

ANXIETY, DEPRESSION AND STRESS: A COMPARATIVE STUDY OF SCHOOL TEACHERS WORKING IN RESIDENTIAL AND NON-RESIDENTIAL SCHOOLS

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ABSTRACT

The purpose of the paper is to understand and compare the experiences of anxiety, depression and stress among the teachers working in residential and non-residential schools. The sample comprised of 60 teachers, out of them 30 teachers (15 male and 15 female) were from residential schools and 30 teachers (15 male and 15 female) were from non-residential schools selected randomly from four schools (two residential and two non-residential schools) of district Sonipat, Haryana. Anxiety, depression and stress scale (adss) by Bhatnagar, Singh and Pandey (2011) was used to assess anxiety, depression and stress. The data so collected was analyzed statistically by employing mean, S.D and t-test. The results revealed that there is no significant difference between teachers working in residential and non-residential schools with regard to their anxiety, depression and stress. However, anxiety and stress level of female teachers of non-residential schools are significantly higher than male teachers.

KEYWORDS: Normal Emotion, Psychological, Absenteeism, Secondary School Teachers

INTRODUCTION

Stress is an unavoidable part of an individual's working life. Over the last decades, teaching has been widely acknowledged as a profession full of stress and anxiety. The number of teachers suffering from stress-related illnesses – particularly depression and anxiety – seems to be on the increase. Such distressing symptoms are brought about by teachers' current working conditions and the pressures under which they find themselves. Kyriacou (2000) mentioned that the level of teaching stress led to teaching being categorized as one of high stress occupation parallel to other stressful jobs like the police, the prison service, air traffic controllers, doctors and nurses. All types of stressors are considered as barriers or difficulties perceived by teachers that interfere with or hinder the instructional process carried out to achieve learning objectives and which would explain a high level of burnout (Schwarzer & Greenglass, 1999; Blasé, 1982). Anxiety as one aspect of stress among teachers can affect the quality of teaching in the class which, in turn, brings about some hardships in facilitating the process of learning and meeting the course objectives. Anxiety is a subjective state of internal discomfort. It is a normal emotion with adaptive value, in that it acts as a warning system to alert a person to impending danger. Anxiety often occurs without conscious or apparent stimulus, which distinguishes it from fear (Gurian & Miner, 1991).

Anxiety may be focused on a specific object, situation, or activity (a phobia) or may be unfocused and expressed as a more general dread. The five major types being: Panic Disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder, Generalized Anxiety Disorder and Phobias (Anxiety Disorders of America, 2005). Depression is the most likely adverse psychological outcome, the range of other possible "psychological" problems include "burn-out," alcohol abuse, unexplained physical symptoms, "absenteeism," chronic fatigue and accidents, sick building syndrome and

repetitive strain injury (Hotopf, Wessely, 1997). Sadness and rejection are the most silent emotional symptoms of depression. The individual feels hopeless and unhappy; equally preserve is loss of gratification or pleasure in life. Activities that used to bring satisfaction become dull and joyless; the depressed person gradually loss interest in hobbies, recreation, and family activities. Depression is associated with a constellation of psychological, behavioral and physical symptoms as well (Cassano & Fava, 2002). The depressed person has negative thoughts, low self-esteem and low motivation for progress. Stress is a complex issue but generally it is defined as a physical, mental, or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures, and similar stimuli (Fontana, Abouserie, 1993). Stress is often described as being associated with emotions such as anger, anxiety and depression and there is evidence to suggest that it is also related to impoverished mental health (Cooper, 1996). In a study, Daniel Veronica (2011) found that Gender produces significant differences in the level of experienced anxiety.

In comparison with their male counterparts, women suffered from higher level of anxiety and depression (Veronica 2011). Individual responses to stressful situations can vary greatly and it has been shown that certain people are more likely to experience high levels of stress in their job than others (Fontana, Abouserie, 1993). It was found that only “work set-up” accounted for significant differences in stress level (Kumar & Beo 2011). What’s more, it was found that female teachers suffer from more stress in comparison to their male counterparts. The level of anxiety or stress is not the only variation between two different genders. The type of stressors also can be distinct between them. For example, Green glass and Burke (2003) proposed that the elevated job stress of females might stem from gender differences in non-working domains, with higher total workload and higher role conflict between work and family. The present study investigates the anxiety, depression and stress among the secondary school teachers working in residential and non-residential schools.

OBJECTIVES OF THE STUDY

The main objectives of this investigation are as follow:

- To measure the levels of anxiety, depression and stress among the secondary school teachers working in residential and non-residential schools.
- To find out whether secondary school teachers working in residential and non-residential schools significantly differ on anxiety, depression and stress.
- To find out whether male and female secondary school teachers working in residential schools significantly differ on anxiety, depression and stress.
- To find out whether male and female secondary school teachers working in non-residential schools significantly differ on anxiety, depression and stress.

HYPOTHESES

- Secondary school teachers working in residential and non-residential schools do not significantly differ on anxiety, depression and stress.
- Male and female secondary school teachers working in residential schools do not significantly differ on anxiety, depression and stress.

- Male and female secondary school teachers working in non-residential schools do not significantly differ on anxiety, depression and stress.

METHODOLOGY

Population and Sample

In this study investigator consider secondary school teachers of Sonipat District (Haryana State) as population. From the population, the sample consisted of 60 teachers randomly selected from two residential and two non-residential schools. 15 male teachers and 15 female teachers from residential schools and 15 male teachers and 15 female teachers from non-residential schools were selected randomly as sample.

