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Assessment of Occupational Stress Mental Health and Copying Style among Colleges' Teachers based on Selected Demographic Attributes: A Case Study of Southern Districts of Punjab



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Abstract: *The current study investigated work-related stress, mental health and copying styles of college teachers based on their demographic attributes. A sample of n=176 (males=115; females=61) lecturers working at the college level was taken and surveyed. Self-structured questionnaires consisted of occupational stress, mental health, and copying style. When comparing two different groups, females were more likely inclined to stress and mental health as compared with males ($p < 0.05$). Married lecturers reported higher mean scores on mental as compared with unmarried lecturers ($p < 0.05$). The findings showed that there were no statistically significant changes in the research variables based on the participants' age, experience, or type of employment ($p > 0.05$), with the exception of copying style based on age ($p < 0.05$). When organizing an intervention programmed to advance and promote mental health, these findings must be taken into account.*

Key Words: Assessment, Occupational Stress, Coping, Mental Health, Demographics & Attributes

Introduction

In any aspect of life, a calm and pleasant environment is critical to achieving satisfying results. Peaceful competitive working conditions, mental readiness, and psychological well-being are all essential determinants of a peaceful environment. In a competitive environment, it is commonly noted that certain stressful conditions occur (Fard & Karimi, 2015). If, on the other hand, the difficult situation is under control from numerous angles, one may easily perform and

expect superior results. If not, the situation requires careful evaluation and attention (Farooq-Abbasi, 2015).

Natural or pure science has gained some traction in technological advancements such as missile and space technology. Similarly, exploratory activity such as archaeology or geology, where experimental work is valued, merits consideration to some extent. Furthermore, the establishment of a new, high-quality institution, as well as a favourable

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Citation: Aslam, M., Nawaz, M., & Kanwal, S. (2023). Assessment of Occupational Stress Mental Health and Copying Style among Colleges' Teachers based on Selected Demographic Attributes: A Case Study of Southern Districts of Punjab. *Global Social Sciences Review*, VIII(1), 309-321. [https://doi.org/10.31703/gssr.2023\(VIII-I\).28](https://doi.org/10.31703/gssr.2023(VIII-I).28)

environment, is critical for the rest of the discipline and its application for the benefit of humanity in the country (Khan, Jabeen & Manzoor, 2020).

Unfortunately, health, physical education, recreation, and sport have never been considered among the issues of "importance" in the majority of the East. The lack of interest or ignorance among the ruling class and academics seems to be the most significant factor in the area of physical education and sports, while there may be many other factors at play. The reason for this is that, even though we are in the first quarter of the twenty-first century, we do not see any shining personalities in the field of applied research from this region of the world (Khan et al., 2020).

Teachers may experience psychological, cognitive, and social shock as a result of the transfer from a BA/B.Sc. to a BS program, particularly in the area of Health and Physical Education because this educational change has substantial distinctions. Teachers will be confronted with new teaching methods as well as a new living environment. Teachers may feel various sorts of stress as a result of these changes, which may negatively impact their mental health. Academic pressures such as conducting and marking regular tests, assignments, projects, and other college obligations may be encountered by teachers in this BS degree. Teachers become stressed as a result of their incompetence or failure to meet these criteria.

The availability of physical sports facilities like courts, fields, and track with playing equipment like Bat, Ball, Net, Shuttle, Racket, and other athletics and gymnastic activities, in addition to learning tools, transportation options, and other services offered on campus for students, can increase the stress levels of physical education teachers. Stress also has an effect on the physical and emotional well-being of teachers. For instance, teachers who experience high levels of stress perceive their own health as being worse, have low self-esteem, and are more prone to participate in risky behaviours (Acquadro et al., 2018). According to the stress and coping theory put forward by Lazarus and Folkman (1984), people are most susceptible to psychopathological experiences when they lack effective coping mechanisms. As a result, it was thought important and required to conduct an empirical study to

identify and comprehend work-related stress, among college physical education professors.

