance, which were strategic flexibility and job burnout, while the study by Jameson & Enrera (2015) targeted the influencing factors. In the work productivity of faculty members at the University of Hail. As for the method used, the studies in their entirety used the descriptive method, except for the studies of Ahmed (2021), which adopted the experimental method, and Hennekam et al. (2020, which combined the descriptive and qualitative methods. In terms of the sample that made up the study, it mostly targeted employees, and some of it targeted teachers as studies (Ahmed, 2021; Al-Eid & Al-Zamili, 2018) and university professors (Hamza, 2020; Jamison & Enrera, 2015); Arabiyat and Al-Qaddah, 2011).

The study's position in relation to past research: This study differs from prior studies in that it investigates faculty members' perceptions of characteristics linked to their psychological health and the relationship between psychological health and job performance at the University of Hail's College of Education. The researchers were unable to locate a study that looked into this relationship among faculty members at the University of Hail's College of Education.

Study design and methodology

The current study used the descriptive, correlational approach, which is one of the methods of scientific research and is used to reach conclusions about the phenomena or problems studied in order to plan them in the future and show the connections between them.

Study population and study sample:

The study population consisted of faculty members at the College of Education at the University of Hail of both sexes. The study sample also consisted of (87) faculty members (61 females, 26 males) who were randomly selected from the study population as in Table (1).

Table (1): Frequencies and percentages according to study variables

	Categories	Frequencies	percentages
Sex	Male	26	29.9
	Female	61	70.1
Total		87	100.0

Study tools:

First, the psychological health scale was developed with reference to Fatih (2016) and Al-Eid et al. (2018) by adjusting some questions to fit the current research sample and deleting some items since they were not acceptable for the target population, resulting in a final form of 22. On a five-point Likert scale, an item is separated into four dimensions (the dimension of self-acceptance and self-confidence, the dimension of neuroticism, the dimension of social interaction skills, and the dimension of employing energies and capacities).

Construct the validity of the psychological health scale:

To extract the implications of the construct validity of the scale, the correlation coefficients of the item with the total score of the axis to which it belongs were extracted in a survey sample from outside the study sample that consisted of 30 respondents. The item's correlation coefficients with the total score of the axis to which it belongs ranged between 0.38 and 0.92), and the following table shows this.

Table (2): Correlation coefficients between the item and the total score of the axis to which it belongs

Paragraph number	correlation coefficient	Paragraph number	correlation coefficient	Paragraph number	correlation coefficient
1	.38*	9	.87**	17	.90**

2	.78**	10	.88**	18	.76**
3	.69**	11	.82**	19	.72**
4	.91**	12	.85**	20	.82**
5	.92**	13	.83**	21	.74**
6	.80**	14	.86**	22	.80**
7	.87**	15	.84**		.90**
8	.48**	16	.90**		.76**

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

Stability of the psychological health scale:

To ensure the study tool's stability, it was tested using the test-retest method, which involved applying the scale and then re-applying it two weeks later to a group of 30 respondents from outside the study sample, and then calculating the Pearson correlation coefficient between their estimates the two times.

The reliability coefficient was computed using the internal consistency method according to the Cronbach Alpha equation, and Table No. 3 displays the internal consistency coefficient and the axes' repetition reliability. These values were deemed suitable for the objectives of this investigation.

Table (3): Cronbach's alpha internal consistency coefficient and repetition reliability of the topics

Aspect	internal consistency coefficient	repetition reliability
Self-acceptance and self-confidence	0.86	0.82
Neuroticism	0.80	0.77
Social interaction skills	0.81	0.79
Employing energies and capabilities	0.89	0.85

Second, the job performance scale: it was developed with reference to (Al-Eid and Al-Zamili, 2018) and (Hamza, 2020), by amending some items and deleting others to suit the sample targeted for the research, as it consists of 19 job performance items and is based on a five-point Likert scale.

Construct validity of the job performance scale:

The correlation coefficients of the item with the total score of the scale were derived in a survey sample from outside the study sample consisting of (30) respondents to extract the implications of the construct validity of the scale. The correlation coefficients of the item with the total score of the scale ranged from (0.41-0.77), as shown in the table below.

