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THE EFFECT OF INDIVIDUAL FACTORS, JOB STRESS AND JOB SATISFACTION ON MENTAL HEALTH OF TEACHERS OF BOJNOURD

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Abstract

Background and Purpose

Since mental health is determined as one of the main factors in declining in physical performance and physical and mental side effects in teaching career, the purpose of this study is analyzing the relationship between individual factors, job satisfaction, job stress and mental health of teachers (elementary-middle-high school).

Method

In accordance of the purpose of this study, 397 teachers (211 females and 186 males) were selected through stratified random sampling stratified with appropriate assignment and the personal information, mental health (GHQ12), job stress questionnaire of Iranian teachers and job satisfaction questionnaire of Barry Field worth were completed by them.

Findings

The results of independent t-test indicate that there is a significant difference between mental health questionnaire (GHQ12) and job stress questionnaire of teachers in terms of gender (male and female) and regions (rural and urban) and the results of Fisher F-test indicates that there is a significant difference between health questionnaire mental (GHQ12) among teachers in terms of years of service, workplace distance to home and economic status and in Barry Field worth job satisfaction questionnaire the difference is significant only in years of service and economic status and in job stress questionnaire only the difference was identified in teaching levels. The results of correlation matrix indicted a negative relationship (strong) between job satisfaction and positive relationship (poor) between mental health and job stress was observed. Also mental health with correlated stress subscales (with the exception of students in the stress scale) and job

satisfaction and job stress has a negative relationship. The results of regression analysis showed that job satisfaction and job stress of teachers has the ability to predict the mental health of teachers in general.

Conclusions: Teachers (sample) are in good mental health and job satisfaction, and their job stress is also relatively high, in the other hand, female teachers and teachers who have worked in urban areas has better mental health as well as a significant positive relationship between job stress and significant negative relationship between mental health and job satisfaction of teachers.

Keywords: Teachers, Mental health, Personal factors, Job stress, Job satisfaction.

1. Introduction

A teacher is considered as a unique and important individual in education system, he is the heart and soul of this system and lead students from the darkness and ignorance to understanding, he had to acts like a hinge to transfer intellectual traditions and keeping the lights of civilization on, many people think that teaching is not a profession, they see it as a mission (the famous quote of Motahari: teaching is a prophet career), even if we consider teaching a professional career, still most of people do not consider it as doctors and lawyers profession (Milan T. Mistry, 2010), Studies show that the productivity level of education is low and most problems in human resources education comes from this area. The productivity will be achieved when teachers work with their heart and soul and wisdom which is the base of productivity of human resources (SoleimaniNejad, 1989).

According to research St. Paul Fire specified that much more serious job-related stress factors such as family problems and financial stress is. often, this stress experiments. Such work is estimated that 75 percent of the entire problems Medical issues are directly responsible for the cost of considerable stress caused by Azastrs So genotypic Darmrtbt with health care, low productivity is. Markar, report says you mean the absence of work-related stress, has been in 23 days with 44 other, reaches more than 31 days, which disease is caused. In individual (demographic) such as age, sex, marital status, work experience, teachers and mental health as well as studies done similar jobs, for example, Rismanchian (1378) found a significant relationship between managers and their degree studies also suggest the gender factor in effective business decisions. Teachers are facing many problems due to the nature of their job with problems such as: voluminous work, -students (1991, seidman) them (Alizade, 1386) AstrsShghly (Aguilar Vafae, 1379 and 1381), decreased motivation (Chaldean, 1382) that these problems can all affect their mental health, job stress and job satisfaction among

the most important social issues in the field of mental health of teachers in the past two decades is considered. According to this research aims to investigate the effects of different factors in job stress and job satisfaction factors mental health of teachers. Notably, the psychological factor is in fact a piece of the universe and foremost to factors sense complex mental states understood to be talking about that.

A review of the literature:

The World Health Organization (2005) mental health as "a state of well-being in which the individual realizes his abilities and is able to confront natural stress of life and to work productively and fruitfully to share, defines" .

