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Effects of Occupational Stress on Mental Health in Colleges' Physical Education Teachers: Mediating Role of Coping Style: A Case Study of Southern Districts of Punjab

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Abstract: *The current study investigated effects of stress upon mental health mediated by copying style. A sample of n=176 (males=115; females=61) lecturers working at college level from southern districts of Punjab was taken and surveyed. Self-structured questionnaires consisted occupational stress, mental health, and copying style. Frequency and parentage were used assess the individuals' demographic characteristics; however, correlation, regression, mediation, and significance testing were also done. Results indicated that teacher stress has statistically significant relationship with coping strategies (r=.442**, p < 0.01). Likewise, the table indicated a statistically significant linear relationship between teachers' stress and mental health (r=.721**, p < 0.01). Regression analysis indicated that occupational stress and coping strategy statistically predicted mental health of the colleges' teachers (p < 0.05). Additionally, an increase in the coefficient value of the mediation analysis from (.265 to.712) showed that the mediating variable fully mediated the association between occupational stress and mental health.*

Key Words: Occupational Stress, Mental Health, Physical Education Teachers, Punjab

Introduction

Justification

The condition in any workplace leads to occupational stress. These conditions negatively affect ones' physical and mental health. In addition to that, abilities and performance of the employees can be influenced by stressful working atmosphere. It has a major impact on their quality of life, health, job satisfaction, absenteeism, and employee turnover (Almatrooshi, Singh& Farouk, 2016). Teachers are thought to have a higher rate of general mental health issues like anxiety, depression, somatization disorders, and burnout than persons in other occupations

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(Van Droogenbroeck & Spruyt, 2015).

According to the World Health Organization, mental health is a state of well-being in which a person can identify their own potential, manage common life challenges, work productively and fruitfully, and give back to their community (Kang et al., 2020). The WHO also believes that mental health issues are caused by a complex combination of psychological, biological, environmental, and social variables. Mental illness is the most frequent kind of sickness among employees and is a substantial worldwide health issue (Kang et al., 2020). Employees with poor mental health may perform poorly, resulting in job loss and financial suffering (Andreeva et al., 2017).

According to research, the workplace environment has a significant impact on the occurrence of mental health issues among employees. Occupational stress and mental health have a substantial association (Barnay, 2016). Poor mental health can harm physical health, and mental health issues are more common in certain vocations due to the significant psychosocial nature of the work (Kang et al., 2020).

Teachers employ a range of coping mechanisms because stress has such a detrimental effect on one's health. As a result, coping is defined as a collection of deliberate actions and thought processes used to handle a stressful situation or event in order to minimise the negative effects (Agbonluae, Omi-Ujuanbi&Akpede, 2017). Coping requires a thorough cognitive evaluation of a person's belief in his or her ability to handle a challenging situation. Active and passive or approach and avoidance stress coping strategies are other names for emotion-focused coping, which focuses on reducing negative emotional reactions, and problem-focused coping, which focuses on finding workable solutions to stressful situations.

Objectives

1. To examine the relationship between the independent variable (occupational stress) and mediator (coping style) with dependent variable (mental health) of colleges' physical education teachers. (Correlation Analysis)
2. To find out the predictability of independent variable (occupational stress) with dependent variable (mental health) and mediator (coping style) of colleges' physical education teachers. (Correlation Analysis)
3. To analyze the role of mediator (coping style) in the relationship between predictor (occupational stress) and criterion (mental health)of colleges' physical education teachers. (Mediation analysis)

Hypotheses

H_1 There is a positive and significant relationship between the independent variable (occupational stress) and mediator (coping style) with dependent variable (mental health) of colleges' physical education teachers. (Correlation Analysis)

H_2The predictor (occupational stress) and mediator (coping style) have significant effects on dependent variable (mental health) of colleges' physical education teachers.

H_3The relationship between occupational stress and mental health is mediated by coping style. (Mediation Analysis)

Materials and Method

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. The researcher proposed positivist philosophy in light of these thoughts on research philosophy.

