

# A Study on Depression of The Private And Government Secondary School Teachers of Sirsa District In Haryana State



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## Abstract

In many countries a teacher's job is often considered to be one of the most stressful profession In India, teaching is regarded as a noble profession and teachers are accorded much respect. Aim of the present study is to determine and compare the Depression of the private and Government secondary school teachers of Sirsa District in Haryana State. For the present study a sample consisted of total 200 Secondary Schools Teachers was taken. 100 secondary teachers from 5 Government schools and 100 secondary teachers from 5 private schools situated in rural as well as urban areas of Sirsa District of Haryana State were taken and descriptive survey method was used. In the present study it is found that there is significant difference between Government and private secondary school teachers regarding depression. There is significant difference between male and female Government secondary school teachers regarding depression. There is significant difference between the urban and rural secondary school teachers in Urban as well as rural schools regarding depression.

**Keywords:** Depression, Government School, Private School, Rural, Urban, Secondary Schools Teachers.

## Introduction

Depression is one of the leading causes of disease burden worldwide. Particularly, depression is not only the most common mental disorder in general practice as well as mental health settings, but also is a major public health problem. Uni polar depression is the second cause of disability-adjusted life years

The principal symptoms of the depressive phase are general retardation, emotional depression poverty of ideas and psychomotor under-activity. The depressive person is reserved and sad. He is retarded in speech, thought and action. There is an absence of initiative and energy; decisions are difficult to make and painful to execute, straight task appears formidable. The person remains in bed long after awakening because he does not possesses the necessary strength and willpower to get up . He starts working slowly and gets fatigue quickly . He is unable to work for long. He does not like to visit his friends .He withdraws from the world and spends his time sitting in some quite corner with bowed head. The depressive person has an inability to concentrate. His mind is blank. The power of recall and self- expression appears to be lost. Great difficulty is experienced in arranging ideas, solving simple problems or following trains of thought of a book or conversation. It is not uncommon for a depressed person to stop in the middle of a sentence because he has run out of ideas for words.

## Meaning of Depression

Depression which doctors call major depressive disorder isn't "Snap out of". At is thought to be caused by an 'imbalance of brain entitles and other factors. Like any serious illness, depression should be treated. Recently one on one health program was developed by Glaxo Smith Kline. Have you been told you have depression? If so you may wonder why it happen to you, the fact is that anyone can became depressed. This first step in fighting depression is to understand it. This section covers what depression is how it can affect you, and what depression is how it can affect you and what cause it. There are many types of depression.

E: ISSN No. 2349-9443

Depressive disorders come in different forms, just like many other illnesses. In addition to major depression other common types include:

#### **Types of Depression Dysthymia**

People who have Dysthymia may feel mildly depressed on most days for at least two years. They have many depression symptoms, but the symptoms are less severe than with major depressive disorder.

**Seasonal affective disorder:** This illness has the same symptoms as major depressive disorder but in seasonal affective disorder the symptoms return during certain seasons, usually in fall or winter. While the exact cause is unknown, this illness is thought to be related to seasonal variations of light, as well as changes in certain brain chemicals which may induce feelings of depression.

#### **Postpartum Depression**

This type of depression can occur in women who recently have given birth to a baby, it usually happens in the first month after delivery. But it also can happen in the first year after giving birth. Symptoms are the same as major depressive disorder often postpartum depression keeps the mother from bonding with her newborn. This is different from baby blues, which tends to occur during the first few days after delivery and then gets better on its own.

#### **Bipolar Disorder**

It is a complex mood disorder that can have some of the same symptoms as major depression, the word bipolar refers to the disorders two extremes, mania and depression. The treatments for bipolar disorder are usually different from treatments for major depression. The rate of depression among working women is too high in comparison to non-working women. Depression often does not have just one cause. It can be caused by a number of things together. You may have no idea why you have become depressed. Whatever its cause depression is not just a state of mind, it is linked to changes in your brain. It may be caused by an imbalance of certain chemicals that carry signals in your brain.

