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### REALIZING DEPRESSION, ANXIETY AND STRESS AMONG URBAN SECONDARY SCHOOL EDUCATORS: A CRITICAL ANALYSIS

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#### Abstract

Every day we are influence by different situations or environment, which effects to our everyday life's activities. So teaching is creative profession where our next generation takes proper learning by qualitative teachers. The main purpose of this study is to investigate the level of depression anxiety and stress among higher secondary school teachers on the basis of demographic features. Methodology: The present study was conducted on higher secondary school teachers. For sample selection, purposive sampling technique was used. Total sample of present study were 60 sample (30 male and 30 female). Data were collected by Depression Anxiety Stress Scale (DASS-21, Lovibond, 1995). Result: In the present study the result showed that no significant difference in the level of depression, anxiety and stress of higher secondary school teachers exists.

**Keywords:** Depression, Anxiety, Stress, secondary school educators.

#### 1. Introduction

Every individual Teachers are face different problems in school oriented situation and outsides of educational institution like classroom control, educational management, administration, relation between students and teaching staff, effective communication, salary, other personal and family matter etc. this factors are very much related with teachers mental health. Teaching has been proven as a stressful job (Agai-demjahas, 2015). Delcor and Colleagues (2004) cite excessive workload as one of the most stressful job characteristics of teaching. Teachers in Malaysia are expected to spend time not only planning lessons, teaching in the classroom, and grading homework, but also running extracurricular activities, participating in or facilitating professional development events, and involving parents and the community. Additionally, teachers are expected to perform administrative tasks related to teaching and learning, such as tracking student attendance in class and filling out student report cards (Othman, 2019). According to a study that was carried out among 580 secondary school teachers in Kota Bharu, stress prevalence was 34 percent, and factors such as age and duration of employment played significant roles in contributing to stress as a whole (Hadi, 2008). Young teachers who were in secondary school, having less teaching experience, and

married, with more than two children were more susceptible towards burnout (Mukundan, 2011).

Using salivary biomarkers of stress, the prevalence of stress in an urban setting in Malaysia was 20% teachers of Malay Ethnicity, teaching experience of 5 to 10 years, and those without a supervisor's support showed a higher prevalence of job strain (Masilamani, 2012). In another study, only five determinants of teacher stress were identified; namely pupil misbehavior, teacher workload, time and resources difficulties, recognition, and interpersonal relationship. Other demographic factors such as age, length of teaching experience, and the respondents' monthly salary were not significantly correlated with stress (Ghani, 2014). Stress is the abnormal reaction that the organism displays against threatening environmental elements (Luthana, 1994). Stress, which general term used for pressure that people are exposed to in life (Jepson & Forrest, 2006) may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person (Griffin, 1990). In addition, cultural and geographical factors such as climate and religion may shape factors of stress (Cooper & Davidson, 1987). Teachers stress is defined as experience in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001).

## **2. Objectives of study**

- To study the level of depression, anxiety and stress among secondary school teachers on the basis of their gender.
- To know the level of depression, anxiety and stress among secondary school teachers on the basis of their educational qualification.
- To realize the level of depression, anxiety and stress among secondary school teachers on the basis of their monthly income.

## **3. Hypotheses of study**

The following null hypotheses were formulated:

Ho1: There is no significant difference in the level of depression, anxiety and stress among secondary school teachers according to their gender.

Ho2: There is no significant difference in the level of depression, anxiety and stress among secondary school teachers on the basis of their educational qualification.

Ho3: There is no significant difference in the level of depression, anxiety and stress among secondary school teachers according to their monthly income.

## **4. Methodology**

The investigator used descriptive research method for the study.