Research Approach

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

Physical education teachers at the college level in southern Districts of Punjab constituted the study's population. 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

Tools for Data Collection

Different standardized scales/questionnaires were used to collect primary data. Self-reported questionnaires evaluating occupational stress, mental health, and coping style were given to participants to record their responses accordingly. The researcher utilized 'Factor-analysis' to obtain evidence regarding the validity of data in accordance with common survey data validity criteria.

Validity Statistics

Table 2

Factor Analysis for Teachers' Occupational Stress.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.784
Bartlett's Test of Sphericity	Approx. Chi-Square	1433.324
	Df	105
	Sig.	.000

Table 3

Communalities

	Initial	Extraction
To maintain discipline and order in the classroom.	1.000	.814
To work with unmotivated students.	1.000	.920
To work with agitated or unruly children.	1.000	.608
Carrying out school duties during the time dedicated to my family (e.g. to read and mark offhand papers at home).	1.000	.572
To teach in noisy condition (e.g. too much noise outside the street).	1.000	.918
To teach in unsuitable thermal conditions (e.g. too cold).	1.000	.790
To supervise students during breaks.	1.000	.387
To work with papers or documents related to administrative activities.	1.000	.861
To make trips with students.	1.000	.553
To prepare students for competitions outside of school hours.	1.000	.714
To prepare students for completion taking place during school hours.	1.000	.537
To have to reckon with my colleagues.	1.000	.611
To have inspection of evaluating situation in the classroom.	1.000	.661
To help a child with poor academic results to progress.	1.000	.878
To permanently pursue progress in students acquisitions.	1.000	.497

Extraction Method: Principal Component Analysis.

Table 4

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.048	26.985	26.985	4.048	26.985	26.985
2	2.603	17.352	44.337	2.603	17.352	44.337
3	1.343	8.951	53.288	1.343	8.951	53.288
4	1.263	8.421	61.709	1.263	8.421	61.709
5	1.066	7.109	68.819	1.066	7.109	68.819
6	.958	6.390	75.209			
7	.851	5.670	80.879			
8	.790	5.264	86.143			
9	.630	4.197	90.340			
10	.500	3.331	93.671			
11	.417	2.782	96.453			
12	.219	1.461	97.914			
13	.186	1.240	99.154			
14	.092	.616	99.770			
15	.034	.230	100.000			

Extraction Method: Principal Component Analysis.

To determine validity of the research instrument, KMO and Bartlett tests were used and the statistical values are given in the above tables. The first table indicated KMO value for occupational stress as .784, which means that occupational stress has sufficient validity. The results of Bartlett test reported significance value of .000. Likewise, the values for each item fell in the acceptable range, which means that suitable link existed between each items. Therefore, it can be said that the occupational stress has sufficient confirmation about validity.

Figure 1

Figure 1 is showing normal distribution presentation with bell shaped curve (Histogram) for teacher occupational stress.

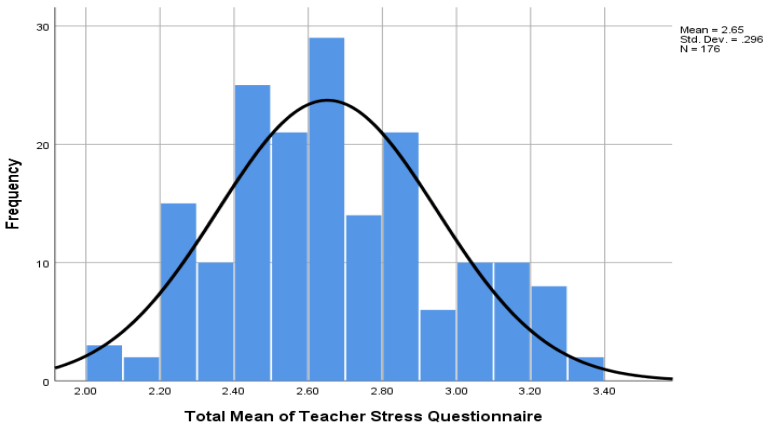


Table 5

Factor Analysis for Teachers' Mental Health.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.738
Bartlett's Test of Sphericity	Approx. Chi-Square	1187.500
	Df	136
	Sig.	.000