#### **Review of Literature**

In today's scenario with the hustle and bustle in life stress is the most common thing which we can observe, reasons could be numerous but sometime the major would be the occupational stress. The research has been done in the private primary school and they concluded that stress level is more in private primary school (Reddy, 2012). Since special school teachers have more responsibilities in teaching special children. It is necessary to determine the occupational stress/burnout in special school teachers working in private/government school. Married higher secondary school teachers have more stress not compare to unmarried higher secondary school teachers because married teachers are shouldering more responsibility than the unmarried in terms of school work as well as in the family and society, hence they are in the position to satisfy all the dimensions, this results in higher levels of stress from the (Sapna & Ved Prakash, 2013). Our study has shown clearly demonstrated that the occupational stress level in teachers working in government/private schools for normal children have significant

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difference. Another study has recommended doing in the various cultures, based on responsibilities and the type of organization (Ansarul, 2014). Another study was done in the comparison of primary and secondary school and they concluded that stress level is more in primary school (Anbu, 2015). There are some studies in India also regarding stress in school teachers – one done in south India for teachers of university and the other among school teachers in Rajasthan. But none of them used any recognized scale to measure stress. Our study is a significant difference in the outcome, addition to the teacher's stress and burnout through our results, especially in India where more relevant studies exist dealing with these problems. In addition, our study is aimed to give an account of how the teachers of different schools and gender are occupying with the increased stress (Sumanta Dawn et al., 2016). Higher secondary school teachers working in government schools have more stress than those working in private higher secondary schools because the government teachers have to fulfill the work and the task given to them time by time from the administration as well as from the government departments (Sunanda, 2017), hence they are more responsible to the government officials than the private school HSS teachers, hence a higher level of stress was evident in the government school teachers. Survey method was used for this study. The sample consisted of 200 post graduate teachers working in two different schools in and around Indian regions. The Occupational Stress Inventory was developed by Dr. Joseph and Dr. Dharmagadan. The five-point scale consists of 37 test items are used in this study. Work-related disability and productivity loss as a result of stress and depression are critical determinants of quality of life and contribute significantly to health burden (Lee et al., 2017) as well as indirect medical costs.

#### **Rationale of the study**

Today the world is of working people. Men and women are equally working in the society. The life of a working person is not so easy. All the time there is so much burden and pressure on the working people. It is considered that private secondary school teachers have more burden than Government secondary school teachers. That's why they remain in more depression. The topic is taken to justify this condition of private secondary school teachers. The justification of taking this topic is to compare the depression among private secondary school teachers and Government secondary school teachers.

#### **Need and Significance of the Study**

Though there is a large number of literature on stress and a large number of people have worked on stress in India but no work has been done on depression on secondary school teachers in Sirsa District of Haryana State. That's why the researcher has selected this topic. The need of the present study is to improve the psychological condition of working teachers especially private secondary school teachers. The significance of this study is to suggest a solution to remove depression in school teachers.

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**Statement of the Problem**

A Study on Depression of the Private And Government Secondary School Teachers of Sirsa District in Haryana State.

**Operational Definition of the Terms Used**

**Depression**

Depression is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home.

**Secondary School Teachers**

Secondary School teachers working in high schools, where they teach students in a particular subject area, such as history, English, science or mathematics.

**Government Schools**

The schools that are maintained at public expense for the education of the students of a community.

**Private Schools**

The school that are maintained by a private organization or private individuals rather than by the Government.

**Rural Schools**

The schools that are situated in rural areas are known as rural schools.