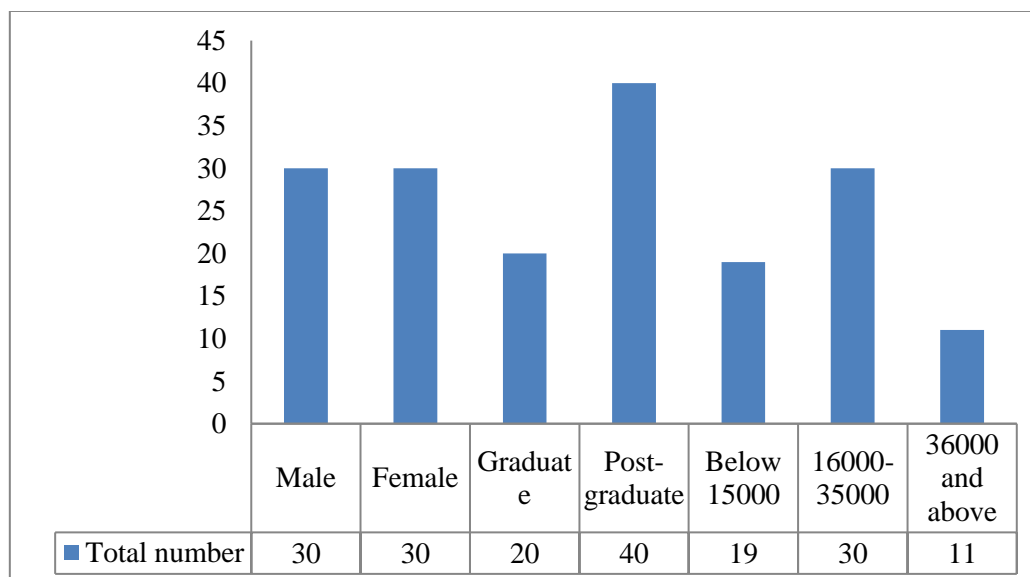
## **5. Population and Sample**

The population of this study consists of all the secondary and higher secondary school teachers of Kolkata, West Bengal, India. The present study, the researcher selected 60 (30

male and 30 female) teachers from different govt. aided higher secondary school of Kolkata (West Bengal) as sample. The investigator adopted purposive sampling technique for sample selection. The distributions of sample based on their, gender, educational qualification and monthly income.

*Table 1: Demographic characteristic of the sample are shown in the following table*

Variables		Total number	Percentage (%)
Gender	Male	30	50%
	Female	30	50%
Educational Qualification	Graduate	20	35.5%
	Post-graduate	40	64.5%
Monthly income	Below 15000	19	32.3%
	16000-35000	30	50%
	36000 and above	11	17.7%



## **6. Tool & technique used**

Depression, Anxiety and Stress scale (DASS-21) was used to collect data. DASS was a set of three self-report inventory developed by Lovibond & Lovibond (1995). In addition to the basic 42 item questionnaire, a short version, the DASS- 21, is available with 7 items per scale, each reflecting a negative emotional symptom. In the present study the short (DASS-21) version of DASS was used. As recommended, the obtained scale scores are multiplied by 2, to make them comparable to the DASS normative data score. Each of these is rated on a four-point Likert scale. Purposive sampling technique was followed to collect the data.

The rating (DASS 21) scale is as follows: 0: Did not apply to me at all; 1: Applied to me to some degree, or some of the time; 2: Applied to me to a considerable degree or a good part of time; 3: Applied to me very much or most of the time.

*Table 2: Level of Depression, Anxiety and Stress according to DASS-21*

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14

Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely severe	28+	20+	34+

## 7. Data analysis and Interpretation

Present researcher used  $\chi^2$  test for analysis the data, and also find-out the level of depression, anxiety and stress according to norm of the scale.

*Table 3. Levels of Depression on the basis of gender*

Gender	Levels of Depression				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Male	14	4	9	2	30	3	1.46	.839	Not Significant
Female	15	5	7	4	30				
Total	29	9	16	6	60				

It is clear from this table that  $\chi^2$ value is 1.46 and significant value is .839, this result showed that there exists significant difference in the level of depression. There for the null hypothesis is accepted.

*Table 4: Levels of Depression on the basis of educational qualification*

Educational qualification	Levels of depression				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Graduate	9	5	4	2	20	3	1.12	.760	Not significant
Post-graduate	20	5	11	4	40				
Total	29	10	15	6	60				

Above table show that  $\chi^2$ value is 1.12 and significant value is .760 thus the null hypothesis is accepted. This table shows that there is no significant difference among level of depression between graduate and post- graduate school teachers.

