

EXPLORING THE IMPACT OF TEACHING PROFESSIONS AND GENDER ON LIFE STRESS LEVELS: A COMPARATIVE ANALYSIS

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Abstract:

Teaching is a noble profession that plays a critical role in shaping future generations. However, the demands of the profession can lead to varying levels of stress among educators. This research paper aims to explore and compare the levels of life stress experienced by teachers in different teaching professions, taking into account gender differences and potential interactions between profession and gender. The study will shed light on the unique stressors faced by educators, help identify possible coping strategies, and ultimately contribute to the overall well-being and effectiveness of teachers in their roles.

The study's goal was to compare Life Stress (LS) in various teaching professions and see how it interacted with gender. A total of 120 subjects from four distinct teaching specialties were chosen (60 men and 60 women). The study's factorial design was 4 x 2. TP and genders were chosen as Independent Variables, and TP was further separated into four subclasses, namely Teaching Professions (Physical Education, Education, Science, and Commerce). LS was chosen as the Dependent Variable. The Life Stress Test (LST), created by Dr. Tim Lowenstein of the Conscious Living Foundation, was used to quantify life stress. Two-way analysis of variance was used, with the level of significance set at 0.05, to determine the significant difference between males and females, the significant difference between the various teaching professions, and the interaction effect between the various teaching professions and genders in relation to life stress. The study's findings showed that there were substantial differences between the various teaching professions (7.291, p .05),

Introduction:

According to the Oxford Dictionary, stress is "a condition involving demand on physical or mental energy." a situation or state that can interfere with a person's typical physiological and psychological processes, yet it need not always be bad. Stress is referred to in Commerce terminology as a disturbance of the body's equilibrium. This strain on the mind-body happens as a result of its attempts to deal with life's constant changes. The essence of a "stress" situation looks "relative." According to psychologists, situations of extreme stress are harmful to human health, but regular levels of stress can often be beneficial. Nevertheless, stress is a byword for undesirable circumstances. The teaching profession involves diverse roles according

to departments & Subjects. Each teaching subjects may come with distinct responsibilities and challenges, which could affect stress levels among educators. Additionally, research suggests that gender differences might influence stress experiences due to varying societal expectations and roles. This paper aims to investigate and compare the life stress levels among different teaching professions, considering gender as a potential moderating factor.

1. Experimental

Objectives of the study:

(1) First objective of the study was to find out the significant difference between males and females in relation to life stress.

(2) Second objective of the study was to find out the significant difference between different teaching professions in relation to life stress.

(3) Third objective of the study was to find out the interaction effect between different teaching professions and genders in relation to life stress.

Subjects:

The study's subjects were chosen from a variety of teaching specialties. Each subject came from one of the four teaching specialties: physical education, education, science, or commerce. A total of 120 subjects—60 men and 60 women—were chosen. Following is a distribution of subjects by gender and various teaching professions:

Table -1

Subject wise and Gender wise distribution of subjects

		N
TEACHING PROFESSIONS	Physical Education	30
	Education	30
	Science	30
	Commerce	30
GENDERS	Males	60
	Females	60

Variables:

Life Stress was chosen as the dependent variable, and genders and teaching professions were chosen as the independent variables. The independent variable, teaching professions, was further separated into four sub classes.

Selection of Teaching Professions:

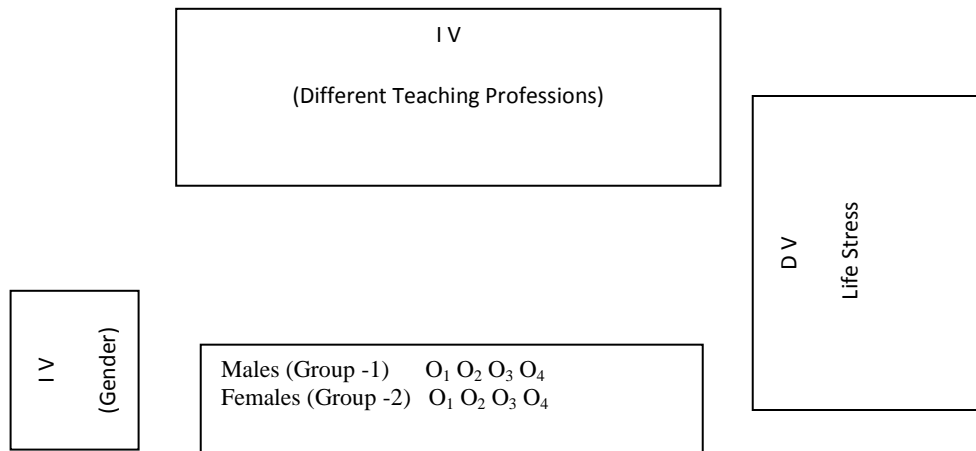
For the objective of the study, the four teaching specialties of physical education, education, science, and commerce were chosen based on availability.