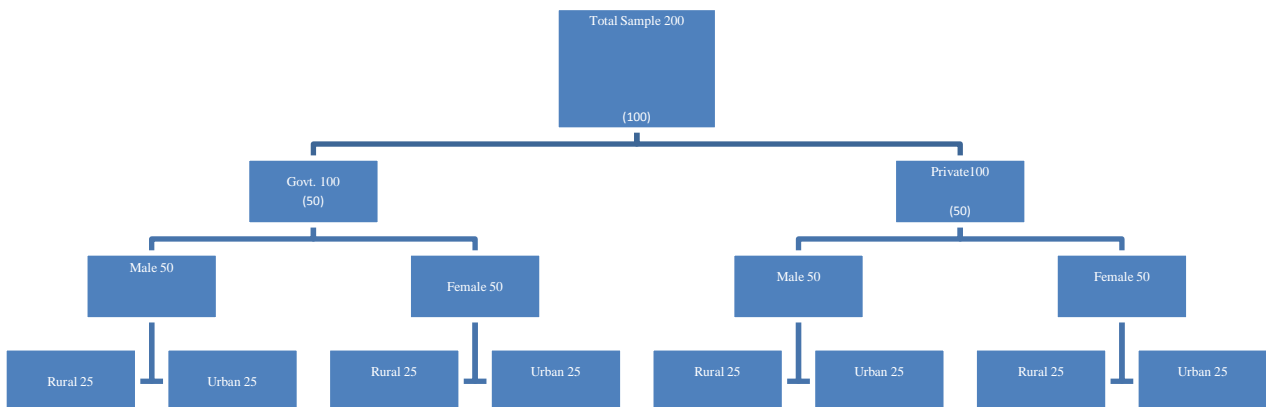
**Urban Schools**

The schools that are situated in urban areas are known as urban schools.

**Objectives of the Study**

1. To study and compare the depression among Government and private secondary school teachers.
2. To study and compare the depression among male and female Government secondary school teachers.
3. To study and compare the depression among male and female private secondary school teachers.
4. To study and compare the depression among rural and urban Government secondary school teachers.

**Sample Design**



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5. To study and compare the depression among rural and urban private secondary school teachers.

**Hypotheses**

1. There is no significant difference between the depression among Government and Private Secondary School teachers .
2. There is no significant difference between the depression among male and female Government secondary school teachers.
3. There is no significant difference between the depression among male and female private secondary school teachers.
4. There is no significant difference between the depression among rural and urban Government secondary school teachers .
5. There is no significant difference between the depression among rural and urban Private Secondary school teachers.

**Delimitations of the Study**

Keeping in mind the time, expenditure and resources available the present study has been delimited to:

1. Secondary school Teachers only.
2. Teachers of 10 schools only.
3. A sample of only 200 secondary school teachers.
4. Sirsa District of Haryana State only.

**Methodology**

**Method Used**

In the execution of the present study, descriptive survey method was used.

**Population of the Study**

All the Secondary School teachers are the universe of population of the study.

**Sample of the Study**

For the present study a sample of 200 secondary school teachers of Sirsa District in Haryana State was taken and from which 100 Government and 100 private secondary school teachers were taken. 50 Male and 50 female teachers of both Government and Private secondary schools, 25 rural and 25 urban secondary teachers of both Government and private schools were taken.

E: ISSN No. 2349-9443

**Tool Used**

For the present study researcher used the standardized tool authored by L.N. Dubey.

**Mental Depression Test**

M.D.S. constructed by L.N. Dubey, Professor, Saraswati Shiksha Maha Vidyalya, Jabalpur. In this test the person has to fill his/her personal information asked in questionnaire. After it the person has to tick answer in form of yes/no in front of question. There are 50 statement in front of which two boxes are given.

**Scoring Method**

There are 50 statement in the scary .Every statement has two answer 'yes' and 'no'. 'Yes' indicates mental depression and 'no' indicates no depression. Allot one mark for 'yes' and zero mark for 'no'. In the end sum up all the marks .Higher scores

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show higher mental depression. Interpret the raw scores in term of category.

**Reliability and Validity**

The reliability Coefficient by Test-retest method and Half -split method was found 0.64 and 0.69 respectively. The validity coefficient was found 0.41 and 0.39 with Depression Inventory ( S. Karim ) and Behaviour Rating Scale by teachers and parents respectively.

**Statistical Techniques Used**

Mean, SD, t-ratio and other appropriate techniques were used to interpret the results scientifically and objectively.