Objectives

1. To measure the occupational stress, coping style and mental health colleges' physical education teachers. (Frequency and Percentage)
2. To examine the significance of group mean differences in changing participants' responses related to occupational stress, coping style and mental health. (Test of significance)

Hypotheses

- H₁:** There is a significant gender-wise difference related to occupational stress, coping style and mental health. (t-Test)
- H₂:** There is a significant marital status-wise difference related to occupational stress, coping style and mental health. (t-Test)
- H₃:** There is a significant age-wise difference related to occupational stress, coping style and mental health. (ANOVA)
- H₄:** There are significant teaching experience-wise differences related to occupational stress, coping style and mental health. (ANOVA)
- H₅:** There is a significant qualification-wise difference related to occupational stress, coping style and mental health. (ANOVA)
- H₆:** There is a significant nature of job-wise differences related to occupational stress, coping style and mental health. (ANOVA)

Research Methodology

Research Philosophy

Two important problems are addressed by research philosophy: 1) What is knowledge, and 2) how can knowledge be documented and passed on? The positivist philosophy considers knowledge that may be objectively verified by observation. Furthermore, positivist philosophy implies that verifiable information may be documented and communicated using observable symbols like concepts and words (Babones, 2016). The researcher proposed positivist philosophy in light of these thoughts on research philosophy.

Research Approach

In social science research, a survey approach is often used to collect human perceptions, opinions, or positions on many subjects (Moser & Kalton, 2017). The current study was focused on the perceived stance of Physical Education Teachers (PETs); hence, a cross-section survey approach was employed to recruit participants using questionnaires. For such sociological studies, a survey is indicated as an ideal tool.

Population and Sample

Population

A population is a group of individuals, things, or occasions that a researcher is interested in learning more about in order to provide data for some research topic. As a result, the research topic determines the population, with the researcher

setting the boundaries of a particular population (Moser & Kalton, 2017). Physical education teachers at the college level in southern Districts of Punjab constituted the study's population.

Sample and Sampling

A sample is a subset of a population chosen for research. If a sample speaks for every segment of the population and all of its characteristics, it becomes representative of the entire population (Moser & Kalton, 2017). The information used in the formula originated from a pilot study that was carried out as part of the project planning stage to assess the questionnaire and gather some statistics for the formula to take into account when calculating sample size. The whole formula and the results of the computation are displayed in Table 3. The sample size was (n=176).

Table 1.

Giving the Details of Sample Selection

$=((SD*SD)/((E*E)/(Z*Z)) + ((SD*SD)/N))$				
SD	Z	E	N	n
0.43	1.96	0.043	324	175.76

Reliability and Validity of Data

Reliability Statistics

In statistics, reliability refers to a measure's overall consistency; a measure is deemed highly dependable if it produces similar results in similar conditions (Carpenter, 2006). Cronbach's alpha is a measure of internal consistency in terms of item affinity and association. Cronbach's alpha is a coefficient indicating dependability (or consistency), not a statistical test, in technical terms.

Validity Statistics

Validity is a criterion for determining whether or not the concepts employed in data collection are appropriate for measuring the data they are designed to collect. The validity test aids in choosing the types of tests to run on data in order to evaluate hypotheses (Carpenter, 2006). The researcher utilized 'Factor-analysis' to obtain evidence regarding the validity of data in accordance with common survey data validity criteria.

Data Analysis

Descriptive Tools

Descriptive data refers to the study's individual variables. Tables were utilized to show descriptive statistics on the frequency of sample groups based on demographic characteristics, as well as a table of descriptive data on the study variables.

Tests of Significance

To assess the group mean differences based on the demographic characteristics of respondents, tests of significance (TOS) are performed. In the current study, the t-Test was used for two groups, while the ANOVA was applied for more than two groups. The age, gender, designation, qualification, and teaching experience of physical education teachers were tested in this study to see if there are any group means differences. The statistics for assessing the hypotheses were computed using T-tests.

Results and Discussion

This part of the research work presented the main results obtained after the application of statistical tests to test the set hypotheses and achieve the desired objectives as well. Therefore, the analysis and interpretation of data are presented. This chapter is categorized into various sections. It included both descriptive as well as inferential statistics to assess the research variables.

Demographic Attributes

The descriptive results described the frequency and percentage of demographic attributes as well as item-wise analysis of the questionnaires. The analysis of descriptive statistics helps in understanding the research variables under study.

Table 2

Ages of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Age	18-22	3	1.7	1.7	1.7
	23-27	7	4.0	4.0	5.7
	28-32	34	19.3	19.3	25.0
	33-37	77	43.8	43.8	68.8
	38-42	55	31.3	31.3	100.0
	Total	176	100.0	100.0	

The above table shows the frequency and percentage of the participants included in the study. Out of 176, 03 respondents were aged between 18-22, 07 respondents having aged

between 23-27, 34 respondents showed their age between 28-32, 77 respondents marked their age between 33-37, and 55 respondents reported their age between 38-42.