Questionnaire Used:

The Life Stress Test (LST), created by Dr. Tim Lowenstein of the Conscious Living Foundation, P.O. Box 9, Drain, OR 97435, was used to quantify life stress.

Design of the study:

The study's factorial design was 4 x 2. There were a total of 4 teaching professions chosen, divided into male and female levels (genders).



Statistical Analysis:

To find out the significant difference between males and females

(1), to find out the significant difference between different teaching professions

(2), to find out the interaction effect between different teaching professions and genders

(3), in relation to life stress, two way analysis of variance (two-way ANOVA) was used and the level of significance was set at 0.05. Descriptive Statistics of Subjects in relation to Life Stress (Subject wise, Gender wise and Total) was also calculated for the purpose of study.

3. Results

Table -2

Descriptive Statistics of Subjects in relation to Life Stress

TEACHING PROFESSIONS (SUBJECTS)	GENDER	Mean	Std. Deviation	N
Physical Education	Males	213.066	43.676	15
	Females	205.666	44.730	15

	Total	209.366	43.600	30
Education	Males	259.400	61.921	15
	Females	261.200	57.490	15
	Total	260.300	58.715	30
Science	Males	231.733	44.769	15
	Females	218.733	40.235	15
	Total	225.233	42.342	30
Commerce	Males	214.066	50.825	15
	Females	206.400	37.680	15
	Total	210.233	44.132	30
Total	Males	229.566	52.998	60
	Females	223.000	50.021	60
	Total	226.283	51.420	120

Table -3

Two Way Analysis of Variance for Comparison of Life Stress among Different Teaching Professions, Gender their interaction

Source of Variation	Sum of Squares	Df	Mean Square	F - Value
Teaching Professions (Subjects)	51060.367	3	17020.122	7.291*
Gender	1293.633	1	1293.633	.554
Subjects * Gender	849.700	3	283.233	.121
Error	261438.667	112	2334.274	

*Significant at .05 level

F value required to be significant at 3, 112 df = 3.94 and 1, 112 df = 2.70.

Table-3 revealed that in relation to teaching professions/subjects, significant difference was found among Physical Education, Education, Science, and Commerce pertaining to Life Stress, since F value of 7.291 was found significant at .05 level. In relation to genders, insignificant difference was found among males and females pertaining to Life Stress, since F value of .554 were found insignificant at .05 level. In relation to interaction between teaching professions/subjects and genders, insignificant difference was found pertaining to Life Stress, since F value of .121 was found insignificant at .05 level. All selected teaching professions were found **medium susceptibility to stress-related illness**, since their mean values were found between **150-299** scores (according to **norms of life stress scores**).

