

A STUDY OF DEPRESSION AND ANXIETY LEVEL IN RELATION TO OCCUPATIONAL STRESS AMONG MALE & FEMALE SECONDARY SCHOOL TEACHERS

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Abstract

Present study aims to find out the effect of the occupational stress on anxiety and depression level of male and female secondary school teachers of Nainital district. It also investigates the difference of anxiety and depression among them. The study was conducted on a sample of 100 secondary teachers. Data was collected from various schools of Nainital Districts. Occupational stress scale by A.K. Srivastava and A.P. Singh. Anxiety test Depression scale by Samuel E. Krug and James E. Taughlin were used to measure occupational stress, Anxiety and depression level among secondary teachers. The result of the study revealed that teachers with high occupational stress were having high depression and anxiety level. Depression and anxiety level were higher among female in comparison to male teachers. In this way, on the basis of the findings of the present study some suggestions are also highlighted to reduce depression and anxiety level among secondary teachers.

Keywords: *Depression, Anxiety, Occupational Stress.*

Reference

Around 1970's teachers had been considered as a noble and less stressful profession. However, in the recent years, teaching profession has been considered as one of the most stressful profession. Depression and anxiety take place due to stress in the personal & professional life of the individual. It also affects the performance in the workplace. Previous researches conducted in this field found that teacher stress is a real phenomenon. Pithers and Fogarty (2001) worked on occupational stress among vocational teachers, Teacher stress, over all the results showed a significantly higher level of teacher stress. It was found that 39.7% of the respondents were moderately stressful and 3% were extremely stressful.

Depression

Depression is one of the most common of all mental health problems. In present scenario, where the human being are surrounded by many social and individual complexities, it has been rightly called 'The age of depression'.

Today it has become dominant factors in modern civilization which seems to be present in each and every individual to an extent. Depression is a condition in which a person feels discouraged, sad hopeless and disinterested in life in general. American psychologist Abraham Maslow suggested that depression could arise when people are unable to attain their needs or to self actualize or realize their full potential. Depression is often associated with unemployment and poverty. The signs and symptoms of depression refers individuals loss of interest in activities. Depressed teachers do not take Interest in their teaching profession.

The symptoms of depression can be defined as feeling of guilt, worthlessness, helplessness, hopelessness, loss of appetite, depressed mood, or disturbed sleep.

Anxiety

In modern life Anxiety is a general phenomenon which is found in all human beings. Anxiety originates due to fear among people. It is in centre of personality among people. Anxiety is an emotion characterized by feeling of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concern. They may avoid certain situation out of worry. They may also have physical symptoms such as sweating and dizziness, (Encyclopedia of psychology). Cognitive symptoms of anxiety include worrying, impaired attention, poor concentrations, and memory problems. Psychological symptoms such as hyper ventilation, sweating, diarrhea, trembling, and restlessness also occur.

Occupational Stress

Some studies related to occupational stress by Pandey & Tripathi (2001), Anitha (2007) reveal that occupational stress has been defined as situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

There are various reasons why teachers are becoming more stressful with their teaching profession. Teacher nowadays have to be free with so many different demands either from the school management or from the parent and society. It is expected from teachers that they should improve themselves in terms of creativity innovation and critical thinking in order to cope with the advancement in the science and technology.

Teaching is one of the key-role of teacher : Teaching competencies depend upon the teacher's psychological attitude. Therefore, occupational stress has significant effects on psychological well being and serious accounts are being taken of the health consequences of this stress.

Occupational stress remains a significant concern for many organizations affecting both the individuals and organization. For individual regardless of whether the stress is perceived positively or negatively. It's effect, must eventually contribute to illness. Occupational stress is the experience of negative feelings such as worry **prostration**, strain and anxiety attributed to work related factors (Kyriacou, 2002)

Statement of the problem

The present study was designed as 'A Study of Depression and Anxiety Level in relation to High and Low occupational stress among male and female secondary school teachers of Nainital district.

Objectives of Study

1. To find out anxiety level in relation to occupational stress among male and female secondary school teachers.
2. To find out depression in relation to occupational stress level among male and female secondary school teachers.