Healthy living within the school of emotional health, healthy interpersonal relationships and provide a safe environment is half of the students in the school, therefore, to identify and manage the emotional behavior of children to teachers directly in schools is (Akintunde , 2011) However, an understanding of the mental health community at large teacher in a weird experience at an early stage to greatness and responsibility in later life students will be expected to teachers motivate their students teachers must play a vital role in stress management students (Olanipekun 2006).

At the end, students will be trained to start their burdensome life, (borge, in CHAPLAIN, 1995) The results are well below reflect this fact (Education Quarterly Review, 2002). Change rapid technological, hours long work computer duplicate businesses covering issues as well as economic problems, can lead to stress. Given the many sources of stress, it is surprising that the National Institute for Occupational Safety and Health (niosh) report points out that occupational stress that 26 to 40 percent, largely stressful. company Marlins in 2003 on workplace conditions existed Americans showed that 43 percent of respondents reported that their company executives associated with stress, help the staff do not. (May, 2008).

Humphrey absence of teachers in 1986 was a year, about a third of the 35 because of fatigue, continuous. literature review has shown that teachers in some degree of stress. of studies to identify sources of stress in primary and secondary schools has (Borg hours bracelet, 1991; Farber, 1984; Friedman, 1991) (the Drrabrtz.m, 2009, S515-522).In addition guessed that teachers in a very stressful psychological for created, the figure reflects a major increase in teachers taking sick leave due to mental health problems is (Naylor, 2001).Evidence suggests that many teachers suffer from occupational stress are: the volume of work-range of things that will change over time, changes in the composition of a class-wide change-range of expectations of government, organizations, administrator, parent - Colleagues, such stress can have detrimental results,

work extra time without pay not only mental health but also family problems this will reduce the time, those who do not find a winner all born to do this job stress leave when training teachers so four factors have defined the time, resources, support, respect, these control measures are as follows (Education Quarterly Review, 2002). Antoniou et al (2006), conditions that cause stressful jobs or are known as exogenous poor job conditions, excessive workloads, lack of cooperation etc as individual factors known personality; the other hand, when the complexity business environment organizational life can be extended.

In total, causes job stress can be divided into the following main categories (1) stressors related to work with the following three main groups specific environment, specific organization's job specific (2) stressors, the tomorrow that can be either a result or a result of personal characteristics and living conditions of the individual (palasky, 2007, p. 6).

Finally, understand the relevance and results of job satisfaction are important for researchers and organizations, for example, theories about the relationship between job satisfaction and life satisfaction are important variables such as work, family satisfaction, work-family conflict, performance, organizational citizenship behavior (see Damz.j, 1996, p. 411) .rabynz (2002) job satisfaction as a person's general attitude toward his or her job knows (Pebble, 2000), he stated that all aspects of Hayek's work, especially the good and bad, positive and negative, it is important someone unhappy. It is expected that job satisfaction of teachers by a school environment with appropriate training, to ensure that contract terms, security and decent wages increase. The job satisfaction of teachers, probably from a positive exchange between colleagues, it seems that teachers in general when they are forced to teach in the classroom and student satisfaction, or teaching in the villages of the city they are in. (Vernon, 1997).

Analysis Method:

Plan: The research methodology for this study is a descriptive analytic correlation pattern as to examine the relationship between several (Son, 1382).

Community sample

Population consisted of all teachers in primary, middle and secondary cities are. random sampling stratified according to the different educational (elementary middle high schools), and various areas (rural and urban) stated amounts in proportion with each two sex (female and male) class of individuals if the relative frequency of each sample, the proportion of the population in the same class were.

Tools

A) demographic questionnaire:

Stop questionnaire consisted of 10 items that teachers demographic information such as age, sex, etc. measures.

B) Inventory (12 GHQ):

The first 60 questions were general health questionnaire, then to circumstances and different cultures of its diverse forms is extracted. Figures 12, 20, 28, 30 questions from the questionnaire in different cultures in terms of reliability and validity were assessed (Akoya,1990) 12-item questionnaire public health a short tool, with the aim of screening healthy and diseased individuals. In preparation Short Form 12-item Health Sciences Research Institute of Iran by Iran to worship doctor Ali Montazeri and validation has obtained an average score of 7/3 and 5/3 respectively is standard deviation, coefficient of public health validity 83.

