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GENDER BASED ANALYSIS OF OCCUPATIONAL STRESS OF TEACHERS AT SECONDARY SCHOOL LEVEL

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Abstract

This current research study was undertaken at secondary school level including both male and female public sector schools. The study aimed to analyze occupational stress among male and female secondary school teachers. It was also aimed to find significant difference in occupational stress of teachers with respect to demographic variables including age, experience, gender, and academic qualification. Secondary school teachers including male and female were the population of the study. Sample size was selected through Mugenda & Mugenda (2013) and 208 male teachers and 101 female teachers were selected as sample of the study. Standardized questionnaire was used for data collection. It was found that there was significant difference in male and female teachers' occupational stress. Female teachers face high degree of occupational stress as compared to male teachers. There was also significant difference in occupational stress regarding academic qualification. Teachers with higher education experience high degree of occupational stress as compared to teachers with low qualification. Age and experience do not matter in occupational stress. Two hypotheses were accepted and two hypotheses were rejected. It is recommended that special guidance and council sessions may be arranged periodically. Policy makers may formulate policies for boosting mental health of teachers. Future researcher may take time-lag data or carry experimental, or mix-method research.

Keywords: Occupational stress, role conflict, work burnout, male and female teachers, work life balance.

Introduction

Occupational stress is that type of stress which an individual experience at workplace while performing duties or doing job. Teaching profession was considered as easy and stress-free profession in the past but now teaching profession is a stressful profession. Teachers experience acute stress due to various work stressor. in educational institution, teachers' occupational stress has become a serious issue and it is affecting teachers' performance. as a result of teachers' occupational stress, educational and institutional performance also suffers to great extent. Occupational stress is defined as the negative and unpleased experiences which an individual come across at work place and which result in distress, mental and physical fatigue, frustration and mental pressure (Capone & Peteillo).

There are many factors which responsible for resulting occupational or workplace stress among teachers. Unhealthy work environment, heavy workload, less or no support from other teachers or colleagues, uncooperative principals and administrator, unsupportive work environment, and family and personal issues are some factors which are responsible in resulting occupational stress among teachers. Teaching is considered a stressful profession due to high expectation from teachers of the different stake holders. Advancement in technology is also an important factor which triggered high degree of occupational stress among teachers (Dhanabhakym & Sarah, 2022).

Stress is the reluctance of an individual to work effectively and efficiently. Different research studies have been undertaken to study effect of occupational stress on individual performance and other related factors. Research found that work related stress negatively affect individual performance and also organizational performance. Individual experiences job stress in daily life and also at workplace (Bai & Othman. 2023). In a research study it was found that heavy work load, less financial opportunities for individual, and less opportunity for promotion or advancement, are some factors which result in occupational stress among employees. As a result of occupational stress, an individual experience different problems including, psychological problems, emotional problems, adjustment problem. These problems result in low performance of the employees. occupational stress results in poor health which further affects organizational performance (Rasool & Samma, 2020).

Sometime pleasant events also results in occupational stress. Occupational stress is our body physical reaction and emotional reaction to particular events or situation. This reaction from our body to particular event confuse, endanger, frightens, and excite us and it place

demands on our body. Stress cannot be avoid in one's life and it is considered as an integral part of our life at workplace. Stress is not always harmful or result in negative consequences. Some time small degree or level of stress is working as motivating force (Saleem et al. 2017). Stress also result in better performance of the individual which further organizational performance and organization productivity. Research found that too much stress or string response to stress in one's life is harmful. It results in acute mental problems which further creates health problems. As a result of occupational stress, an individual remains in a state of frustration (Mambra et al, 2021).

Research studies have found that occupational stress directly affect individual personal performance and organizational performance. it was found that employees with high degree of occupational stress cannot concentrate on their work and it results in less commitment towards work and organization (Saleem et al. 2023). Occupational stress has direct effect on the psychological wellbeing and mental health of the employees. In a research study it was found that occupational stress result at two level, one is individual or personal level and the other is at organizational level (De silva et al, 2017).