3. To examine anxiety level of male and female secondary teachers on scores of high occupational stress.
4. To find out anxiety level of male female secondary school teachers on scores of low occupational stress.

Hypotheses

In order to achieve the objectives 1 following hypothesis was framed :

1. There is significant difference in Anxiety level among male and female secondary school teachers in relation to occupational stress.

In order to achieve the objective 2 following hypotheses were framed respectively:

2. There is significant difference in Depression level among male and female secondary school teachers in relation to occupational stress.
3. There is significant difference in depression level of male and female secondary school teachers on the scores of high occupational stress.
4. There is significant difference in depression level of male and female secondary teachers on the scores of low occupational stress.

In order to achieve the objective 3 following hypothesis was framed:

5. There is significant difference in anxiety of male and female secondary school teachers on the scores of high occupational stress.

In order to achieve the objective 4 following hypotheses were framed respectively:

6. There is significant difference in anxiety of male and female secondary school teacher on the scores of low occupational stress.

Methodology

Descriptive survey method was used for the study.

Sample

The sample of 100 secondary school teachers (50 male and 50 females) was drawn by using random sampling technique.

Tools used for the study

Following tools were used for Data collection:

1. The occupational stress index prepared by Dr. A.K. Srivastav and Dr. A.P. Singh.
2. Sinha's Comprehensive Anxiety test (S.C.A.T.) Prepared by Professor A.K.P. Sinha and Retd. Prof. L.N.K. Sinha.
3. IPAT Depression scale by Samuael E. Krug and James E. Taughlin.

Statistical Technique

Obtained data were analyzed with the help of mean, standard deviation. 't' tests to assess the significant difference between the Groups.

Testing of Hypothesis and Results

Hypothesis 1: There is significant difference in Anxiety level between male and female in relation to occupational stress.

Table- 1: Anxiety level between male and female Sec. S. teachers in relation to occupational stress.

Gender	N	Mean	S.D.	t-value	Level of Significance
Male	50	19.04	11.56	0.96	* Not significant
Female	50	21.48	13.74		

*Not significant at 0.05 level

It is evident from the above table that the mean of male secondary teachers is 19.04 and females 21.48. The calculated 't' value is 0.96. This shows that there is no significant difference at .05 level of confidence in anxiety level in relation to occupational stress. Therefore the null Hypothesis is rejected. It has been found that in female secondary teachers the level of anxiety is higher than the male teachers. It indicates that female teachers have extra responsibilities as playing dual role than the male teachers.

Hypothesis 2: There is significant difference in depression level among male and female in relation to occupational stress.

Table-2: Depression level between male and female teachers in relation to job stress.

Gender	N	Mean	S.D.	't' value	Level of Significance
Male	50	40.14	11.56	0.96	*Not significant
Female	50	21.48	13.74		

* Not significant at 0.05 level

It is evident from the above table & that the mean of male secondary teachers is 40.14 and female's 21.48. The calculated 't' value is 0.96. This shows that there is no significant difference at .05 level of confidence in depression level in relation to occupational stress. Therefore the null Hypothesis is rejected. It shows that the depression level of male secondary teachers is higher than female secondary teachers. As a social human being, the expectation of society and family towards teachers, are in great extent. They want to prove themselves in society economically & get depressed.

Hypothesis 3: There is significant difference in depression of male and female secondary teaches on the scores of high occupational stress.

Table- 3: Depression of male and female secondary teacher on the scores of high occupational stress.

Gender	N	Mean	S.D.	't' value	Level of Significance
Male	22	38	4.98	16.63	Significant at 0.05 level
Female	20	33.15	7.45		

It is evident from the table-3 that the mean of male is 38 and mean of female is 33.15. The

calculated 't' value is 16.63 which is significant at the level of 0.05 level. The null hypothesis is accepted. There is significance difference in depression of male and female secondary teachers in the scores of high occupational stress which reveals that on the score of high occupational stress the depression level of male secondary teachers is higher than the female secondary teachers. Because male teachers feel more competitiveness with their colleagues & they have mental tension regarding promotions and in pressure they get depressed.

Hypothesis 4: There is significant difference in depression of male and female secondary teacher's on the scores of low occupational stress.

Table-4: Depression of male and female secondary teacher's in the scores of low occupational stress.