Table 3

Gender of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Gender	Male	115	65.3	65.3	65.3
	Female	61	34.7	34.7	100.0
	Total	176	100.0	100.0	

The above table presented the gender-wise frequency and percentage of the participants included in the survey. Among 176 respondents,

115 were male at 65.3% and 61 were female at 34.7%.

Table 4

Teaching Experience of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Experience	1-5 Years	10	5.7	5.7	5.7
	6-10 Years	18	10.2	10.2	15.9
	11-15 Years	67	38.1	38.1	54.0
	16-20 Years	47	26.7	26.7	80.7
	21-25 Years	34	19.3	19.3	100.0
	Total	176	100.0	100.0	

The above table depicted the experience-wise details of the participants. According to the table,

10 respondents have shown their experience between 1-5 years, and 18 respondents reported

their experience between 6-10 years. In the same table, 67 respondents have shown their experience between 11-15 years, 47 have marked their experience between 16-20 years, and the

remaining portion consisted of 34 respondents who have shown their experience between 21-25 years.

Table 5

Marital Status of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Marital Status	Married	136	77.3	77.3	77.3
	Unmarried	40	22.7	22.7	100.0
	Total	176	100.0	100.0	

The table on the previous page indicated the marital status of the respondents. Among 176

respondents, 136 were married and 40 were unmarried.

Table 6

Education of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Education	B.S	38	21.6	21.6	21.6
	M.A/ M.Sc.	87	49.4	49.4	71.0
	M. Phil	47	26.7	26.7	97.7
	Ph. D	4	2.3	2.3	100.0
	Total	176	100.0	100.0	

The above table presented an education-wise description of the respondents. As can be seen in the table, 38 respondents have a qualification of BS, and 87 respondents have shown their

qualification of MA/M.Sc, 47 respondents have shown their qualification of M.Phil and only 04 respondents have shown their qualification of PhD.

Table 7

Designation of the Participants

		Frequency	Per cent	Valid Percent	Cumulative Percent
Designation	Physical Edu. Teacher	57	32.4	32.4	32.4
	Arts Teacher	78	44.3	44.3	76.7
	Science Teacher	41	23.3	23.3	100.0
	Total	176	100.0	100.0	

The above presented that there were 176 respondents who participated in the survey. Among these 57 respondents were physical education teachers, 78 respondents were from Arts, and the remaining portion consisted of 41 respondents who were science teachers.

Frequency Distribution

This section of the thesis deals with the frequency distribution of the response rate of each question given in the instrument for measuring an important variable of occupational stress. This distribution may help the readers to understand the nature of each item that how the respondents responded to the questions related to the measurements of occupational stress.

Table 8*Frequency distribution of Occupational Stress*

	N	Mean	Std. Deviation
To maintain discipline and order in the classroom.	176	2.4034	1.14731
To work with unmotivated students.	176	2.7614	.82107
To work with agitated or unruly children.	176	1.7443	.84682
Carrying out school duties during the time dedicated to my family (e.g. reading and marking offhand papers at home).	176	2.0227	1.06880
To teach in noisy conditions (e.g. too much noise outside the street).	176	2.7273	.85158
To teach in unsuitable thermal conditions (e.g. too cold).	176	2.5739	1.18813
Supervise students during breaks.	176	2.6705	.77418
To work with papers or documents related to administrative activities.	176	2.6761	.90881
To make trips with students.	176	2.3636	1.10254
To prepare students for competitions outside of school hours.	176	3.0568	.82612
To prepare students for completion taking place during school hours.	176	3.0625	.78672
To have to reckon with my colleagues.	176	2.8295	.90360
To have an inspection of evaluating the situation in the classroom.	176	3.1932	.69047
To help a child with poor academic results to progress.	176	2.6705	1.19256
To permanently pursue progress in student acquisitions.	176	3.0227	.67574
Overall	176	2.6511	.29601

The occupational stress of the respondents was measured through several questions and their mean and standard deviation have been given in the above table. As can be seen in the table, there were 176 respondents who responded to the

instrument. The overall mean value was found lesser than the hypothetical mean of $2.65 < 3.00$. It shows that teachers at the college level are facing occupational stress.