High degree of occupational stress triggers different behavioral problems in teachers. Teachers with high degree of occupational stress shows impulsive behavior at work place, face sleeping disorder, eating problem, and easily distracted (Hussain et al. 2023). Teachers with high degree of occupational stress shows aggressive behavior in school and at home, they are easily annoyed and some time, as a result of high stress, teachers became drugs addict. Research indicated that high degree of occupational stress results in turnover intention, nervous behavior and burnout in employees (Hendawi. 2020). Individual with high degree of stress exhibit some psychological symptom of stress which are anxiety, poor judgment, physical trauma moodiness. Such individual are dissatisfied with what he/she has and remain in loneliness and isolation (Rifaqat et al. 2023).

Teacher plays significant role in molding students' behavior and personality. Teacher role is now more complex and demanding due to increase demands from different stake holders and various responsibilities. Now environment in educational institution is more dynamic and teachers has to perform different responsibilities (Francis et al. 2021). Teaching profession is a demanding profession and it involves commitment and dedication. Teachers having high degree of dedication and commitment show good performance and impart knowledge effectively and efficiently. Effective teaching and learning is possible when teachers have

supportive and healthy work environment. In such environment teachers experience no or less stress and they perform their job whole heartedly (Wong et al. 2019).

Different research studies have been undertaken at different place and countries to find teachers' job stress and its effect on teachers' performance and others variables and aspects. Research studies have been undertaken to find effect of teachers' occupational stress on teachers' mental health, teachers' turnover intention, job performance, job satisfaction, teachers' commitment to organization and profession and teachers' mental health and wellbeing. In a research study which was conducted by Jain (2021), it was found that workload is an important stressor and it creates acute stress among primary school teachers. It was further indicated that high degree of stress result frustration and poor job performance.

Due to technological advancement and increased expectation from teachers, teaching profession has become stressful professional. Teachers' face stress due to various work stressor. occupational stress negatively affects teachers' performance. due to teachers' occupational stress, educational objectives are hardly to achieve.

Literature Review

Occupational stress is the pressure that individual face or feel at work place due to various reasons. Occupational stress is the reluctance to give full attention to work or task. Work stress result in different problems in individual which negatively affect individual performance. It is the outflow reaction of a person when he/she face problems which do not match his/her needs or demands contrary to his skills and knowledge. Individual who fails in coping with stressful situation at work place may face different physical and psychological problem which diminished his performance to greater extent (Shen & Salnter. 2021).

Various research studies have found relationship between occupational stress and various work place variables like organizational commitment, turnover intention, job performance, job satisfaction etc. A research study was conducted by Faisal et al (2019) to find different work stressor academic staff at university level. population of the study was university teachers. After analyzing data, it was concluded that work over load, disparity in reward, role conflict, unsupportive colleagues, role ambiguity, and lack of promotion opportunities, were some common work stressor. In a research study by Muklis et al (2022), significant relationship was found between occupational stress or job stress and quality of life. The study was undertaken in educational setup at university level. Findings of the study concluded that occupational or work place stress has significant relationship with quality of life of university

teachers. This study further concluded that there was 23% variation in quality of life as a result of job stress. All sub-dimensions of occupational stress has significant and negative correlation. It was further found that teachers experience was an important predictor of quality of life. Teachers with high job experience had high quality of life as compared to teachers with less job experience.

In a research study, Zhao et al (2023) explored relationship between occupational stress and general health of medical staff. It was found that there was significant difference in occupational stress of medical staff regarding their age. It was found that young staff face low degree of occupational stress as compared to old age staff. Old age staff were facing acute stress. Old age staff members were prone to different health problems

Problem Statement

Different research studies have been undertaken to check occupational stress of employees in different organization. Relationship between occupational stress and different psychological, personal and work place variables. In previous studies different factors were outlined which cause occupational stress in employees or individuals. Various studies have been undertaken in education setup to find work stressors for teachers. As teaching profession as stressful profession, teacher also experiences various work stressors at work place. Common work stressors in teaching profession are, high workload, classroom management, lack of support from colleagues and administration, role conflict, work life balance, and less job satisfaction. This current research study was aimed to find to whether demographic variables such as gender, age, academic qualification, and experience matters in occupational stress.

Research objectives

As this study was conducted in educational set up at secondary school level,

- It was aimed to analyze occupational stress of the male and female teachers
- To explore difference in the responses of male and female teachers regarding occupational stress.
- To investigate significant difference in the responses of teachers regarding occupational stress according to their age, academic qualification, and experience

Research Hypothesis

H1: There is significant difference in the responses of male and female teachers regarding occupational stress.

