

A Study on Depression of Secondary School Teachers

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Abstract

The present study examines the influence of gender, age and financial satisfaction on depression. The sample of the study consisted of 220 secondary school teachers' from West Bengal Govt. Sponsored and Aided Schools. Among them 110 were male and 110 were female teachers. The Beck's Depression Inventory - II developed by Dr. Aaron T. Beck (1996) and adopted in Bengali by Behera, D. (2014) was used along with a personal data sheet. A three way ANOVA with (3x2x3) factorial design was employed to determine the influence of the 3 independent variables such as age, gender and financial satisfaction and their interactional effect on the dependent variable i.e., depression. The results indicated that there is a significant influence of financial satisfaction on depression.

Keywords: Depression, Secondary School Teachers, Beck's Depression Inventory.

Introduction

Job related psychosomatic problems are either induced initially or exacerbated by work. They often leave unrecognized, but joined by a considerable social indisposition, and seriously impact the quality of life of the persons involved (Tennant, 2001). A number of studies have ascertained that emotional problems are widely spread among school teachers' than in the others but teachers seldom seek help for their struggles (Kalyva, 2013 & Tuettemann and Punch, 1992). Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration. Moreover, depression often comes with symptoms of anxiety. These problems can become chronic or recurrent and lead to substantial impairments in an individual's ability to take care of his or her everyday responsibilities. At its worst, depression can lead to suicide. Almost 1 million lives are lost yearly due to suicide, which translates to 3000 suicide deaths every day. For every person who completes a suicide, 20 or more may attempt to end his or her life (WHO, 2012).

The most recent data from the National Mental Health Survey (NMHS) 2015-16 by the National Institute of Mental Health and Neurosciences (NIMHANS), India was analysed for prevalence, differentials, treatment gap, disability and impact. Study revealed the lifetime prevalence of depression in India was 5.25% among individuals aged 18+ years and the current prevalence was 2.68%, highlighting the fact one out of 20 adult individuals have suffered from depression in the past with half of them suffering at present. Current prevalence across the states ranged 1.24% to 4.70%. The reported prevalence was more in the 40-49 age group (3.64%) and among females (2.97%). Prevalence among urban metro residents (5.17%) was two times higher than urban non-metro (1.90%) and rural residents (2.15%). Prevalence was more in those who were illiterate (3.63%), among the widowed, divorced or separated (5.23%) and among those in the lowest income quintile (3.42%).

Review of Literature

Clinical depression is a disabling condition that adversely affects all aspects of a persons' life, including their professional performance and the nature of their interactions with others. In particular, clinical depression is associated with feelings of fatigue, worthlessness, withdrawal, and a dampening of positive affect (APA, 2013). In fact, Whitaker, Becker, Herman and Gooze (2013) recently observed that reports of poor mental health were more prevalent among educators than in the general population, highlighting



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the importance of conducting mental health research among teachers (Whitaker et. al., 2013). Rodrigues (2020) conducted a study to analyze the presence of stress and signs indicative of depression in teachers of a public educational institution. Jadav (2018) conducted a study to find out the Depression among teachers. Othman et. al. (2019) aimed to determine the prevalence of psychological distress of depression, anxiety, and stress among secondary school teachers in Klang zone, Malaysia. Salari et. al (2020) aimed to analyze the existing research works and findings in relation to the prevalence of stress, anxiety and depression in the general population during the COVID-19 pandemic.

Objectives of the Study

The objectives of this study were,

1. To study the influence of age on secondary school teachers' depression.
2. To study the influence of gender on secondary school teachers' depression.
3. To study the influence of financial satisfaction on secondary school teachers' depression.
4. To study the interaction effect among age and gender with regards to depression of secondary school teachers.
5. To study the interaction effect among age and financial satisfaction with regards to depression of secondary school teachers.
6. To study the interaction effect among gender and financial satisfaction with regards to depression of secondary school teachers.
7. To study the interaction effect among age, gender and financial satisfaction with regards to depression of secondary school teachers.