Table (4): Correlation coefficients between the item and the total score of the scale

Paragraph number	correlation coefficient	Paragraph number	correlation coefficient	Paragraph number	correlation coefficient
23	.46*	30	.58**	37	.60**
24	.41*	31	.67**	38	.67**
25	.67**	32	.41*	39	.75**
26	.56**	33	.77**	40	.41*
27	.56**	34	.61**	41	.45*
28	.73**	35	.65**		
29	.60**	36	.73**		

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

Stability of the job performance measure:

To guarantee the study tool's stability, it was tested using the test-retest approach, which involved applying the scale and then re-applying it two weeks later to a set of 30 respondents who were not part

of the study population. The Pearson correlation coefficient between their estimations for the two occasions was then calculated if it reached 0.89.

If the reliability coefficient reached 0.84, it was determined using the internal consistency technique according to the Cronbach Alpha equation, and these values were deemed adequate for the objectives of this study.

Presentation and analysis of study data:

The five-point Likert scale was adopted to correct the study tools, by giving each of its items one point out of its five levels (strongly agree, agree, neutral, disagree, strongly disagree), which is represented numerically (5, 4, 3, 2, 1) on the scale. Ranking. The following scale was adopted for the purposes of analyzing the results:

From 1.00-2.33 low, from 2.34-3.67 medium, from 3.68-5.00 high

Study findings and discussion:

The first question is: What is the level of understanding of the variables affecting faculty members' psychological health at Hail University's College of Education?

To answer this question, the arithmetic means and standard deviations for faculty members at Hail University's College of Education's perception of the variables affecting their psychological health were retrieved, as shown in the table below.

Table (5): Arithmetic means and standard deviations of the level of awareness of faculty members at the College of Education at Hail University of the variables affecting their mental health, arranged in descending order according to the arithmetic means.

Rank	Number	Range	Arithmetic Mean	Standard Deviation	Level
1	1	Self-acceptance and self-confidence	2.30	.882	low
2	3	Social interaction skills	2.27	.929	low
3	4	Employing energies and capabilities	2.23	.886	low
4	2	Neuroticism	2.12	.972	low

Table (5) demonstrates that the arithmetic means of faculty members' understanding of the variables affecting their psychological health at Hail University's College of Education were low, ranging between (2.12-2.30). The field of self-acceptance and self-confidence came in first, with a mean of (2.30), whereas neuroticism came in last, with a mean of (2.12).

The two researchers defended this by referring to Al-Khawaja's (2010) explanation of psychological health characteristics. We discover that "psychological sensitivity" is attained by emotional equilibrium, as demonstrated in Table (7), paragraph (14), "My aggressive behavior towards others increases." The outcome was a low score (2.32).

Also, we find in Table (7) a higher decrease in paragraph (4) "I feel comfortable when I stay away from people" with a score of (1.96), which agrees with what Al-Khawaja (2010) mentioned regarding adapting to reality, and this includes the individual's ability to understand and accept reality as it is without attempting to escape from it, which means that awareness of the variables affecting psychological health is the first effect, the results of which were characterized by a decline in the table above.

The second question: What is the level of job performance among faculty members at the College of Education at the University of Hail?

To answer this question, arithmetic means and standard deviations were extracted for the level of job performance among faculty members at the College of Education at the University of Hail, and the table below shows this.

Table (6): Arithmetic means and standard deviations for the level of job performance among faculty members at the College of Education at the University of Hail, arranged in descending order according to the arithmetic means.