**Analysis and Interpretation of Data**

**Significance of Difference Between The Depression Among Private And Government Secondary School Teachers**

**Table 1**

**Mean scores of depression of private and Government secondary school teachers**

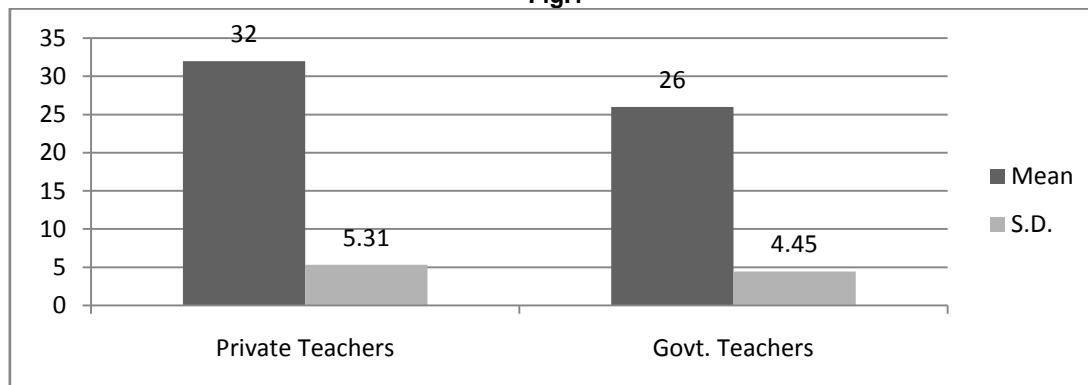
Variables	N	M	S.D.	Df	't' Value	Level of Significance
Private Secondary school Teachers	100	32.00	5.31	198	8.66	0.01 & 0.05
Government Secondary school Teachers	100	26.00	4.45			

**Interpretation**

The mean, & S.D values of secondary school teachers are 32.00 & 5.31, 26.00 & 4.45 respectively. The calculated 't' value is 8.66 which is greater than standard statistical table value at .01 level=2.63 and at .05 level-1.98. Therefore the hypothesis No. 1 is

rejected. The mean value of private secondary school teachers is more than Government secondary school teachers. Therefore it is confirmed that the private secondary school teachers have more depression than Government Secondary school teachers.

**Fig.1**



Significance of difference between the depressions among male and female Government secondary school teachers

**Table : 2**

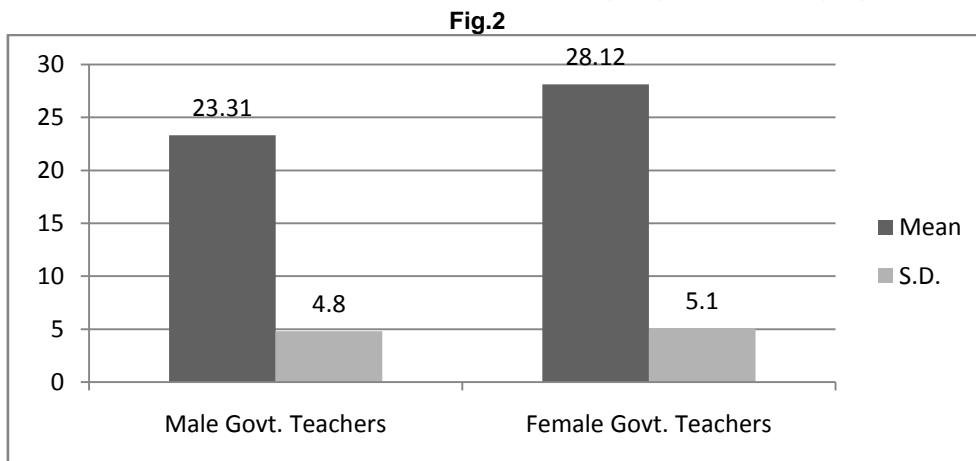
**Mean scores of depression of male and female Government Secondary school teachers**

Variables	N	M	S.D.	df	't' Value	Level of Significance
Male Government Secondary school Teachers	50	23.31	4.80	98	4.85	0.01 & 0.05
Female Government Secondary school Teachers	50	28.12	5.10			

**Interpretation**

The mean, S.D. values of male & female Government secondary school teachers are 23.31 and 4.80, 28.12 and 5.10 respectively. The calculated 't' value is 4.85 which is greater than standard statistical table value at .01 at .05 level. Therefore the

hypothesis No. 2 rejected. The mean value of female Government teachers is more than male Government secondary school teachers. Therefore it is confirmed that the female teachers have more depression than male Government teachers.