Table 9*Frequency distribution of Mental Health*

	N	Mean	Std. Deviation
Makes appropriate noises when he should not	176	2.6932	.69047
Demands must be met immediately	176	2.8409	.69094
Overly sensitive to criticism	176	3.3466	.65839
Distractibility or attention span a problem	176	3.0398	.70395
Mode changes quickly and drastically	176	2.7500	.83152
Submissive attitude towards authority	176	2.9489	.70322
Restless, always "up and on the go"	176	3.0341	.86782
Excitable, impulsive	176	3.0398	.81669
Excessive demand for teachers' attention	176	2.8125	.80290
No sense of fair play	176	2.9148	.71603
Appears to lack leadership	176	3.4034	.64302
Childish and immature	176	2.8068	.69870
Denys mistakes or blames others	176	2.6932	.69047
Does not get along well with other children	176	2.8068	.69870
Uncooperative with classmates	176	2.6932	.69047

Easily frustrated in all areas	176	2.8409	.69094
Uncooperative with teachers	176	3.3977	.64214
Overall	176	2.9512	.26118

The mental health of the respondents was measured through several questions and their mean and standard deviation have been given in the above table. The overall mean value was

found lesser than the hypothetical mean 2.95 < 3.00. It shows that teachers at the college level reported lower mental health.

Table 10

Frequency distribution of Coping Stress

	N	Mean	Std. Devi.
I have been trying to work or other activities to take my mind off things	176	2.2670	1.03771
I have been concentrating my efforts on doing something about the situation, I am in	176	2.6477	.88853
I have been using alcohol or other drugs to make myself feel better.	176	1.7727	.80324
I have been getting emotional support from others.	176	1.8068	.88619
I have been taking action to try to make the situation better.	176	2.6477	.88853
I have been refusing to believe that it has happened.	176	2.6477	.88853
I have been getting help and advice from other people.	176	2.3295	.99968
I have been trying to see it in a different light, to make it seem more positive.	176	2.3295	.98818
I have been trying to come up with a strategy about what to do.	176	2.3068	.96638
I have been giving up the attempt to cop	176	2.5795	1.04986
I have been looking for something good in what is happening	176	2.6932	.97814
I have been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	176	2.6477	.88853
I have been accepting the reality of the fact that it has happened.	176	2.5000	1.06369
I have been expressing my negative feelings.	176	2.3068	1.02381
I have been trying to find comfort in my religion or spiritual beliefs.	176	2.6875	.88741
I have been trying to get advice or help from other people about what	176	2.2330	.91791
I have been learning to live with it.	176	2.5852	1.03295
I have been thinking hard about what steps to take.	176	3.1818	.85584
I have been blaming myself for things that happened.	176	2.3182	1.09592
Overall	176	2.4512	.30509

The coping strategy of the respondents was measured through several questions and their mean and standard deviation have been given in the above table. The overall mean value was

found lesser than the hypothetical mean of 2.45 < 3.00. It shows that teachers at the college level reported a partial role in coping strategies for their occupational stress.

Testing of Hypotheses

Table 11

Results of t-Test on Gender-based Differences

Variables	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)																				
Coping Strategies	Male	115	2.3745	.23672	-6.047	174	.000																				
	Female	61	2.6479	.36021				Occupational Stress	Male	115	2.5587	.25398	-6.322	174	.000	Female	61	2.8267	.29193	Mental Health	Male	115	2.6263	.25797	-5.110	174	.000
Occupational Stress	Male	115	2.5587	.25398	-6.322	174	.000																				
	Female	61	2.8267	.29193				Mental Health	Male	115	2.6263	.25797	-5.110	174	.000	Female	61	2.8311	.24329								
Mental Health	Male	115	2.6263	.25797	-5.110	174	.000																				
	Female	61	2.8311	.24329																							

The fourth hypothesis was formulated to check the groups' mean differences based on the gender of the respondents. The analyzed inferences showed significant gender-wise differences in all the research variables including coping strategy, occupational stress and mental health. The p-

values for all the variables were found lesser than the critical value ($p < 0.05$). It means that male and female lecturers reported differences of opinion regarding variables under study. Based on these results, the set hypothesis H4 is strongly accepted.

Table 12

Results of t-Test on Marital Status-wise Differences

Variables	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Coping Strategies	Married	136	2.4818	.32013	.977	174	.330
	Unmarried	40	2.2467	.28747			
Occupational Stress	Married	136	2.6707	.29471	1.583	174	.115
	Unmarried	40	2.5868	.29470			
Mental Health	Married	136	2.7177	.26313	1.857	174	.065
	Unmarried	40	2.6280	.28707			

The fifth hypothesis was formulated to check the groups' mean differences based on the marital status of the respondents. The analyzed inferences showed insignificant marital status-wise differences in all the research variables (coping strategy, occupational stress and mental health). The p-values for all the variables (coping

strategies= .330, occupational stress= .115, and mental health= .065) were found greater than the critical value ($p > 0.05$). It means that married and unmarried lecturers reported no statistically significant differences of opinion regarding variables under study. Based on these results, the set hypothesis H5 is strongly rejected.