B) Job stress questionnaire Iran:

Job Stress Questionnaire Iranian teachers by doctor ((Maria (Mary) Aguilar desertion)) has been developed, the scale consisted of 64 items with job stress event, the statements of six degrees of choice with very high, high, relatively high, low, too is no less than 5 to 0 valued is. validity of the scale by he and colleagues calculated by Cronbach's coefficient of 96/0 is its reliability, validity coefficient of stress teachers 95.

D) Job satisfaction Barry:

field of job satisfaction Barry (1951), which contains 19 questions of five options in order to strongly agree (5), agree (4), pending (3), disagree (2), and strongly disagree (1) The measurement of job satisfaction were selected, questions were positive and negative aspects of some interest is paid jobs (unlike the negative questions were scored from one to five) . at bar this questionnaire by Abbas briefly suspended, 1376 on 50 women employees in Tehran alpha 92/0 is determined, comparing the validity and credibility to suggest that the scale is approved (K., 1376) Validity factor in job satisfaction 79. The been confirmed by experts.

Findings:

According to Tables 1 and 2 shows the results of independent t-test between male and female teachers mental health in a way that there is a significant difference at the level of 95% alpha female teachers mental safety of a better (lower grades) are pleasant. (1.99: t, 047/0: P) and mental health was significantly teachers became teachers in rural and urban

communities to rural teachers had better mental safety (3.06: t, 002/0: P) On the other hand the mental health of teachers the difference was not found (1.2-: t, 23/0: P) (alpha level of 95%) of the teachers' job stress questionnaire in terms of gender (male and female) and regions (rural) found a significant difference to job satisfaction observed.

According to Table 3 and 4 test results also show that the mental health of teachers with regard to age (1.73: (3,393): f, 15/0: P), Education (92. :(3393): f, 42/0: P), type of employment (1.13: (3,393): f, 33/0: P), teaching (1.87: (2,394): f, 15/0: P) alpha level There was a significant difference of 95%, the other hand, the results show that the mental health of teachers according to their work experience there is a significant difference (3.79: (3,393): f, 01/0: P) so that the teachers. In Kh25-35 the years have been better than teachers with less experience and teachers with meaningful difference 5-15 of the mental health of teachers with regard to service Location difference was statistically significant (3.53: (3,393): f , 01/0: P) so that teachers under 5 distance they are better than other teachers and mental safety of teachers who can travel over 25 kilometers difference was significant (alpha level of 95%).

Also, according to the economic situation there is a significant difference of 95% alpha level teachers (12.64: (3,392): f, 00/0: P). The economic situation is such that teachers are very good mental health this group of teachers with other teachers significant difference in mental health. . job satisfaction Barry teachers work experience p: ./ 001, f (3,393): 5/68 economic status p: ./ 00, f (3,392): 10/30 differences in job stress questionnaire of the difference between school teaching was observed.

Because job stress and job satisfaction have an important role in the mental health of the correlation matrix for the relationship between job stress and job satisfaction with mental health its .Table 5 below. Significant negative relationship between mental health and job satisfaction of teachers and a significant positive relationship between job stress and engage in mental health. According to Table 6 Regression analysis job satisfaction and job stress it that teachers had the ability to predict the mental health of teachers in general. The best predictor of mental health and job satisfaction ($56 / 0 = \beta$) and stress ($17/0 = \beta$) 38% of the variance in mental health can predict fairly well (at $01 / 0 = P$ meaningful) In these model R: ./ 61, R2: ./ 38, respectively.

Discussion and conclusion:

As mentioned in the introduction, this study aimed to investigate the effect of individual factors, job satisfaction, job stress on mental health of teachers by teachers (sample) are in good mental health, job satisfaction, job stress also

relatively high, hand, female teachers and teachers who have been better mental safety of the Amrbayafth of (Mihalv, 2002) and (HadiAbdallah, 2000) finds harmony Dardvmk half (Hlmstram, 2008) and (Drsarjnt, 2003) Generally be said that gender was a teacher mental health .example, if a woman to be a teacher in a remote village movement face problems. Moreover, if a man can easily overcome these problems, or vice versa, in general, women Vagg, Spielberg, and

(Wasala, 2002) .doc is that more women than men response to psychological stressors such as interpersonal conflicts and or pressure deadline at tively (Treater, 2004).