Significance of difference between the depression among male and female private secondary school teachers.

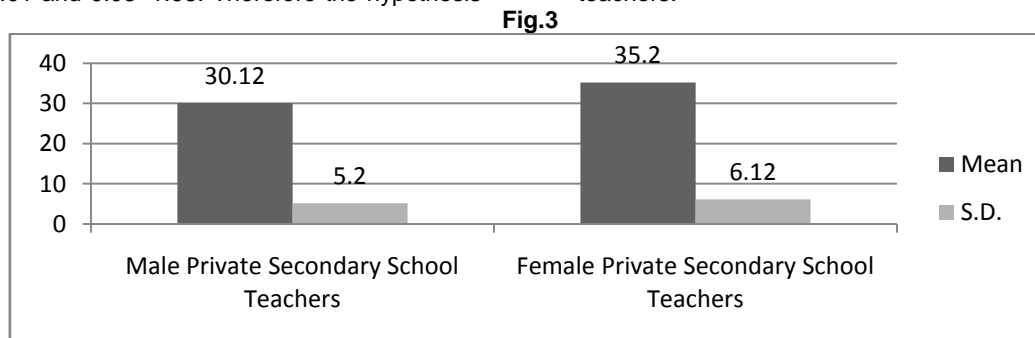
**Table: 3**  
**Mean Scores of Depression of Male and Female Private Secondary School Teachers**

Variables	N	M	S.D.	df	't' Value	Level of Significance
Male Private Secondary School Teachers	50	30.12	5.20	98	4.47	0.01 & 0.05
Female Private Secondary School Teachers	50	35.20	6.12			

**Interpretation**

The mean, S.D. values of female & male private secondary school teachers are 35.20 & 6.12, 30.12 & 5.20 respectively.. The calculated 't' value is 4.47 which is greater than standard statistical table value at .01 and 0.05=1.98. Therefore the hypothesis

No. 3 rejected. The mean value of female private secondary school teachers is more than male private secondary school teachers. Therefore it is confirmed that the private female secondary school teachers have more depression than male secondary school teachers.



Significance of difference between the depression among rural and urban Government secondary school teachers.

**Table 4**  
**Mean scores of depression of rural and urban Government secondary school teachers**

Teachers	N	M	S.D.	df	't' Value	Level of Significance
Urban Government Secondary School Teachers	25	27.52	5.02	48	3.14	0.01 & 0.05
Rural Government Secondary School Teachers	25	23.12	4.90			

**Interpretation**

The mean, S.D. values of urban and rural Government secondary school teachers are 27.52 &

5.02, 23.12 & 4.90 respectively. The calculated 't' value is 3.14 which is greater than standard statistical table value at .01 and .05 level. Therefore the

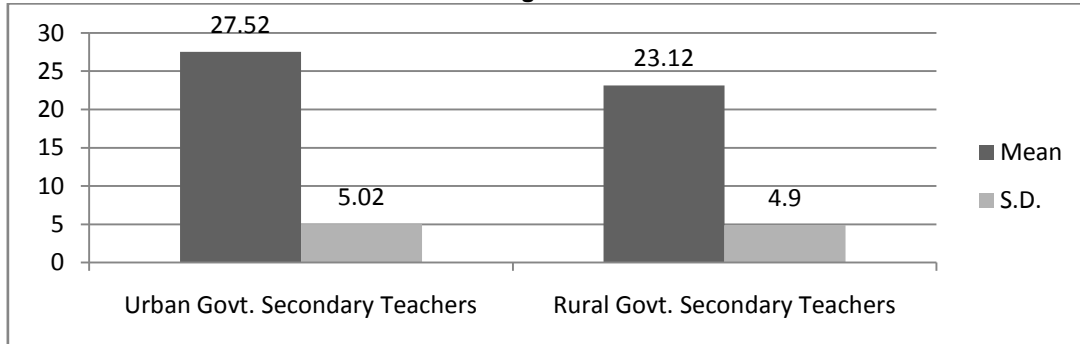
E: ISSN No. 2349-9443

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hypothesis No. 4 is rejected. The mean value of urban Government secondary school teachers is more than the rural Government secondary school teachers. Therefore it is confirmed that urban Government

secondary school teachers have more depression than the rural Government secondary school teachers.