Hypotheses of The Study

The Hypotheses of this study were,

- H0₁:** There would be no significant influence of age with regards to the depression of secondary school teachers.
- H0₂:** There would be no significant influence of gender with regards to the depression of secondary school teachers.

Analysis And Interpretation Of Data:

Table 1: Descriptive Statistics of Scores on Depression

	Gender	N	Minimum score	Maximum score	Mean	Std. Deviation	Skewness	Kurtosis
Depres sion	Male	110	0	41	12.10 0	10.541	1.085	.348
	Female	110	0	41	11.37 3	7.527	.996	1.540
	Total	220	0	41	11.73 6	9.145	1.133	1.017

A close observation of table-1 shows that minimum (0) and maximum (41) score is same for both the gender. Male teachers having slightly higher mean (12.10), where as females having slightly lower mean (11.37) value than the average mean (11.74) on depression. From the SD value it is evident that distribution of male teachers score (10.54) is slightly

H0₃: There would be no significant influence of financial satisfaction with regards to the depression of secondary school teachers.

H0₄: There would be no significant interaction effect of age and gender with regards to the depression of secondary school teachers.

H0₅: There would be no significant interaction effect of age and financial satisfaction with regards to the depression of secondary school teachers.

H0₆: There would be no significant interaction effect of gender and financial satisfaction with regards to the depression of secondary school teachers.

H0₇: There would be no significant interaction effect of age, gender and financial satisfaction with regards to the depression of secondary school teachers.

Method Sample

The sample of the study consisted of 220 secondary school teachers. Among them 110 were male and 110 were female teachers.

Tools

The following tools are used by the researcher,

1. Structured demographic data sheet developed by the present researcher.
2. The Beck's Depression Inventory - II developed by Dr. Aaron T. Beck (1996) and adopted in Bengali by Behera, D. (2014) used for the present study.

Research Design

A three way ANOVA with 3x2x3 factorial design was employed to determine the influence of the 3 independent variables such as age, gender and financial satisfaction and their interaction effect on the dependent variable i.e., depression.

heterogeneous compare to the female teachers (7.53). Distribution of scores is slight positively skewed and platy kurtic in nature for both the gender. The value of skewness and kurtosis for the normal distribution of data is ± 2 , which considered acceptable in order to prove normal univariate distribution.

Table 2: Summary of ANOVA of scores on Depression

Source	Type III Sum of Squares	df	Mean Square	F	Remark
Age	56.124	2	28.062	0.338	Not significant
Gender	45.978	1	45.978	0.554	Not significant
Financial satisfaction	578.267	2	289.134	3.481	Significant*
Age x Gender	24.149	2	12.074	0.145	Not significant
Age x Financial satisfaction	500.252	4	125.063	1.506	Not significant
Gender x Financial satisfaction	82.122	2	41.061	0.494	Not significant
Age x Gender x Financial satisfaction	160.019	3	53.34	0.642	Not significant
Error	16859.335	203	83.051	-	-
Total	48620	220	-	-	-

* - Indicates significant at 0.05 level

H0₁: *There would be no significant influence of age with regards to the depression of secondary school teachers*

In table-2 the "F" value of .338 for the variable age is not significant (p -value =.714 >.05) in 0.05 level, indicating that age of the school teachers would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of age of school teachers.

H0₂: *There would be no significant influence of gender with regards to the depression of secondary school teachers*

In table-2 the "F" value of .554 for the variable gender is not significant (p -value =.458 >.05) in 0.05 level, indicating that gender of the school teachers would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of gender of school teachers.

H0₃: *There would be no significant influence of financial satisfaction with regards to the depression of secondary school teachers*

In table-2 the "F" value of 3.481 for the variables financial satisfaction school of teachers with regards to their depression is significant (p -value =.033 <.05) in 0.05 level, which is indicating that this variable would significantly influence the depression. Hence the null hypothesis is rejected and there is real difference in depression among the teachers in context of financial satisfaction.