The job satisfaction observant teachers only in terms of years of service and economic status differences in accordance with job satisfaction among young men in the Middle Ages were found (Arabi, 1377, p. 52) explanation that can be found is that the conditions young people are not ready for traditional continue to be directed (focused). In Job Stress Questionnaire was the difference between teaching, this relationship is a national study of job stress among teachers in Great Britain by Cooper and Kelly (1993) It was, they concluded that primary teachers saw higher levels of job dissatisfaction and stress experience than their secondary colleagues, Cooper and Kelly came to the conclusion that it would in primary schools due to lack of support, their small size and lack of diversity work, low reward situation more common among secondary teachers to high levels of stress can be expressed problems of students, violence, threats blackguard teachers, this period may be. Guess the mental health of teachers according to years of service so that teachers are Kh25-35. significant difference in experience was better than teachers with less experience and teachers with 5-15 of this difference is significant. The mental health of teachers according to the distance workplace location significantly so that teachers distance of 5 out to other teachers safety of a better mental that allows the teachers to over 25 kilometers in the significant difference is no doubt that the distance between work and home is affecting the quality of a teacher (Hadi Abdullah, 2000), also taking into account the economic status of teachers so that teachers. significant difference with the economic situation is very good mental health this group of teachers significant difference with other teachers mental health.

There was a significant negative correlation between mental health and job satisfaction of teachers in accordance with the findings of (Cooper, 2002: 105), (Cell, 2006), (mudor, 2011, S41-49) The person's behavior or characteristics of the interaction between his job environmental positions are determined, the cultural interactions between people and their

environment in a more stable career choice, career advancement more to achieve satisfaction and ultimately leads to effective learning..

And a significant positive correlation between mental health and job stress engage in a study in 1999, by Norito et al, job stress as the strongest cause of injuries, mental, especially depression was introduced (norito, 1999) in accordance with the findings of (Hogan, Johnson, Briggs 1997; Caulfield, Chang, et al., 2004, save, Spector, Cooper et al., 2005; Murphy, Hurrell, Sauter, Keita and 1995, Nelson, Hurrell, 1997, Wright and Smye, 1996), to explain it to say adversely affect physical health and psychological stress experienced people to work, and particularly its problems increasingly common feature of modern life. Perceived psychological stress at work is often compared to the physical demands of work, show that psychological stressors one of the more effective. (Holmestram, 2008). Regression analysis of job satisfaction and job stress it that teachers in general teacher's ability to predict mental health and mental health consequences of low productivity to decrease in behavioral and psychological noted.

A limitation of this research work taking into account the characteristics of the personal lives of teachers are also other stressors that have not been applied in several studies, mental health consequences of physical, psychological behavior of the various parts of the country Tabatvjh the results of the educational system of the country focused on the overall results of our teachers in society.

Table-1: The mental health of teachers with regard to sex, marital status, type of area.

Indicators	Group	Average	The standard deviation	observed t	Degrees of freedom	Significance level
Gender	Female	2.83	3.32	1.99	395	.047
	Man	3.46	2.95			
marital status	Single	2.72	2.81	-1.20	395	.23
	Married	3.20	3.20			
Location	Rural	3.69	3.16	3.06	395	.002
	Town	2.72	3.07			

Table-2: Job satisfaction according to gender, marital status, type of area.

Indicators	Group	Average	The standard deviation	observed t	Degrees of freedom	Significance level
Gender	Female	67.35	15.16	-.36	395	.72
	Man	67.89	14.64			
marital status	Single	69.34	12.45	.97	395	.33
	Married	67.33	15.26			
Location	Rural	67.28	14.59	-.40	395	.69
	Town	67.89	15.092			

Table-3: Results ANOVA (mental health).