Table 6

Communalities		
	Initial	Extraction
Makes an appropriate noises when he should not	1.000	.846
Demands must be met immediately	1.000	.866
Overly sensitive to criticism	1.000	.543
Distractibility or attention span a problem	1.000	.713
Mode changes quickly and drastically	1.000	.608
Submissive attitude towards authority	1.000	.667
Restless, always "up and on the go"	1.000	.753
Excitable, impulsive	1.000	.503
Excessive demand for teachers attention	1.000	.639
No sense of fair play	1.000	.640
Appears to lack leadership	1.000	.654
Childish and immature	1.000	.687
Denys mistakes or blames others	1.000	.810
Does not get along well with other children	1.000	.775
Uncooperative with classmates	1.000	.733
Easily frustrated in all areas	1.000	.892
Uncooperative with teachers	1.000	.731

Extraction Method: Principal Component Analysis.

Table 7

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.695	21.737	21.737	3.695	21.737	21.737
2	2.398	14.105	35.842	2.398	14.105	35.842
3	1.800	10.588	46.430	1.800	10.588	46.430
4	1.637	9.630	56.060	1.637	9.630	56.060
5	1.368	8.050	64.110	1.368	8.050	64.110
6	1.162	6.835	70.945	1.162	6.835	70.945
7	.904	5.316	76.261			
8	.758	4.460	80.722			
9	.670	3.939	84.660			
10	.599	3.526	88.187			
11	.415	2.444	90.630			
12	.386	2.272	92.903			

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
13	.339	1.993	94.896			
14	.306	1.800	96.696			
15	.231	1.361	98.057			
16	.222	1.304	99.361			
17	.109	.639	100.000			

Extraction Method: Principal Component Analysis.

The first table of the factor analysis indicated KMO value for mental health as .738, which means that mental health has sufficient validity. The results of Bartlett test reported significance value of .000. Likewise, the values for each item fell in the acceptable range, which means that suitable link existed between each items. Therefore, it can be said that the mental health has sufficient confirmation about validity.

Figure 2.

Figure 2 is Showing Normal Distribution Presentation with Bell Shaped Curve (Histogram) for Mental Health Questionnaire.

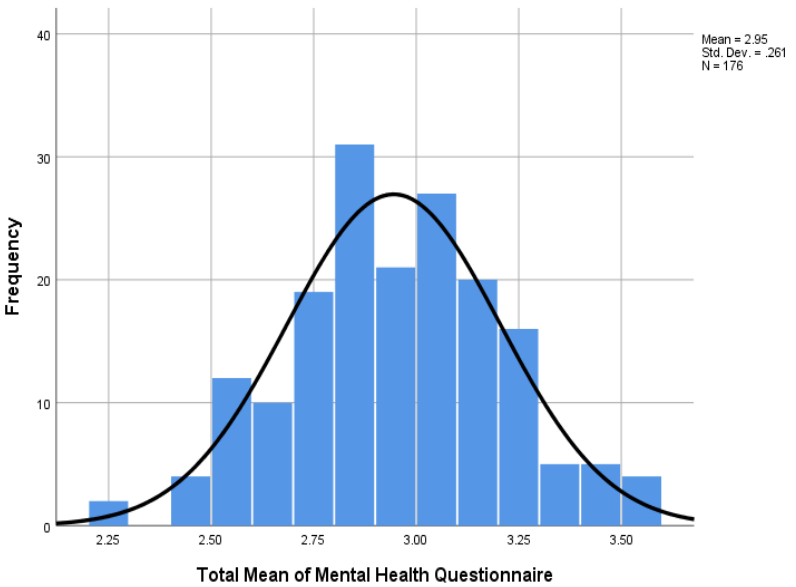


Table 8

Factor Analysis for Coping Strategy.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.715
Bartlett's Test of Sphericity	Approx. Chi-Square	1172.500
	Df	136
	Sig.	.001

Table 9

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.877	20.405	20.405	3.877	20.405	20.405
2	3.075	16.184	36.589	3.075	16.184	36.589
3	2.437	12.826	49.415	2.437	12.826	49.415
4	2.089	10.995	60.409	2.089	10.995	60.409
5	1.630	8.579	68.989	1.630	8.579	68.989
6	1.244	6.547	75.536	1.244	6.547	75.536
7	.920	4.840	80.376			
8	.679	3.572	83.948			
9	.609	3.204	87.152			
10	.495	2.605	89.756			
11	.479	2.520	92.276			
12	.374	1.968	94.244			
13	.281	1.477	95.721			
14	.241	1.267	96.988			
15	.222	1.168	98.156			
16	.146	.770	98.926			
17	.109	.575	99.501			
18	.091	.480	99.981			
19	.095	.190	100.000			

Extraction Method: Principal Component Analysis.