H2: There is significant difference in the responses of male and female teachers regarding occupational stress according to their age.

H3: There is significant difference in the responses of male and female teachers regarding occupational stress according to their experience

H4: There is significant difference in the responses of male and female teachers regarding occupational stress according to teachers' academic qualification

Methodology

This current research study was descriptive in nature. Quantitative research design was used to collect data. Data was collected through questionnaire. Secondary school teachers were the population of the study. Both male and female teachers at secondary school level were selected as population of the study. Standardized questionnaire was used for data collection.

Population of the Study

Respondents	Total
Male teachers	833
Female Teachers	403

Population of the was secondary school teachers including male and female teachers in district Kohat. Table 1 delineates population of the study. Total population of the male teachers is 833. It total population of female teachers is 403. It is evident from the table that male teachers are more than female teachers.

Sample selection and Sample Size

Respondents	N	Selected	Received
Male teachers	833	208	187
Female teachers	403	101	81

It was not possible to collect data from all respondents due to time constraint, meager resources and remoteness of schools located in far flung areas. A reasonable sample was selected to collect data from the respondents. Sample size was selected by through Mugenda & Mugenda (2013). They define that if population is very large or more than ten thousand, the desired sample size may be selected. The desired sample may be 10% to 30%. Therefore 25% sample size was selected for this current study. Therefore 208 male teachers and 101 female teachers were selected as sample size. From male teachers, 187 questionnaires fully completed and marked

were received back and 81 questionnaires fully completed and marked were received back from female teachers. Respondent rate of male teachers was 90% and response rate of female teachers was 80%.

Research Instrument

Data collection is an important step in research. In quantitative research, data is mostly collected through questionnaire. As this current research study was quantitative in nature, so questionnaire was used as research tool. Standardized questionnaire was used for data collection. Abhishek et al (2016) developed questionnaire to measure occupational stress of the employees. This questionnaire measures four sub-dimensions of occupational stress. These sub-dimensions are co-worker support, work burnout, work life balance, and role expectation conflict. Five point Lickert scale was used to assess responses of the respondents. Population of the study was male and female secondary school teachers, so data was collected from male and female teachers.

Data Collection

Data was collected from the respondents through personal visit and Goggle Form. After collecting data, it was analyzed through SPSS version 27. Mean score comparison, independent sample t-test was used to analyzed data.

Results & Findings

Result of Mean Score comparison regarding occupational stress of respondents

Gender of Respondent	Mean	N
Male Teachers	3.66	187
Female Teachers	3.82	81

Table 3 shows result of mean score comparison of the respondents regarding occupational stress. Male and female secondary school teachers were the respondents. It is evident from the result of the table that male teachers have 3.66 Mean score value and Female teachers have 3.32 mean score value. It is concluded from the result that female teachers experience high degree of occupational stress as compared to male teachers. Female teachers face different issues in school and it home. That is why they are facing high degree of stress while performing their job.

Result of mean score comparison of occupational stress regarding qualification

Teacher Qualification	Mean	N
Bachelor/Master Degree	3.56	180
M.Phil/PhD degree	3.81	88

It is evident from the result of table 4 that teachers with high qualification experience high degree of occupational stress. Result indicates that 180 teachers had bachelor/Master qualification. Mean score value of these teachers is 3.56. Teachers having M.Phil/PhD degree qualification were 88 and their mean score value is 3.79. It shows that teachers with high qualification had high level of work stress. One reason may be that teachers with higher qualification consider their current job as below qualification and their status. Such teachers have high intention of quitting job and remain in stress.

Experience wise mean score of respondents

Experience in year	Mean	N
1-5 year experience	3.53	82
6-10 year experience	3.76	58
11-15 year experience	3.71	54
16-20 year experience	3.72	45
21 and above year	3.73	29

Table 5 illustrates experiences wise result of respondents regarding occupational stress. Experience of the respondents was divided into five groups. Result shows that there was no significant difference in the occupational stress according to the experience of the teachers. It is evident from the result that teachers having less experience (1-5 years experience) face low level of occupational stress. Teachers with high experience face high level of occupational stress.