		Total squares	Degrees of freedom	Mean square	F ratio	Significance level
Age	Intergroup	51.30	3	17.10	1.73	.15
	Intergroup	3873.14	393	9.85		
	Total	3924.44	396			
academic degree	Intergroup	27.58	3	9.19	.927	.42
	Intergroup	3896.86	393	9.29		
	Total	3924.44	396			
type of employment	Intergroup	33.77	3	11.25	1.13	.33
	Intergroup	3890.67	393	9.90		
	Total	3924.44	396			
Years of service	Intergroup	110.43	3	36.81	3.79	.01
	Intergroup	3814.01	393	9.70		

	Total	3924.44	396			
Teaching point	Intergroup	36.90	2	18.45	1.87	.15
	Intergroup	3887.54	394	9.86		
	Total	3924.44	396			
Work from home	Intergroup	102.97	3	34.32	3.53	.01
	Intergroup	3821.47	393	9.724		
	Total	3924.44	396			
The economic situation	Intergroup	448.47	4	112.11	12.64	0.00
	Intergroup	3475.97	392	8.86		
	Total	3924.44	396			

Table-4: One-way analysis of variance (job satisfaction).

		Total squares	Degrees of freedom	Mean square	F ratio	Significance level
Age	Intergroup	1137.11	3	379.03	1.72	.16
	Intergroup	86436.09	393	219.93		
	Total	87573.20	396			
academic degree	Intergroup	1409.48	3	469.82	2.14	.09
	Intergroup	86163.72	393	219.24		
	Total	87573.20	396			
type of employment	Intergroup	1461.74	3	487.24	2.22	.08
	Intergroup	86111.46	393	219.11		
	Total	87573.20	396			

Years of service	Intergroup	3639.31	3	1213.10	5.68	.001
	Intergroup	83933.89	393	213.57		
	Total	87573.20	396			
Teaching point	Intergroup	568.56	2	284.28	1.28	.27
	Intergroup	87004.64	394	220.82		
	Total	87573.20	396			
Work from home	Intergroup	1550.071	3	516.69	2.36	.07
	Intergroup	86023.13	393	218.88		
	Total	87573.20	396			
The economic situation	Intergroup	8334.83	4	2083.70	10.30	.00
	Intergroup	79238.37	392	202.13		
	Total	87573.20	396			

Table-6: Summary of regression models, analysis of variance and regression statistical indicators of mental health in terms of job satisfaction and job stress.

Model	Variable	B	SEB	β	t	sig	F	R	R2	Adj R2
1							215.34	.59	.35	.35
	job satisfaction	-.12	.01	-.59	-14.67	.000				
2							121.3	.61	.38	.38
	job satisfaction	-.12	.01	-.56	-14.21	.000				
	Job stress	.01	.00	.17	4.24	.000				

** All values F at P= 0/01 are significant.

Table-5: The correlation matrix of variables.

** P<0.01

* P<0.05

	1	2	3	4	5	6	7	8	9	10	11	12
job satisfaction	1											
mental health	-.594* *	1										
Stress	-.145* *	.253* *	1									
Stress (students)	-.026	.089	.670* *	1								
Stress (managers)	-.073	.186* *	.892* *	.570* *	1							
Stress (physical location)	-.088	.197* *	.679* *	.502* *	.567* *	1						
Stress (ET)	-.146* *	.215* *	.806* *	.526* *	.722* *	.474 **	1					
stress (the nature of the teacher)	-.197* *	.286* *	.868* *	.498* *	.703* *	.549 **	.677 **	1				
Stress (lack of ability of the teacher)	-.185* *	.234* *	.837* *	.537* *	.657* *	.515 **	.709 **	.769* *	1			
stress	-.129* *	.220* *	.883* *	.469* *	.775* *	.548	.663	.70	.656	1		

(macro-policy organization)		*	*	*	*	**	**	9*	**			
stress (the organization)	-.083	.187* *	.819* *	.464* *	.697* *	.489 **	.588 **	.659* *	.632 **	.757 **	1	
stress (organization al structure)	-.114*	.222* *	.884* *	.547* *	.793* *	.562 **	.704 **	.734* *	.676 **	.794 **	.687* *	1

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