Table 10

Communalities

	Initial	Extraction
I have been trying to work or other activities to take my mind off things	1.000	.696
I have been concentrating my efforts on doing something about the situation, I am in	1.000	.856
I have been using alcohol or other drugs to make myself feel better.	1.000	.528
I have been getting emotional support from others.	1.000	.753
I have been taking action to try to make the situation better.	1.000	.772
I have been refusing to believe that it has happened.	1.000	.934
I have been getting help and advice from other people.	1.000	.873
I have been trying to see it in a different light, to make it seem more positive.	1.000	.787
I have been trying to come up with a strategy about what to do.	1.000	.455
I have been giving up the attempt to cop	1.000	.633
I have been looking for something good in what is happening	1.000	.798
I have been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	1.000	.934
I have been accepting the reality of the fact that it has happened.	1.000	.867
I have been expressing my negative feelings.	1.000	.616
I have been trying to find comfort in my religion or spiritual beliefs.	1.000	.608
I have been trying to get advice or help from other people about what	1.000	.794
I have been expressing my negative feelings.	1.000	.699
I have been using alcohol or other drugs to make myself feel better.	1.000	.910

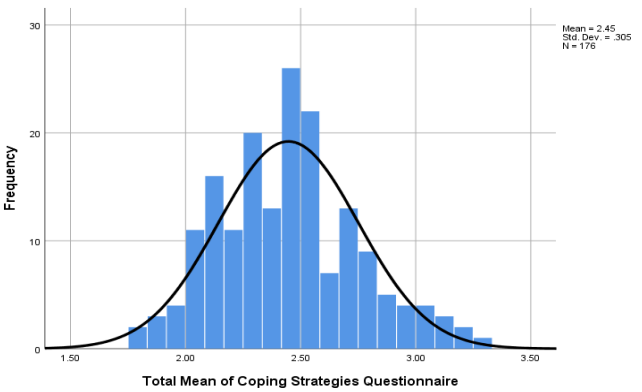
Communalities		
	Initial	Extraction
I have been getting emotional support from others.	1.000	.839

Extraction Method: Principal Component Analysis.

The first table of the factor analysis indicated KMO value for coping strategy as .715, which means that coping strategy has sufficient validity. The results of Bartlett test reported significance value of .001. Likewise, the values for each item fell in the acceptable range, which means that suitable link existed between each items. Therefore, it can be said that the coping strategy has sufficient confirmation about validity.

Figure 3

Figure 3 is Showing Normal Distribution Presentation with Bell Shaped Curve (Histogram) for Coping Strategy Questionnaire.



Testing of Hypotheses

Correlational Analysis

H_1 There is a positive and significant relationship between the independent variable (occupational stress) and mediator (coping style) with dependent variable (mental health) of colleges' physical education teachers.

Table 11

Result of Multiple Correlations.

Correlations				
		Coping Strategies	Mental Health	Teacher Stress
Coping Strategies	Pearson Correlation	1	.351**	.442**
	Sig. (2-tailed)		.000	.000
	N	176	176	176
Mental Health	Pearson Correlation	.351**	1	.721**
	Sig. (2-tailed)	.000		.000
	N	176	176	176
Teacher Stress	Pearson Correlation	.442**	.721**	1
	Sig. (2-tailed)	.000	.000	
	N	176	176	176

***. Correlation is significant at the 0.01 level (2-tailed).*

In statistical analysis, correlation coefficient gives a numerical summary of the two important outputs of direction and strength between the variables. Generally, two main correlation coefficients i.e., Pearson Product-moment Correlation and Spearman rho are used to determine the strength and direction between the variables.