TOOLS USED

ANXIETY, DEPRESSION AND STRESS SCALE (ADSS) By Bhatnagar P., Singh M. and Pandey M. (2011) was used to assess anxiety, depression and stress .ADSS comprises of 48 items divided in to three subscales which are- 1. Anxiety subscale- comprises of 19 items covering various symptoms that are manifestation of anxiety. 2. Depression subscale comprises of 15 items representing the different symptoms of depression. 3. Stress subscale having 14 items and they are covering the symptoms that people experience in the state of stress. Responses of the items are in terms of yes or no.

PROCEDURE

Descriptive survey method of research was employed for the present study. The tool employed in the study were administered on the teachers of residential and non-residential schools. The response received was analyzed through statistical applications using percentage for studying the level of frustration of teachers and t-test for comparison of frustration of teachers in the light of objectives.

RESULTS AND DISCUSSIONS

Table 1: Shows the Level of Anxiety, Depression and Stress among School Teachers

Number of Teachers	Interpretation	Anxiety	Depression	Stress
60	Normal	78%	66%	63%
	Mild	7%	12%	20%
	Moderate	12%	20%	10%
	Severe	3%	2%	7%

Table 1 shows that normal level of anxiety, depression and stress are common for most of the school teachers. Most of the teachers (78%) experience normal level of anxiety while only 3% teachers feel severe anxiety problem. 20% teachers are suffering from moderate level of depression, 66% teachers feel normal depression at different times. Stress is a common problem among school teachers as evidences shows that 63% teachers feel normal stress but out of 60 school teachers 7% are working under severe stress.

Table 2: Shows the Mean, Standard Deviation and T- Ratio for Testing the Significant Difference in Teachers Working in Residential and Non-Residential Schools Regarding Their Anxiety, Depression and Stress

Problem	Type of School	N	Mean	S.D	SEd	T- Value	Significance0.05
Anxiety	Residential	30	2.9	2.39	0.68	0.15	Not sig.
	Non-residential	30	2.8	2.86			

Table 2: Contd.,

Depression	Residential	30	2.9	2.74	0.62	0.06	Not sig.
	Non-residential	30	2.86	1.99			
Stress	Residential	30	4.3	3.23	0.85	0.71	Not sig.
	Non-residential	30	3.7	3.32			

Table 1 shows that there is no significant differences between the teachers working in residential schools and non-residential schools on anxiety, depression and stress. The obtained t-values on anxiety, depression and stress are 0.15, 0.06 and 0.71 are not significant at 0.05 level of significant. The teachers working in residential as well as non-residential schools experience same level of anxiety, depression and stress problems. Hence the hypothesis first, i.e., "Secondary school teachers working in residential and non-residential schools do not significantly differ on anxiety, depression and stress." is accepted.

Table 3: Shows the Mean, Standard Deviation and T- Ratio for Testing the Significant Difference in Male and Female Teachers Working in Residential Schools Regarding Their Anxiety, Depression and Stress

Problem	Type of School	N	Mean	S.D	S _{Ed}	T-Value	Significance0.05
Anxiety	Male	15	3.6	2.42	0.83	1.77	Not sig.
	Female	15	2.13	1.63			
Depression	Male	15	3.13	3.28	1.13	0.29	Not sig.
	Female	15	2.8	2.88			
Stress	Male	15	3.73	2.95	1.13	0.53	Not sig.
	Female	15	4.33	3.24			

It is evident from the Table 3 that the mean scores of male and female teachers of residential schools on anxiety are 3.6 and 2.13 respectively. The t-ratio of both groups is 1.77 which is not significant. It indicates that in residential schools male and female teachers experience more or less same level of anxiety. In case of depression male teachers had more scores than female teachers but it was not significant as t ratio obtained is 0.29 but in case of stress female mean value is higher than male teachers witch is also not significant. Thus hypothesis 2 that Male and female secondary school teachers working in residential schools do not significantly differ on anxiety, depression and stress is retained.

Table 4: Shows the Mean, Standard Deviation and T- Ratio for Testing the Significant Difference in Male and Female Teachers Working in Non-Residential Schools Regarding Their Anxiety, Depression and Stress

Problem	Type of School	N	Mean	S.D	S _{Ed}	T- Value	Significance0.05
Anxiety	Male	15	1.6	1.00	0.97	2.27	sig
	Female	15	3.8	3.65			
Depression	Male	15	1.73	1.52	0.75	1.16	Not sig.
	Female	15	2.6	2.47			
Stress	Male	15	1.73	1.05	0.87	4.45	Sig.
	Female	15	5.6	3.19			

From the table 4, it is clear that Female teachers working in Non-residential schools had significantly higher anxiety and stress scores than male teachers. The mean anxiety scores for male and female teachers were 1.6 and 3.8 respectively and the mean stress scores for male and female teachers were 1.73 and 5.6 respectively. This shoes that female teachers experience more anxiety and stress than male teachers. However, male and female teachers did not differ significantly in their depression scores as the obtained t value failed to reach significance level criterion. Thus the hypothesis-3 i.e." Male and female secondary school teachers working in non-residential schools do not significantly differ on anxiety, depression and stress" is accepted in case of depression and rejected in case of anxiety and stress.

Major Findings of the Study

The data collected through the investigation showed that teachers working in residential and non-residential schools suffer from normal level of anxiety, depression and stress. In addition, 3% to 7% of the teachers experience severe anxiety, depression and stress problems. It was found that the teachers working in residential and non-residential schools do not differ significantly regarding anxiety, depression and stress problems. Further, it was found that the male and female teachers of residential schools also do not differ significantly on anxiety, depression and stress problems. In case of non-residential schools, female teachers suffer more from anxiety and stress but male and female teachers of non-residential schools do not differ significantly regarding depression. The male and female teachers of non-residential schools also do not differ significantly in their frustration.

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