Table 13

Results of ANOVA on Age-wise Differences

Variables	Age group	N	Mean	Std. Deviation	F	Df	Sig. (2-tailed)
Coping Strategies	18-22	3	2.6467	.16258	.985	171	.417
	23-27	7	2.4286	.33687			
	28-32	34	2.5309	.26047			
	33-37	77	2.4271	.29394			
	38-42	55	2.4856	.36581			
	Total	176	2.4693	.31306			
Occupational Stress	18-22	3	2.4633	.23094	3.038	171	.019
	23-27	7	2.4000	.18421			
	28-32	34	2.5888	.18666			
	33-37	77	2.6539	.30582			
	38-42	55	2.7295	.32617			
	Total	176	2.6516	.29597			
Mental Health	18-22	3	2.4500	.22716	3.818	171	.005
	23-27	7	2.4200	.16155			
	28-32	34	2.6453	.18113			
	33-37	77	2.7095	.27511			
	38-42	55	2.7613	.29392			
	Total	176	2.6973	.27055			

The sixth hypothesis was formulated to check the groups' mean differences based on the age of the

respondents. The analyzed inferences showed significant age-wise differences in all the

research variables except coping strategy. The p-values for all the variables except coping strategy were found lesser than the critical value ($p <$

0.05). Based on these results, the set hypothesis H5 is partially accepted.

Table 14

Results of ANOVA on teaching experience-wise Differences

Variables	Experience	N	Mean	Std. Deviation	F	df	Sig. (2-tailed)
Coping Strategies	1-5 Years	10	2.3460	.29785	1.186	171	.319
	6-10 Years	18	2.5967	.36345			
	11-15 Years	67	2.4693	.32651			
	16-20 Years	47	2.4496	.22122			
	21-25 Years	34	2.4653	.36337			
	Total	176	2.4693	.31306			
Occupational Stress	1-5 Years	10	2.8930	.28158	2.236	171	.067
	6-10 Years	18	2.6772	.36514			
	11-15 Years	67	2.6554	.34653			
	16-20 Years	47	2.5928	.20431			
	21-25 Years	34	2.6409	.22976			
	Total	176	2.6516	.29597			
Mental Health	1-5 Years	10	2.8710	.25497	1.265	171	.286
	6-10 Years	18	2.6872	.33478			
	11-15 Years	67	2.6931	.31164			
	16-20 Years	47	2.6619	.20244			
	21-25 Years	34	2.7088	.22404			
	Total	176	2.6973	.27055			

The seventh hypothesis was formulated to check the groups' mean differences based on the teaching experience of the respondents. The analyzed inferences showed insignificant teaching experience-wise differences in all the research variables (coping strategy, occupational stress and mental health). The p-values for all the variables (coping strategies= .319, occupational

stress= .067, and mental health= .286) were found greater than the critical value ($p > 0.05$). It means that lecturers having different age groups reported no statistically significant differences of opinion regarding variables under study. Based on these results, the set hypothesis H7 is strongly rejected.

Table 15

Results of ANOVA on education level-wise Differences

Variables	Experience	N	Mean	Std. Deviation	F	Df	Sig. (2-tailed)
Coping Strategies	B.S	38	2.4537	.36698	3.021	172	.031
	M.A/ M.Sc.	87	2.4161	.29159			
	M. Phil	47	2.5823	.29281			
	Ph. D	4	2.4450	.13379			
	Total	176	2.4693	.31306			
Occupational Stress	B.S	38	2.6292	.30028	.864	172	.461
	M.A/ M.Sc.	87	2.6809	.30409			
	M. Phil	47	2.6296	.28714			
	Ph. D	4	2.4850	.08347			
	Total	176	2.6516	.29597			
Mental Health	B.S	38	2.6808	.26336	.824	172	.482

M.A/ M.Sc.	87	2.7257	.28011
M. Phil	47	2.6687	.26583
Ph. D	4	2.5725	.14569
Total	176	2.6973	.27055

The eighth hypothesis was formulated to check the groups' mean differences based on the education levels of the respondents. The analyzed inferences showed significant differences based on different levels of education regarding the research variables except for

copying strategy. The p-values for all the variables except coping strategy were found greater than the critical value ($p > 0.05$). Based on these results, the set hypothesis H8 is partially accepted.