The sign of the relation indicates direction whether it is positive or negative? A positive correlation indicates that one variable increases, the other also increases. While, a negative correlation indicates that one variable increases, the other decreases. Another important point is the strength of the relationship that is given by the numeric value. The value of '1' indicates a perfect relationship while, a value of '0' indicates no relationship between the variables.

Two important boxes are helpful for determining strength and direction. The **Sig,** value tells us direction and **'r'** value tells us strength of the relationship.

Decision

Based on the results, we can state the following:

i. Teacher stress has a statistically significant relationship with coping strategies (r=.442**, p < 0.01)
ii. The direction between teacher stress and coping strategies is positive. It means that these variables tend to increase together i.e., higher teacher stress is associated with higher coping strategies.
iii. The strength of the relationship between teachers' stress and coping strategy is moderate (.442** <[r] < .5).
iv. Likewise, the table indicated a statistically significant linear relationship between teachers' stress and mental health (r=.721**, p < 0.01)
v. The direction between teachers' stress and mental health is positive.
vi. The strength of the relationship between teachers' stress and mental health is strong (.7< | *r* | < .5).

Regression Analysis

H_2The predictor (occupational stress) and mediator (coping style) have significant effects on dependent variable (mental health) of colleges' physical education teachers.

Table 12

Results of Regression.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.748[a]	.560	.555	.18068

a. Predictors: (Constant), Teacher Stress, Coping Strategies.

In regression analysis, three tables including model summary, ANOVA and coefficients are important. The first table 'Model Summary' defines the correlation and variance. For determining correlation, the value of 'R' is obtained. While, 'R Square' determines the variance occurred in mental health. The value of 'r square' described that .560% variance is occurred in mental health due to occupational stress and coping strategy.

Table 13

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	7.188	2	3.594	110.092	.000[b]
	Residual	5.648	173	.033		
	Total	12.836	175			

a. Dependent Variable: Mean of Mental Health
b. Predictors: (Constant), Teacher Stress, Coping Strategies

The second table of 'ANOVA' defines an important value of 'sig' associate with 'F'. The sig. value in the above table .000 stated that occupational stress and coping strategy statistically predicted mental health of the colleges' teachers. Therefore, H_2 has proved as true.

Table 14

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.631	.140		4.497	.000
	Coping Strategies	.161	.040	.216	4.003	.000
	Teacher Stress	.637	.053	.645	11.976	.000

a. Dependent Variable: Mental Health.

The table of coefficients defines the change occurred in mental due to occupational stress and coping strategy. The 'B' which is .161 defines that mental health can be expected to increase when one additional unit increase in independent variables (occupational stress and coping strategy). Additionally, the 'p' value of .000 indicated that predictor variables are statistically significant.

Mediation Analysis

H_3The relationship between occupational stress and mental health is mediated by coping style. (Mediation Analysis).

Table 15

Results of Mediation Analysis.
1st step (IV effect on MV).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351[a]	.123	.118	.25747

a. Predictors: (Constant), Coping Strategies.

Table 16

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.619	1	1.619	24.418	.000[b]
	Residual	11.534	174	.066		
	Total	13.153	175			

a. Dependent Variable: Teacher Stress
b. Predictors: (Constant), Coping Strategies

Table 17

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.980	.132		14.971	.000
	Coping Strategies	.265	.054	.351	4.941	.000

a. Dependent Variable: Teacher Stress

Table 18

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748[a]	.560	.555	.18068

a. Predictors: (Constant), Teacher Stress, Coping Strategies

Table 19

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.188	2	3.594	110.092	.000[b]
	Residual	5.648	173	.033		
	Total	12.836	175			

a. Dependent Variable: Mental Health
b. Predictors: (Constant), Teacher Stress Questionnaire, Coping Strategies

Table 20

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.631	.140		4.497	.000
	Coping Strategies	.161	.040	.216	4.003	.000
	Teacher Stress	.637	.053	.645	11.976	.000

a. Dependent Variable: Mental Health
4th (IV effect on DV)

Table 21

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721[a]	.519	.516	.18832

a. Predictors: (Constant), Teacher Stress

Table 22

ANOVA[a]					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.665	1	6.665	187.930	.000[b]
Residual	6.171	174	.035		
	Total	12.836	175		

a. Dependent Variable: Mental Health
b. Predictors: (Constant), Teacher Stress

Table 23

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.827	.137		6.035	.000

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Teacher Stress	.712	.052	.721	13.709	.000

a. Dependent Variable: Mental Health

The mediating model of the current study consisted of independent variable (occupational stress), mediating variable (coping strategy) and dependent variable (mental health). According to the first table of the mediation analysis, .123% variation in the coping strategy is due to occupational stress with reported significant impact (.265 & .000).