Fig.4



Significance of difference between the depression among rural and urban private secondary school teachers.

Table 5

Mean scores of Depression of Rural and Urban Private Secondary School Teachers

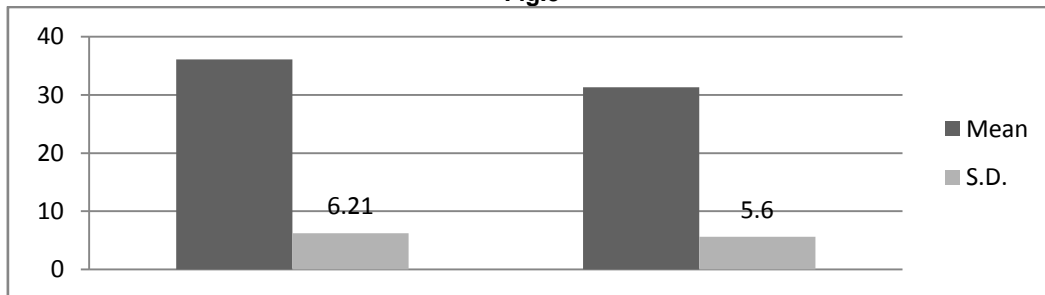
Variables	N	M	S.D.	df	't' Value	Level of Significance
Urban Private Secondary School Teachers	25	36.12	6.21	48	2.88	0.01 & 0.05
Rural Private Secondary School Teachers	25	31.30	5.60			

**Interpretation**

The mean, S.D. values of urban and rural private secondary school teachers are 36.12 & 6.21, 31.30 & 5.60 respectively. The calculated T value is 2.88 which is greater than standard statistical table value at .01, and .05 level. Therefore the hypothesis

No. 5 is rejected. The mean value of urban private secondary school teachers is more than the rural private secondary school teachers. Therefore it is confirmed that urban private secondary school teachers have more depression than the rural private secondary school teachers.

Fig.5



**Main Findings**

**In Hypothesis No. 1**

There is significant difference between Government and private secondary school teachers regarding depression because the mean value of private secondary school teachers is more than Government Secondary School teachers. The calculated 't' value is more than standardized table value. Therefore there is significant difference between the depression among private & Government secondary school teachers. There is a huge pressure of higher authorities on private teachers while Government teachers have to face less strictness. Private teachers have less holidays in comparison to Government teachers. The lower pay scale of private

teachers is also one of the reason of depression. Due to over load of work and cut throat competition, private teacher's depression level is higher than Government teachers.

**In Hypothesis No. 2**

There is significant difference between male and female Government secondary school teachers regarding depression because the mean value of female Government teachers is more than male Government secondary teachers. The calculated 't' value is more than standardized table value. Therefore there is significant difference between male and female Government teachers regarding depression. Female teachers are considered like mother-figure. Thus they have more responsibilities

and work load in school than male teachers. Male teachers have to earn only but female teachers have to manage every person at home like children, husband and elders. She has to fulfill the expectations of all family members. Thus she has to earn and perform domestic duties side by side. Socially female is expected to dominate by males. When this thing happens in her profession, she naturally feels more depression than man.

### In Hypothesis No. 3

There is significant difference between male and female private secondary school teachers regarding depression because the mean value of female private secondary school teachers is more than male private secondary school teachers. The calculated 't' value is more than standardized table value. Therefore there is significant difference between male and female private secondary school teachers regarding depression. Female teachers seem to have soft nature. So she can be easily dominated and manipulated by seniors in private schools. Whether she is happy or not, she has to obey the orders of boss at any cost. But male teachers are more practical and strait forward and witty. They cannot be dominated easily in private institutions. Female private teachers have to perform more duties on both the front personal and professional than the male private teachers. Pay scale in private institutions is very low. Male private teachers can compensate this loss by giving coaching. But female private teachers cannot give their 100% in coaching because of their liabilities to their families. Sometimes under the pressure of family or society she has to be satisfied with the low salary job. Sometimes her family does not allow her to work in such type of coaching centers. Physical and psychological harassment of female teachers in private schools is a common case now. That is why private female teachers are more depressed than men. Men rarely face this type of problem.