Gender wise mean score of respondents regarding work life balance

Gender of the respondents	Mean	N
Male Teachers	3.42	187
Female Teachers	3.50	81

Work life balance is the sub-dimension of occupational stress. Above table indicates mean score comparison of respondents according to their gender regarding work life balance. Table

indicates that there is very nominal difference in work life balance of male secondary school teachers and female secondary teachers. Mean score value of male teachers is 3.42. Mean score value of female teachers is 3.50. It is cleared from the result of table 6 that female teachers experience slightly more work life balance than male teachers.

Mean score comparison of respondents regarding Colleague support according to gender

Gender of the respondents	Mean	N
Male teacher	3.78	187
Female Teachers	3.62	81

Table 7 represent result of the mean score comparison of respondents regarding colleague support in the school. It is illustrated from the result that male teachers receive high degree of support from colleagues in the school. Mean score value of male teachers is 3.78. Mean score value of female teachers is 3.62. This difference in the mean score is value indicates significant difference in the responses of male teachers and female teachers regarding colleague support. It is evident from the result that female teachers have less support from colleagues as compared to male teachers.

Gender Differences in mean score comparison regarding role of conflict

Gender of respondents	Mean	N
Male Teachers	3.60	187
Female teachers	3.71	81

Role conflict is the sub-dimension of occupational stress. Role conflict is also an important factor of which cause stress among employees in the organization. Above table shows result of mean score comparison of male teachers and female teachers regarding role conflict. Result illustrates that mean score value of female teachers is slightly greater than male teachers. Mean score value of male teachers is 3.60. mean score value of female teachers is 3.71. This slight difference in the mean score value indicates that female teachers experience slightly high degree of role conflict. Female has different responsibilities at home and in school. That is why they experience slightly greater or high value of role conflict.

Mean score differences in male and female teachers regarding work burnout

Gender of the respondents	Mean	N
Male teachers	3.62	187
Female teachers	3.75	81

Table 9 shows mean score comparison of male teachers and female teachers regarding work burnout. Mean score value of male teachers is 3.62. Mean score value of female teachers is 3.75. It is evident from the result that female teachers experience slightly high degree of work burnout.

Hypotheses testing and result

Four hypotheses were formulated. These hypotheses were about significant difference in male and female teachers' responses regarding occupational stress and its sub-dimensions.

H1: Male and female teachers have significant differences in their responses regarding occupational stress

Gender	Mean	Mean Diff	F	t	Sig
Male teachers	3.67	-1.39	.986	-2.26	.024
Female teachers	3.81				

Table 10 illustrates result of independent sample t-test. Independent sample t-test was applied to find significant difference in the responses of male secondary teachers and female secondary school teachers regarding occupational stress. Mean score value of male teachers is 3.67. Mean score value of female teachers is 3.81. There is -1.39 mean score difference, t value is -2.26 which is greater than critical value. P value is .024 which is less than .05. Hence it was concluded that there was significant difference in the responses of male and female teachers regarding occupational stress. Female teachers had high degree of occupational stress than male teachers. Hence hypothesis H1 is accepted at 95% confidence level.

H2: There is significant difference in male and female teachers' responses in occupational stress according to their age

	Sum of square	Mean square	F	Sig
Between group	2.160	.720	1.189	.313
Within Group	434.83	.606		

One way ANOVA was applied to find significant difference in the responses of male teachers and female teachers regarding occupational stress according to their age. As teachers' age was divided into more than two groups that is why one way ANOVA was used. result shows that sum of square between group is 2.160 and within group is 436.83. P value is .313. This P value is greater than .05 at 95% confidence level. Hence it is concluded that there was no difference in the responses of male and female teachers regarding occupational stress according to teachers' age. Hence hypothesis H₂ is rejected which states that there is significant difference

in the responses of male and female teachers regarding occupational stress according to teachers' age.

H₃: There is significant difference in male and female teachers' responses in occupational stress according to their experience

	Sum of square	Mean square	F	Sig
Between group	4.71	1.179	1.955	.10
Within Group	434.275.603			

Table 12 indicates result of One-way ANOVA in the significant difference in male and female teachers regarding occupational stress according to their experience. Result indicates insignificant result in male and female teachers responses according their experience regarding occupational stress. P value is .10 which is greater than .05 at 95% confidence level. therefore this current research found that experience has no direct connection with occupational stress. Hence hypothesis H₃ is rejected at 95% confidence level.