Rank	Number	Range	Arithmetic Mean	Standard Deviation	Level
1	23	I feel independent in my work	4.40	.869	High
2	24	I participate in making decisions for my organization	4.25	.874	High
3	25	I enjoy privacy in my workplace	4.09	.994	High
4	39	I rarely show in front of the students with a proper appearance	4.01	1.146	High
5	40	I don't care about the results of the annual performance evaluation	3.97	1.158	High
6	41	I rarely follow the instructions of my bosses and supervisors	3.97	.885	High
7	38	I rarely go to the lecture when the time comes directly	3.96	1.054	High
8	37	I often postpone explaining the course or clarifying a point to students	3.95	.913	High
9	34	I often leave the university before the end of the university term	3.92	1.170	High
10	35	I was frequently absent from university for insignificant reasons.	3.87	1.009	High
11	36	University administration decisions are often neglected	3.82	.995	High
12	32	I neglect my work to a great extent	3.73	1.062	High
13	30	It bothers me that I don't use a variety of activities	3.46	1.238	Middle
14	29	I suffer from a lack of preparation for the scientific subject	3.43	1.329	Middle
15	31	My lack of follow-up with students bothers me	3.42	1.262	Middle
16	33	I feel a lack of responsibility towards work	3.05	1.372	Middle
17	27	I find it difficult to take leaves	3.02	1.114	Middle
18	28	I go to university very slowly	3.01	1.253	Middle
19	26	I suffer from a lot of noise in my workplace	2.95	1.237	Middle
		Job Performance	3.70	.624	High

The arithmetic averages were between (2.95-4.40), with item No. (23), which declares, "I feel independent in my work," coming in first place, with arithmetic average of (4.40), and item no. (26) Coming in first place, with arithmetic average of (4.40).) The line "I suffer from a lot of noise in my workplace" came in last place, with a mean of (2.95). The arithmetic average for job performance among faculty members at the University of Hail's College of Education was (3.70).

This is somewhat consistent with Arabiyat and Al-Qaddah's (2011) study, which found an average level of job performance among faculty members, and with Al-Mutairi's (2021) study, which found an average level of job burnout among employees at the University of Hail.

According to (Lutfi and Qanifah, 2016), the researchers believe that the increase in some performance rates may be attributed to the work atmosphere, which is regarded one of the markers of the efficacy of job performance and was reached in the following paragraphs (23, 24, 25) of Table (6).

The third question: Is there a statistically significant correlation at the level ($0.05 \geq \alpha$) between the level of psychological health and the level of job performance of faculty members at the College of Education at the University of Hail?

To answer this question, the Pearson correlation coefficient was extracted between the level of psychological health and the level of performance of faculty members at the College of Education at the University of Hail, and Table (7) shows this.

Table (7): Pearson correlation coefficient for the relationship between the level of psychological health and the level of job performance of faculty members at the College of Education at the University of Hail

		Job Performance
Self-acceptance and self-confidence	Correlation coefficient t	.102
	Statistical significance	.347
	the number	87
Neuroticism	Correlation coefficient t	.249
	Statistical significance	.677
	the number	87
Social interaction skills	Correlation coefficient t	.059
	Statistical significance	.590
	the number	87
Employing energies and capabilities	Correlation coefficient t	.195
	Statistical significance	.071
	the number	87

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It is clear from Table (7) that there is no statistically significant relationship between the level of psychological health and the level of job performance of faculty members at the College of Education at the University of Hail.

This is consistent with Hamza's (2020) study, which found no correlation between work pressures and university professor performance, and the study thus contradicts the findings of Lu et al. (2022), who found that employees' psychological health positively affects their job performance. The study by Hennekam et al., 2020, whose findings revealed that psychological health conditions can have a negative impact on self-perceived job performance in the form of a decrease in the quality of the individual's work and working slower, and the study by Al-Eid and Al-Zamili (2018), which revealed the existence of a positive relationship between the level of psychological health and teachers' performance.

4. Conclusion

It also contradicted the findings of Wright and Cropanzano (2000), who determined that psychological well-being, is related to job performance. The higher one's psychological well-being, the better one's job performance. The two researchers feel that the similarity of the results with the study of Hamza (2020) indicates that the level of intellect has no effect on job performance. The effectiveness of a faculty member's performance at the University of Hail's College of Education was not jeopardized by his lack of awareness of psychological health variables. Rather, he maintained the quality of his job performance in the face of psychological difficulties, which benefits the educational institution because high employee performance is one of the components contributing to the achievement of its future vision, paying attention to the distinction with Wright and Cropanzano (2000)'s study, the two researchers explain this based on the behavioural view of mental health, as it is dependent on the quality of learnt conduct. Individuals experience psychological health if they develop habits that are suitable with their society and are able to interact and adjust successfully. This means that a faculty member's lack of awareness of the factors influencing psychological health is not always indicative of a lack of mental health.

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