Gender	N	Mean	S.D.	't' value	Level of Significance
Male	18	40.14	7.88	2.54	Significant at .05 level
Female	20	33.15	7.45		

After statistical analysis the table- 4 shows that the mean is 40.14 of male and 34.04 mean for female. The 't' value is calculated is 2.54, which is significant at .05 level. It means that there is significance difference at the .05level in depression of male and female secondary teachers on the scores of low occupational stress. The hypothesis is accepted. It also shows that due to low occupational stress, the depression levels of male secondary teachers are extremely higher than the female secondary teachers. Female teachers have to fulfil family responsibilities as well as professional duties. If husband & wife both are in job, to some extent the male feel inferiority complex. It makes impact on their teaching profession & they get depressed.

Hypothesis 5: There is significant difference in anxiety level of male and female secondary teachers on the scores of high occupational stress.

Table- 5: Anxiety level of male and female secondary teachers on the scores of high occupational stress.

Gender	N	Mean	S.D.	't' value	Level of Significance
Male	22	20.59	13.5	0.69	*Not significant
Female	20	14.8	12.7		

*Not significant at .05 level

The above table-5 shows that the mean of male is 20.5 and female is 14.8. The 't' value is 0.69. It means there is not significant difference at any level of male and female secondary teachers on the scores of high occupational stress. Null hypothesis is not accepted. It shows the anxiety level of male teachers is higher than female teachers. It is psychological nature of male that they never share their problem with others, but they feel stress. It reflects in their profession & also affects their work

efficiency.

Hypothesis 6: There is significant difference in anxiety level of male & female secondary teachers on the score of low occupational stress.

Table-6: Anxiety level of male and female secondary teachers on the scores of low occupational stress.

Gender	N	Mean	S.D.	't' value	Level of Significance
Male	18	19.24	11.8	1.60	*Not significant
Female	24	25.8	14.7		

*Not significant at .05 level

A statistical technique reveals that the mean of male is 19.24 and 25.8 of female. The tabulated 't' value is 1.60, which means there is no significance difference in anxiety of male and female secondary teachers or the scores of low occupational stress. The anxiety level of female teacher is extremely higher than the male teachers. Due to compulsive requirement of family & working condition, they feels unable to make balance between the two & get stressed.

The following were the major findings of the study

1. Due to occupational stress the level of anxiety is higher among secondary teachers female than male teachers.
2. Due to occupational stress the level of depression among male secondary teachers is higher than female teachers.
3. Male teachers are more stressed than female secondary teachers.

The findings of the research reveal that the teaching profession is stressful occupation. The high prevalence of stress among teachers is due to the working environment like look of work tensions and conflict, time pressure, students, classroom conditions, rewards and recognition, Teaching workload, and dissatisfaction. High occupational stress was associated with low social support at work and greater use of coping by disengagement and suppression of workactivities.

Suggestions

- (1) Positive thinking among teachers help them in improving their functional skills and reduce stress.
- (2) It is recommended that regular assessment of stress level should be conducted for preventing measures.
- (3) Various psychological measures of stress like diagnostics tests and consultation should be conducted by the Guidance centre and medical clinic.
- (4) The institution should check their supervisions support and relationship with teachers properly.
- (5) Most importantly, that principals and supervisors should investigate the causes for stress

and evaluate the organizational climate of the school.

- (6) Management should organise workshops and seminars on stress management and coping stress.
- (7) Psychological therapy should be given to the affected teachers.
- (8) The school authority should try to have more interactions with male & female teachers as well as create opportunities for communications.

Conclusion

On the basis of findings of the above study, it may be concluded that there is significant difference with level of anxiety among male teachers and female teachers in relation to occupational stress and level of anxiety. Depression level is also higher in male teacher than female teachers. Anxiety level of female teachers in relation to low occupational stress is higher than male secondary teachers. So, we must understand that male teachers always feel anxiety and depression due to various cause personally and professionally. In the same way female teacher feel somewhere anxiety. They need emotional support of family members. Therefore yoga with meditation is required to being peace in their life. Teachers are the backbone of the society. They are creator of the destiny of their country & role model for the future generation. Situation must be handled very carefully with co-operation of all the stakeholders.

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