H0₄: *There would be no significant interaction effect of age and gender with regards to the depression of secondary school teachers*

In table-2 the "F" value of .145 for the interaction effect of variables age and gender is not significant (p -value =.865 >.05) in 0.05 level, indicating that these variables would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of interaction effect of variables age and gender school teachers.

H0₅: *There would be no significant interaction effect of age and financial satisfaction with regards to the depression of secondary school teachers*

In table-2 the "F" value of 1.506 for the interaction effect of variables age and financial satisfaction is not significant (p -value =.202 >.05) in 0.05 level, indicating that these variables would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of interaction effect of these variables.

H0₆: *There would be no significant interaction effect of gender and financial satisfaction with regards to the depression of secondary school teachers*

In table-2 the "F" value of .494 for the interaction effect of variables gender and financial satisfaction is not significant (p -value =.611 >.05) in 0.05 level, indicating that these variables would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of interaction effect of these variables.

H0₇: *There would be no significant interaction effect of age, gender and financial satisfaction with regards to the depression of secondary school teachers*

In table-2 the "F" value of .642 for the interaction effect of variables age, gender and financial satisfaction is not significant (p -value =.589 >.05) in 0.05 level, indicating that these variables would not significantly influence the depression. Hence the null hypothesis is accepted and there is no real difference in depression on the basis of interaction effect of these variables.

Major Findings:

1. There is no significant effect of age with regard to depression of secondary school teachers.
2. There is no significant effect of gender with regard to depression of secondary school teachers.
3. There is a significant effect of financial satisfaction with regard to depression of secondary school teachers.

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4. There is no significant interaction effect of age and gender with regard to depression of secondary school teachers.
5. There is no significant interaction effect of age and financial satisfaction with regard to depression of secondary school teachers.
6. There is no significant interaction effect of gender and financial satisfaction with regard to depression of secondary school teachers.
7. There is no significant interaction effect of age, gender and financial satisfaction with regard to depression of secondary school teachers.

Discussion:

The main objective of the present study was to verify the prevalence of depression of secondary school teachers with regard to their age, gender and financial satisfaction. Results of this study reveal that male and female school Teachers experienced high prevalence of psychiatric disorders from mild to extremely severe. Out of 220 secondary school teachers 67% (Male-74, Female-74) have minimal, 31% (Male-10, Female-21) possess mild, 28% (Male-15, Female-13) possess moderate depression, and 13% (Male-11, Female=02) possess severe depression. The results of this study stated that prevalence of depression was 100% among school teachers, which consistent with the studies by Others (Kyriacou, 2001 and Figen Eand Tatjana, 2011). Result of this study contradicts with Jurado, Gurpegui, Moreno, and de Dios Luna (1998) reported depression increased with years of teaching experience and teacher age. Present study goes in line with Kumar et. al. (2012), & Clark et. al. (1988), did not found any significant difference in depression between the two genders. Findings of the present study contradict with Rathee (2014), Green glass & Burke (2003), Veronica (2011). Significant difference in depression has seen in the present study in respect to financial satisfaction. Somehow similar conclusion made by Wang & Zhang (2012), reported that teachers with poor economic situation showed higher levels of anxiety. Moreover, in a research conducted by Matheny, Curlette, Aysan, Herrington et al. (2002), it was found that economic freedom positively related to life satisfaction. A person more satisfied financially in life is less depressed which supports the present study.

CONCLUSION:

The aim of the present work was to assess the level of depression, among secondary school teachers. Based on the results, our sample showed Teachers have depression from mild to extremely severe. Present study concluded that age and gender have no significance difference in depression where as financial satisfaction depicts significance difference amongst secondary school teachers. This study calls for appropriate interventions taken by the relevant Govt. authorities to prevent or reduce teacher depression and to address cause of mental disorders among them.

These interventions should include periodical medical evaluation of teachers, and medical and psychological support for the identified cases. The study calls for future studies focusing on risk factors of Occupational Stress and other mental disorders among teachers as it is vital for teachers to have a sound mental health for better quality of the teaching process and better students' educational outcomes.

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