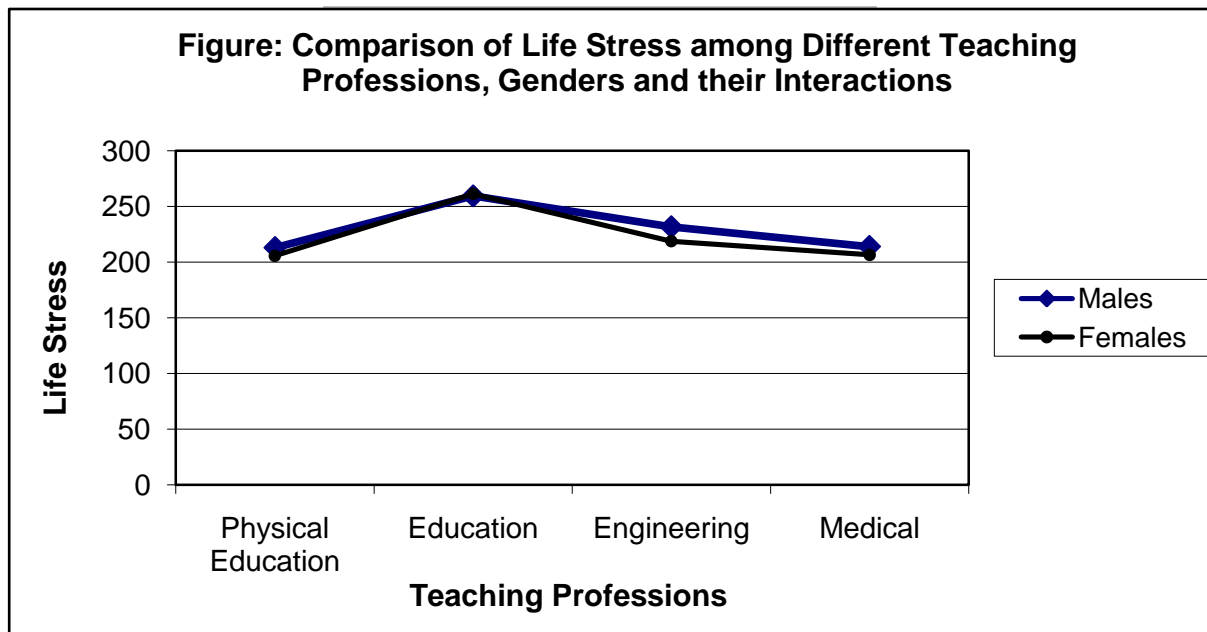
Table -4

Least Significant Difference (L.S.D.) Post Hoc Test for Comparison of the Means of Different Teaching Professions

GROUPS (I)	GROUPS (J)	Mean Difference (I-J)	CD
Physical Education	Education	-50.9333*	17.46
	Science	-15.8667	
	Commerce	-.8667	
Education	Science	35.0667*	
	Commerce	50.0667*	
Science	Commerce	15.0000	

*Significant at .05 level

Table 4 revealed that significant difference was found between Physical Education and Education; Education and Science; Education and Commerce. On the other hand insignificant difference was found between Physical Education and Science; Physical Education and Commerce; Science and Commerce.



4. Discussion

Brember et al. (2002) studied on Gender-related causes of stress in trainee teachers on teaching practice in the **school of education** and found gender-related causes of stress in trainee teachers on teaching practice in the School of Education. A questionnaire was administered to trainee teachers on a Post Graduate Certificate in Education course (teacher training course for both primary and secondary trainee teachers) during their period of initial teaching practice in the academic year 1998/9 in order to identify their stressors. The means and standard deviations of each item were then calculated separately for males and females. In only 12 of the 61 items males have a higher mean (indicating higher anxiety) than the females. There is clear evidence to indicate that the females were more stressed than the males. However, of the 12 items the males found more stressful than the females the two which were significant centered on issues of support of friends, family and partner. The best way to deal with stress is to try to prevent it occurring, and this research would seem to indicate the need for Post Graduate Certificate in Education (PGCE) tutors to include some stress identification and management courses in teacher training. Present study also **advice to learn and practice relaxation and stress management skills and a healthy well life style.** **Walter et al. (2009)** found that **Athletic training education program directors (ATEPDs)** experienced a moderate form of emotional exhaustion burnout and low depersonalization and personal accomplishment burnout, with women experiencing greater emotional exhaustion than males. Additionally, ATEPDs in tenure-track positions experienced greater emotional exhaustion than tenured ATEPDs. The ATEPDs need to obtain healthy coping strategies early within their directorships to manage components related to burnout. **Voltmer et al. (2008)** found distinct psychosocial stress patterns among **Commerce students and physicians**. Health promotion and prevention of psychosocial symptoms and impairments should be integrated as a required part of the Commerce curriculum and be considered an important issue during the further training of physicians. Present study also supports. **Individuals from different teaching professions were found medium susceptibility to stress-related illness as per the norms of Life Stress Test. They are advised to learn and practice relaxation and stress management skills and a healthy well life style.**

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