*Table 5: Levels of Depression on the basis of monthly income*

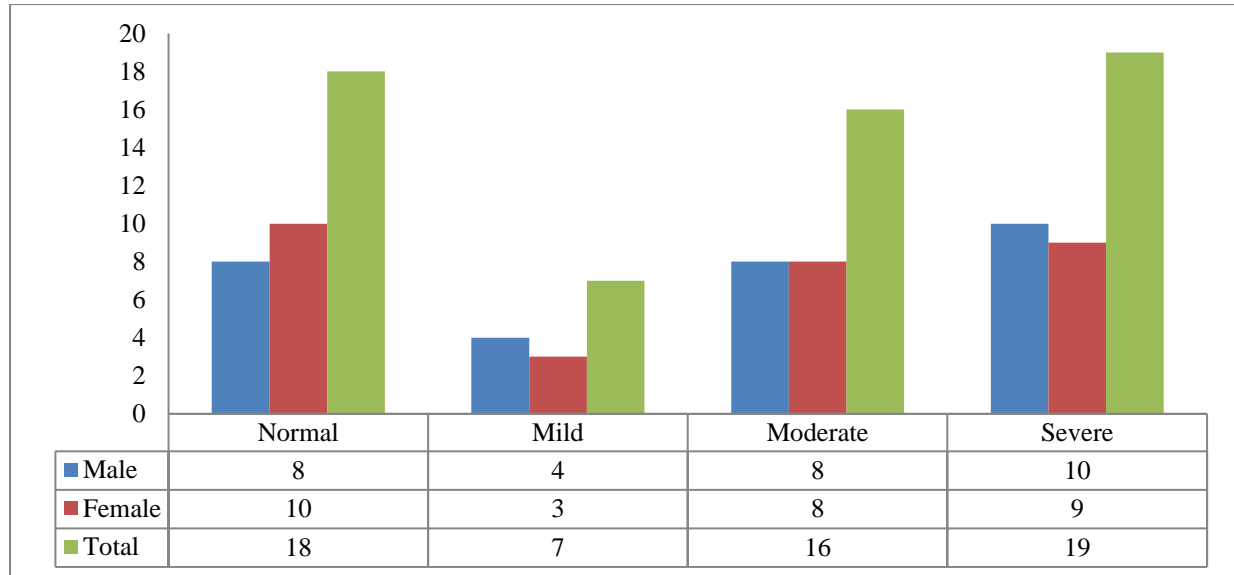
Monthly income	Levels of depression				Total	df	$\chi^2$ - test value	Significant value	Remark
	Normal	Mild	Moderate	Severe					
Bellow-15000	7	1	6	5	19	6	11.98	.063	Not significant
16000-35000	15	7	7	1	30				
36000 and above	7	2	2	0	11				
Total	29	10	15	6	60				

It is observed from table 5 that  $\chi^2$ value is 11.98 and significant value .063, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of depression of secondary school teachers according to their monthly income.

## Section: 2 (Anxiety category)

*Table 6: Level of Anxiety on the basis of gender*

Gender	Levels of anxiety				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Male	8	4	8	10	30	3	1.43	.85	Not significant
Female	10	3	8	9	30				
Total	18	7	16	19	60				



It is clear from table 6 that  $\chi^2$  value is 1.43 and significant value is .85, this shows that there is no significant difference in the level of anxiety. The null hypothesis is not rejected. Gender difference is not an important feature for increase or decrease of the nature of anxiety.

