

Gender specificity of teachers' stress resources and health problems: evidence from a network analysis

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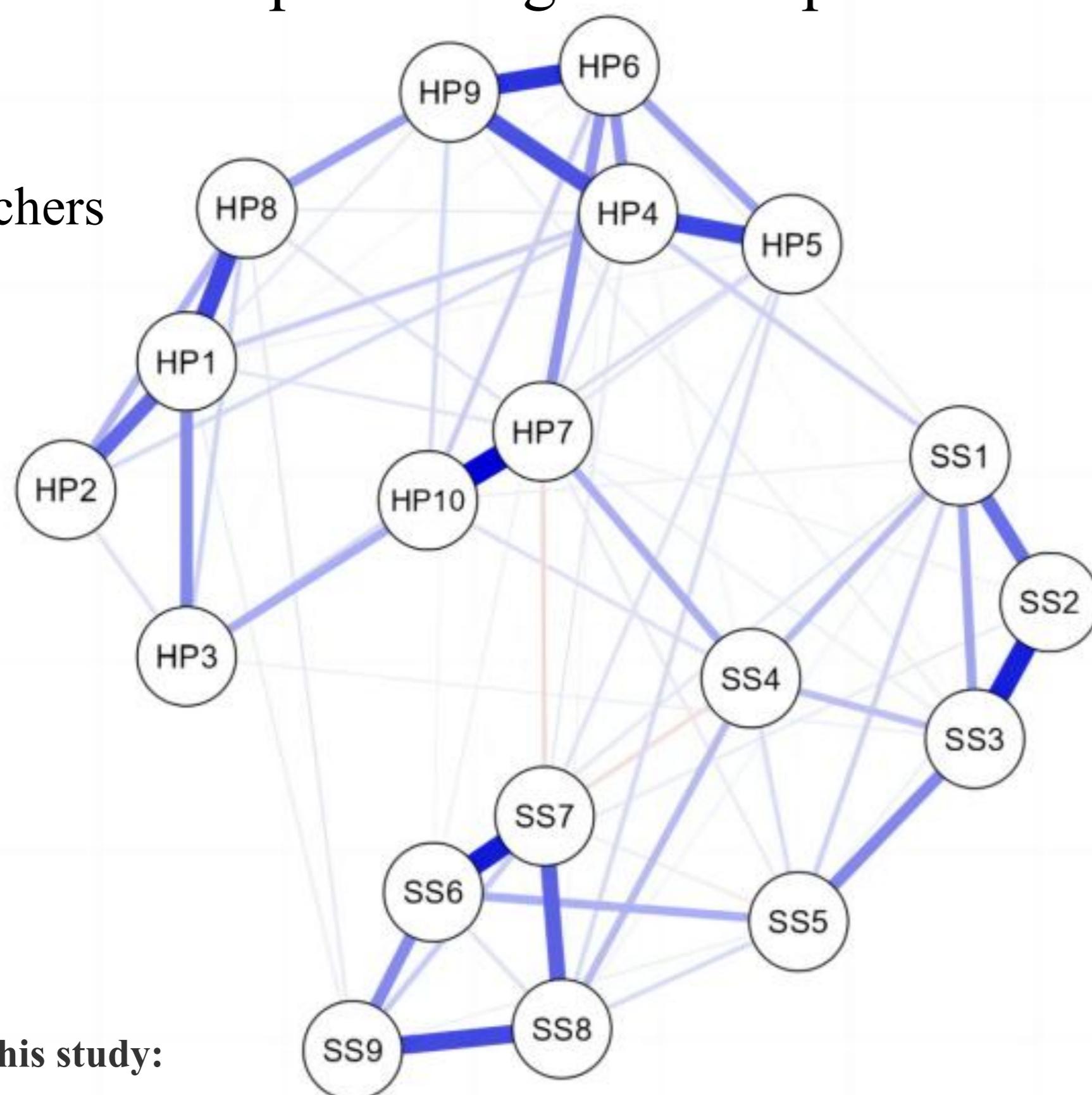
INTRODUCTION & AIM

The specific link between stress sources and health problems unique to teachers remains ambiguous. Additionally, there is a dearth of comprehensive examination of this association among female and male teachers. This study aims to address the above limitations through network analysis based on Programme for International Student Assessment (PISA) 2022 dataset.

METHOD

A sample of 2,092 teachers from Hong Kong was ultimately included in the analysis. Network analysis was conducted to investigate the relationships between 9 identified teacher stress sources and 10 teacher health problems, as well as to assess potential gender disparities

Female teachers



Abbreviation in this study:

SS = Teacher's stress sources; SS1 = Having too little time for lesson preparation; SS2 = Having too many lessons to teach; SS3 = Having too much [marking]; SS4 = Having too much administrative work to do; SS5 = Being held responsible for students' achievement; SS6 = Maintaining classroom discipline; SS7 = Being intimidated or verbally abused by students; SS8 = Addressing parent or guardian concerns; SS9 = Modifying lessons for students with [special needs];

HP = Teacher health problems; HP1 = Headache; HP2 = Stomach pain; HP3 = Back pain; HP4 = Feeling down; HP5 = Irritability; HP6 = Feeling nervous; HP7 = Fatigue; HP8 = Feeling dizzy; HP9 = Feeling anxious; HP10 = Sleep deprivation

RESULTS & DISCUSSION

The findings of the present study indicate that administrative tasks are the primary source of stress within the teaching profession, with fatigue emerging as a significant health concern. Gender differences were observed in the teacher network, with administrative tasks and fatigue being central concerns for female teachers, while intimidation or verbal abuse by students and fatigue were central concerns for male teachers.

CONCLUSION & FUTURE WORK

Gender differences were also observed in the edges of the network. It is essential to reduce administrative workload and address teacher fatigue. Additionally, specific interventions are necessary to address health concerns among both male and female educators.