### In Hypothesis No. 4

There is significant difference between the urban Government and rural Government secondary teachers regarding depression because the mean value of urban Government secondary teachers is more than the rural Government secondary teachers. The calculated 't' value is more than standardized table value. Therefore there is significant difference between the depression among urban Government secondary teachers and rural Government secondary teachers. In urban Government secondary schools, the number of students is higher than the rural Government secondary school teachers. That is why urban Government secondary teachers have more work burden and depression than the rural Government secondary school teachers. The chances of inspections by checking authorities is higher in urban Government schools than the rural Government schools. That is why they have to maintain their records all the time.

### In Hypothesis No. 5

There is significant difference between the urban and rural private secondary school teachers regarding depression because the mean value of urban private secondary school teachers is more than the rural private secondary school teachers. The

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calculated value 't' is more than standardized table value. Therefore there is significant difference between the depression among urban private and rural private secondary teachers. Firstly, there are rarely private schools in, rural areas because of the problem of transportation and if there is any private school in rural area, the number of students in that school will be very low. Due to lack of less students rural private teachers have less burden but urban private teachers have to teach large number of students. That is why they have more depression than the rural private secondary school teachers. In urban areas everything is costly and low scale of teachers is very low. But in rural areas rate of eatables and other things are low because there are natural resources in rural areas. That is why urban private teachers can save less money. Due to rising unemployment, competition, hectic schedule the urban private teachers have more depression than the rural private teachers.

### Conclusion

The findings of the investigations seems to be quite interesting and illuminating that one would naturally like to see that more research work is done in this field on a wider scale. In the mean time immediate steps are taken to solve at least those problems that are of greatest concern to the teachers in General. It was found in the investigation that private teachers feels immense economic insecurity due to lower pay scale. It was also found in the investigation that private teachers do not have courage to speak about their rights. Another amazing fact of the investigation was that they become ready to fill questionnaire only if their identity will be kept secret. Another important finding of the investigation was that private teachers are exploited. Their rights are not secured. On the whole, the study and investigation of depression of teachers was very interesting. To conclude, it is to be said that the situation of the teachers is worse than the post. They are becoming more and more depressed day by day. It is very shameful for all of us that there is no awareness about their rights in the society. Neither the society nor the government is doing anything for the betterment of the private teachers. The situation is serious but it is ignored continually. It is to be kept in mind that teachers are the "nation builders". If their situations will not be improved the future of nation will automatically was diminished. Thus the situation of the problems should be applied as soon as possible.

Finally it was clear that the findings from this study provide information on the present magnitude of the problem among Secondary School teacher in Sirsa District in Haryana State. At the same time, it also allows further exploration on the underlying reasons or factors leading to such problems. It also suggest possible weakness in our existing teaching services as well as measures that could improve the condition. Last but not least, it demonstrates the intervention that should be undertaken to improve teaching profession in our country . A number of results of the present study are important for the potential they have in term of Public Health and policy implications, especially because some easy to implement measures to change condition or behaviour at work could definitely be of help to

improve on prevention of some of the problems identified. Better information for teachers and adjusting their training could certainly improve teachers behaviour which would very likely have an impact on the occurrence of emotional health problems such as depression. Adequate provisions on matters of adopting new teaching strategies, official hours of duty and level of extra curricular involvement would provide a better regulatory framework within which education staff would be able to find solution to sum of their depression problem at the school level. Furthermore, intervention such as stress management program can also be done where the Principal implement management techniques to improve the schools workplace culture for example, staff recognition programs. However intervention on non job factor, example counseling shall not be left out since it gives very high weight on the emotional health of the teachers.

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