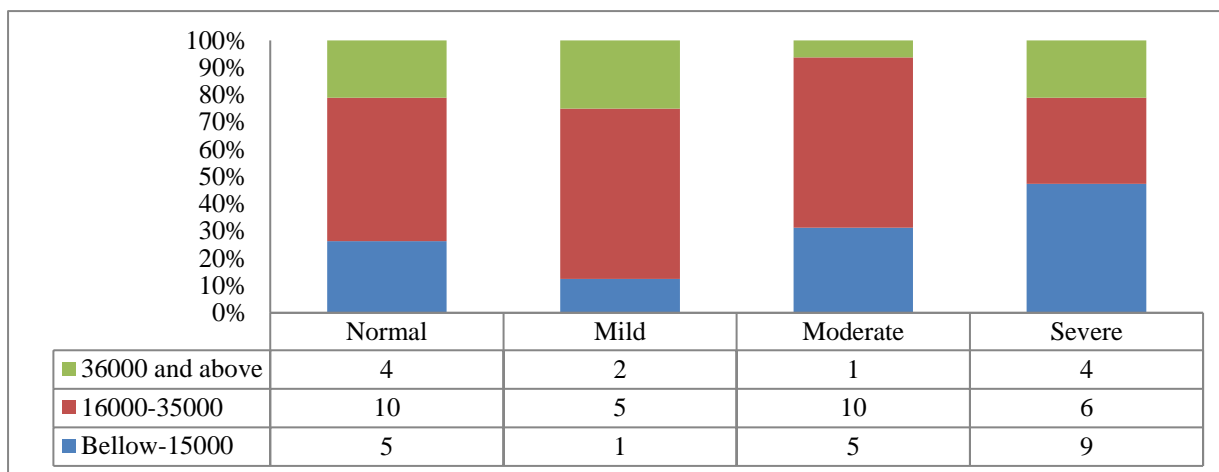
*Table 7: Levels of Anxiety on the basis of educational qualification*

Educational qualification	Levels of anxiety				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Graduate	6	3	4	8	21	3	3.46	.532	Not significant
Post-graduate	12	4	12	11	39				
Total	18	7	16	19	60				

Above table shows that  $\chi^2$  value is significant value is .532. Thus the null hypothesis is accepted. This table shows that there is no significant difference among level of anxiety between graduate and post-graduate school teachers.

*Table 8: Levels of Anxiety on the basis of monthly incomes*

Monthly income	Levels of anxiety				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Bellow-15000	5	1	5	9	20	6	6.324	.611	Not significant
16000-35000	10	5	10	6	31				
36000 and above	4	2	1	4	11				
Total	19	8	16	19	62				



It is observed from the table 8 shows that  $\chi^2$  value is 6.324 and significant value .611, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of anxiety of secondary school teachers according to their monthly income.

### Section: 3(Stress category)

Table 9: Levels of Stress on the basis of Gender

Gender	Levels of stress				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Male	19	7	3	1	30	3	1.181	.850	Not significant
Female	16	8	4	2	30				
Total	36	16	7	3	60				

It is clear from the table 9 showing that  $\chi^2$  value is 1.181 and significant value is .850, this show that there is no significant difference in the level of stress. The null hypothesis is accepted. Therefore, Gender difference is not an important feature for increase or decreases the nature of stress.

Table 10: Levels of stress on the basis of educational qualification

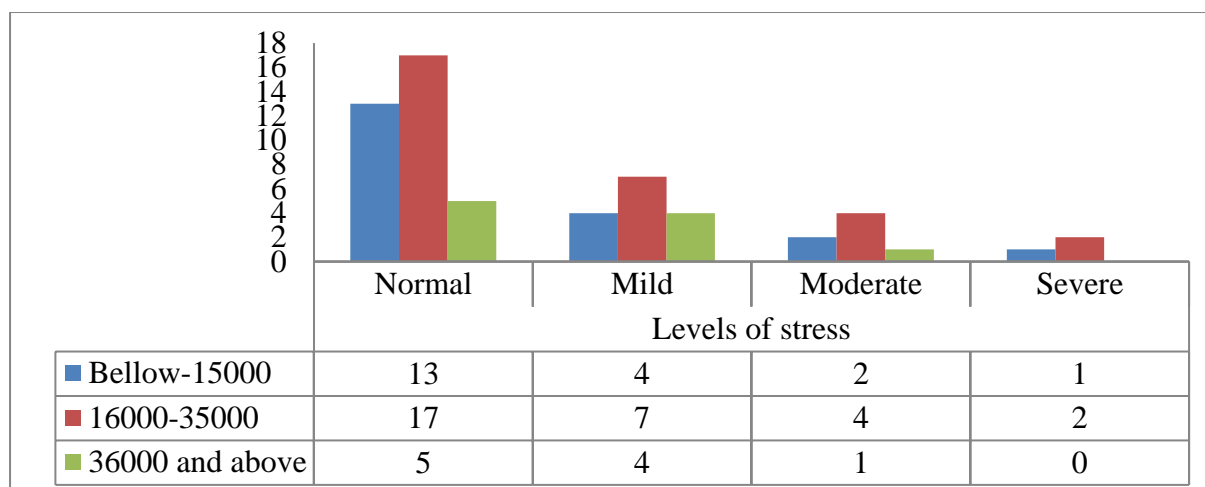
Educational qualification	Levels of stress				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Graduate	10	9	2	1	22	3	4.11	.331	Not significant
Post graduate	25	7	4	2	38				
Total	35	16	6	3	60				

Above table show that  $\chi^2$  value is 4.11 and significant value is .331 thus the null hypothesis is accepted. This table shows that there is no significant difference among level of stress between graduate and post- graduate school teachers.