H₄: There is significant difference in male and female teachers' responses in occupational stress according to their qualification

	Sum of square	Mean square	F	Sig
Between group	3.086	3.086	5.118	.024
Within Group	435.905	.603		

Table 13 shows result of One-way ANOVA which was applied to find difference in male and female teachers responses in occupational stress according to their qualification. Sum of square between group is 3.086 and within group is 435.905. P value is .024 which is greater than .05 at 95% confidence level. It means that there is significant difference in the responses of male and female teachers regarding their qualification. Hence hypothesis H₄ accepted at 95% level of confidence. It means that qualification matters in occupational stress.

Discussion

Occupational stress is integral part in any profession and organization. Teaching profession is stressful profession where teachers experiences work stress due to various reasons. This current research was carried out to find differences in teachers' responses regarding occupational stress. Male and female secondary school teachers was the population of the study. Only public sector secondary school teachers were taken as population. Occupational stress has four sub-dimensions which were support from colleague, work burnout, role conflict and work life balance.

It was found that female teachers had high degree of occupational stress as compared to male teachers. Female teacher has to do different responsibilities. She work at home, in school and she is also a care giving. Female teachers face role conflict and there is no work life balance. That is why female teachers face high degree of occupational stress as compared to male teachers. Findings of this study does not confirm result of the Alson (2019). They also conducted research study on male and female teachers. They found that both male and female teachers had nearly same level of occupational stress. There was no difference in occupational stress of male and female teachers.

However findings of this study regarding occupational stress in male and female is aligned with some other previous studies. In a research study by Huang et al (2020), it was found that female workers experienced high level of occupational stress as compared to male workers. They conducted research study in construction industries where both male and female workers were working. They found that female workers facing acute work stress due to various factors. Main stressor for female workers was role conflict as female workers have to do various tasks.

One demographic variable was academic qualification. Academic qualification is an important demographic variable which provide information about respondents. It was aimed in this current research study to find significant difference in the responses of male and female teachers regarding occupational stress. After analyzing data it was concluded that teachers with higher qualification experience high degree of occupational stress while teachers with low qualification experience low level of occupational stress. Teachers having higher qualification which working on low scale consider job as against their qualification and status. That is why they experience job stress which affects their performance negatively.

Age was another important demographic variable of teachers to find significant difference in teachers' responses regarding occupational stress. From the result it was found that there was no significant difference in teachers' responses regarding occupational stress according to their age. Age was divided into five sub-groups. There was nominal difference (not significant difference) in their responses. It was found that there was significant difference in the responses of female teachers and male teachers regarding support from colleagues in the school. It was determined that male teachers receive more support from their colleagues in the school as compared to female teachers.

An important work stressor is role conflict. When employees have different roles or tasks, it results in work stress. With different roles and responsibilities, an individual cannot

give full attention to one single task and it creates acute work related stress. It was found that female teachers face high level of role conflict as compared to male teachers. Female teachers also have to work in home. They perform different duties at home and also in school. That is why they experience high level of role conflict which further results in work stress.

Conclusion

This current research study was undertaken to find significant difference in male and female teachers regarding occupational stress and its sub-dimensions with respect to demographic variables. Gender, academic qualification, experiences, and age were demographic variables which were used to find differences. Significant difference was found in teachers' responses regarding occupational stress according to their gender. Female teacher experiences high level of occupational stress as compared to male teachers. It was concluded that gender of the respondents is an important predictor of occupational stress. It was found that there was significant difference in occupational stress according to academic qualification of the respondents. It was found that there was significant difference in teachers responses regarding occupational stress according to academic qualification. It was concluded that teachers with higher education facing acute stress at work place. However there was no significant difference in teachers' responses regarding age and experience. It is recommended that policy may be formulated for paid recreational leave to lessen occupational stress of teachers. It is also recommended that high authorities may arrange seminars, workshop periodically for mitigating occupational stress of teachers. Future researcher may further this research by taking longitudinal data and carry experimental or mix-method research.

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