Table 16

Results of ANOVA on Nature of Job-wise Differences

Variables	Nature of Job	N	Mean	Std. Deviation	F	Df	Sig. (2-tailed)
Coping Strategies	Physical Edu. Teacher	57	2.4437	.32122	5.701	173	.004
	Arts Teacher	78	2.4149	.29821			
	Science Teacher	41	2.6083	.29432			
	Total	176	2.4693	.31306			
Occupational Stress	Physical Edu. Teacher	57	2.5904	.28284	1.938	173	.147
	Arts Teacher	78	2.6903	.30497			
	Science Teacher	41	2.6632	.28951			
	Total	176	2.6516	.29597			
Mental Health	Physical Edu. Teacher	57	2.6507	.24691	1.556	173	.214
	Arts Teacher	78	2.7335	.28358			
	Science Teacher	41	2.6934	.27283			
	Total	176	2.6973	.27055			

The last hypothesis was formulated to check the groups' mean differences based on the nature of the job of the respondents. The analyzed inferences showed significant differences based on the nature of the job of lecturers regarding the research variables except for coping strategy. The p-values for all the variables except coping strategy were found greater than the critical value ($p > 0.05$). Based on these results, the set hypothesis H9 is partially accepted.

Discussion

Research in the relevant area has found that the teaching community reported enormous occupational stress and poor mental health in comparison with other professions (Ahola et al., 2014; Bauer et al., 2014; Havermans et al., 2016). In the current study, occupational stress, mental health and copying styles of the college teachers in Southern Punjab, Pakistan were examined. When comparing two different genders, the analyzed data indicates that female lecturers were facing higher reported higher mean scores on

occupational stress, mental health, and copying style as compared with male lecturers. These findings corroborate previous results reporting that there was a positive relationship between occupational stress and mental health in various working populace (Feyer et al., 2000). The same findings have been reported from other results indicating mental health problems in the teaching community (Chiu & Lam, 2007; Korkmaz, Cavlak, & Telci, 2011; Nurul et al., 2010). Poor mental health in relation to occupational stress in the teaching community is indeed not a new phenomenon. It is researched that female teachers experience more occupational stress and health problems as compared with male teachers. In the current study, male college teachers reported lesser occupational stress when compared with female lecturers. These findings, therefore, corroborated with some previous studies where female teachers reported significantly higher mean scores on occupational stress and mental health issues (Bíró, Ádány, & Kósa, 2011; Stallman, 2010).

However, the current study indicated that married and unmarried lecturers reported no statistically significant differences of opinion regarding the variables under study. Analysis of Variance (ANOVA) was applied to examine the group mean differences based on Age, teaching experience, qualifications, and respective field of profession among college teachers. The analyzed inferences further showed significant age-wise differences in all the research variables except coping strategy. Moreover, the results of the current study revealed insignificant teaching experience-wise differences in all the research variables (coping strategy, occupational stress and mental health). The analyzed inferences showed significant differences based on different levels of education regarding the research variables except for coping strategy. The analyzed inferences showed significant differences based on the nature of the job of lecturers regarding the research variables except for coping strategy. Past results revealed that on a personal level, it is often the case that an individual is unable to deal with the job load and surroundings, which results in a negative expression. Teaching is often seen as high-stress work when compared to teaching experience (Edwards & Burnard, [2003](#)).

Conclusion

The analyzed data indicates that female lecturers were facing higher reported higher mean scores on occupational stress, mental health, and copying style as compared with male lecturers. The current study has several limitations that

need to be highlighted. The first limitation of the current study is that the researcher used cross-sectional data from the southern region of Punjab, Pakistan. Longitudinal studies are strongly recommended; however, longitudinal studies need a larger financial budget and time too that were not available for the present research work. The second limitation deals with college-level professionals as occupational stress may vary among professions, therefore; the findings of the current study may not be generalized to other professions such as schools and universities.

Recommendations

To enhance the mental health of the teaching community in general and lecturer in particular, those interventional programs may be established within institutional organizations both at regional and national levels that help them assist to reduce distress and to promote coping skills to deal with their critical incidents on their work. Hence, future research may deal with how to develop such an interventional program and also to evaluate the effectiveness of these programs to promote and develop mental health and work performance of the teaching community.

One-day workshops and seminars on managing work-related stress must be conducted on a regular basis to train them on how to deal with occupational stress. Physical recreational activities must be encouraged in the workplace as these activities proved very helpful in improving mental health and reducing stress (Rippentrop et al., [2005](#); Skaalvik&Skaalvik, [2011](#)).

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