Table 11: Levels of Stress on the basis of Monthly Incomes

Monthly income	Levels of stress				Total	df	$\chi^2$ - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
Bellow-15000	13	4	2	1	20	6	1.921	.905	Not significant
16000-35000	17	7	4	2	30				

36000 and above	5	4	1	0	10				nt
Total	35	15	7	3	60				



It is observed from table 11 found that  $\chi^2$  value is 1.921 and significant value .905, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of stress of secondary school teachers according to their monthly income.

## 8. Findings and discussion

These results confirm that male and female school teachers experience the same amount of occupational stress. When male and female teachers' levels of stress were compared, there were differences in overall stress. In normal level of stress in male teachers were 55.6%, female teachers 44.4%; mild level of stress were male teachers 43.8% and female teachers 56.2%; moderate level male teachers 42.9% and female teachers 57.1%. On the basis of caste important difference were moderate level SC teachers 14.3% and OBC teachers 14.3%, GEN teachers 57.1%. in habitat category, significance difference were moderate level, stress level of rural teachers 42.9% ,urban teachers 14.3% and semi-urban teachers 42.9%. in educational qualification, mild stress level are difference between graduate teachers (56.2%) and post graduate teachers (43.8%). 25.0% of teachers with a 15k salary experienced mild stress, 50.0% of teachers with a 16-25k salary experienced mild stress, and 25.0% of teachers with a 36k or higher salary experienced mild stress. In the present study it was also noted that the elder teachers possess less severe stress than the younger teachers. Female teachers experience more stress than male teachers, and teachers in urban and semi-urban areas experience more stress than teachers in rural areas. But very less number of teachers possess severe level of stress.

Other findings are at not variance to Chan, Chen & Chong (2010) who revealed no significant difference between their male and female respondents. This finding are at variance to those reported in previous studies (Mokhtar, 1998; Nwimo, 2005) among secondary school teachers. Nwimo (2005) found that teachers in a nearby enough state who were intensely stressed had low levels. Though this revelation was made many years ago, it was not surprising that the teachers in the present study reported a high level of stress for obvious reasons.



Other highly stressful occupation include the police, Nurse (Ang, 2016), and doctor (Clough, 2017). The prevalence of stress among the police in Kuala Lumpur city was high where the overall stress was 38% with 5.9% severe, 14.9% moderate and 18.0% mild. According to Masilamani (2013), officers with higher ranks, like inspectors, were more likely to experience severe stress than junior officers.

## **9. Conclusion**

According to the findings of this study, the majority of teachers have mild levels of depression, anxiety, and stress, while only a small number have severe levels. Those who suffer from severe depression, anxiety, and stress require immediate medical and therapy treatment, but teachers are unaware of their mental health issues. They are unaware of their mental health issues and do not know where to seek referral services. Teachers abroad frequently disclose their mental health conditions, as teachers with mental illness may leave a negative impression on students. Therefore, appropriate intervention and testing of mental health are necessary for both teachers and students. Teachers in secondary schools had moderate rates of depression, anxiety, and stress. Teachers' mental health should be improved in the right way. thereby ensuring a high standard of education. A spiritual coping strategy and stress management could be incorporated into their training course's teaching module (Osman, 2017). There is a significant relationship between teacher's stress level and structural and consideration dimensions of the principals' leadership style (Yusof, 2016). Future research should focus on modifiable factors like the school environment, leadership, school administration, nature of communication between school and locality, technology used in method of teaching, teaching experience, and relation between teacher and learner, among other things. Apart from modifiable factors, we should also look in to factors such as personality, notably neuroticism as it has been associated with depression in students (Kelvin, 2013).

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