The second and third sstep of the mediation model presented information regarding the indirect relationship in which the occupational stress and coping strategy performed their role as independent variables in determining mental health. The analyzed data indicated that .560% variance in mental health was occurred due to occupational stress and coping strategy with reported significant impact of (637; 161 & .000).

The fourth step of mediation is of great important which tells us the direct relationship between research variables. This step indicated the direct relationship between occupational stress and mental health. According to the analyzed data, .519 % change was reported in outcome variable of mental health due to predicting variable of occupational stress with significant impact of (.712 & .000).

All the steps of the mediation process provided valuable information to reach at deciding the mediation. As shown in the various tables, all the paths showed significant results, hence, decision shall be made on the basis of coefficient values. It is evident that the coefficients value of (.265) in the direct relationship have been increased to (.712) after adding coping strategy in connecting occupational stress and mental health. The increase in coefficient value from (.265 to .712) revealed that mediating variable completely mediated the relationship between occupational stress and mental health. Therefore, the H3 is also accepted.

Discussion

The current study was conducted to examine the effects of occupational stress upon mental health of colleges' teachers. Additionally, the mediation role of coping style was taken into consideration. Moreover, group mean differences were analyzed based on some important demographic variables.

Research in the relevant area has been found that teaching community reported an 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 and mental health of the college teachers in Southern Punjab, Pakistan were examined. The analyzed data indicated a clear correlation among occupational stress, mental and coping style. Likewise, regression analysis has confirmed that occupational stress and coping strategy statistically predicted mental health of the colleges' teachers. One of the most important factors that might predict academic staff stress at college level in Pakistan is increasingly higher expectation at work. This issue may be made worse by the enhanced use of elevated test results at the state and district levels. Such testing restricts the amount of control that teachers have over the content and pace of their own work, and it also raises the possibility that colleges and teachers will be shut down as a result (Lee et al., 2011).

The mediation analysis reported that that Mediating variable completely mediated the relationship between occupational stress and mental health. Past research revealed that coping strategy used when ones' member of any organization feels difficult to manage

occupational stress (Ryu, Yang, & Choi, 2020). It seems that teaching community as college level to apply coping strategy, because they might have some occupational stress to manage their classes and other disciplinary actions at their respective colleges. These findings are in consistent with other research among other community (Acquadro-Maran, Zedda, &Varetto, 2018). A study reported that A teacher's work experience is significantly impacted by the degree to which they are able to exert control over the working conditions they are subjected to. Therefore, the amount of support they get from coworkers, and the strategies they use to adjust to obstacles that arise in the workplace are considered important coping strategies (Blix et al., 2006).

Conclusion

The study reported an initial understanding of the association among occupational stress and mental health among lecturers working at college level. Results further identified a significant mediating role of copying style in the relationship between occupational stress and mental health. The ability to think how to solve problems, assist other colleagues in addition trying to find comfort in religion or spiritual beliefs were reported mediating factors between occupational stress and mental health.

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 southern region of Punjab, Pakistan. Longitudinal studies are strongly recommended; however, longitudinal studies need larger financial budget and time too that were not available for the present research work. The second limitation deals with college level professional 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 mental health of the teaching community in general and lecturer in a particular, those interventional programs may be established within institutional organizations both at regional and national levels that help them assisting to reduce distress and to promote copying skills to deal with their critical incidents on their work. Hence, future research may deal with how to develop such interventional program and also to evaluate the effectiveness these programs to promote and develop mental health and work performance of teaching community.

One-day workshop and seminars on managing work-related stress must be conducted on a regular basis to train them 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 reduce stress.

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