

To Study If Teachers Are Affected By Depression In Schools On The Basis Of Their Gender, Marital Status And Family Structure.

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ABSTRACT

The purpose of this study was to explore how teachers are affected by depression in schools. Depression is a common illness worldwide, with an estimated 3.8% of the population affected, including 5.0% among adults and 5.7% among adults older than 60 years. Depression affects about 280 million people globally. Depression may develop into a major medical condition when it is recurrent and of moderate to severe degree. The affected person may experience severe suffering and perform poorly at work and at home. At its worst, depression can lead to suicide. Approximately 700,000 people commit suicide each year. Suicide is the fourth most common cause of death for people between the ages of 15 and 29. A teacher needs to be thorough in her subject for which she has to do a lot of self-learning which can be taxing at times. Teachers have to engage in learning of their students, of their co-workers and at the same time require enough time for self-learning, which essentially implies that they have to enact many roles, i.e., scholars, mentors, leaders, researchers, and developers (Lieberman & Miller, 2005). With the alteration in the teaching-learning sphere, teachers are burdened with additional workload like preparing teaching aids and materials, organizing co-curricular activities, communicating with guardians, doing other administrative activities eventually results in working overtime and compounds the problem of stress.

Kew words: Depression, teachers

Introduction

The term depression describes feeling sad, disappointed, hopeless etc. Actually, depression is a psychiatric disorder in which the patient's mood becomes distressful. A school is defined by the teachers and teachers play a pivotal role in the teaching and learning process. Now a days, depression is commonly prevalent among teachers. Kyriacou (1987) explains that teachers experience depression such as tension, frustration, anxiety and anger resulting from working as a teacher. Mc Manaman (2004) stated that the cause of this spectacular augment in teacher depression can be credited to changes in education that have accompanied changes in government over the years. These types of changes include the change in curriculum, more documentation, increased stress in students and concerned parents. Teachers have to juggle with a lot of problems such as working overtime, more work load, less compensation, inadequate resources etc. These over a time create depression among teachers".

Depression is one of the main reasons for why even the teachers also leave their work. Institutions like school, college or university face severe shortage of teachers. One in five full-time teachers leave their teaching profession to look for careers outside the educational field (National Center for Education Statistics, 1998) as teaching causes for their depression. Darmody and Smyth (2011) noticed that job satisfaction and work stress were linked with a number of school and educational factors.

Risk issues for depression have been recognized, by researchers as gender (two to three times the hazard for women), age (era and consequences of the cohort), urban-rural residence (highest in urban areas), matrimonial status (married and in no way separated had the lowest range), history of families in which two or three times higher range among first-degree relations and socio-economic status (Horwath & Weissman, 1995; Everson et. al., 2002). It has been widely recognized that depression among teachers can have an unenthusiastic impact on the value of educational experiences and related benefits for all students and without exception for those with special needs. It also affects the psychological health of the teacher in different degrees in different institutions and contexts (Singhal, 2004). Ultimately, stress leads to a lot of other mental troubles similar to depression, anxiety, etc. (Selvi & Thangarajathi, 2011). In any educational institution, teachers remain at the centre of the provision of education and supply services. They have the pressure to act and some have the additional pressure if the institutions are based in different socio-cultural contexts, or if they serve the population with special needs. Success or failure in learning (which is often judged by established standards, such as centralized exams) can affect the self-worth of equally the teachers and the students. Sometimes relationships among parents and other major people also can damage mental health of other family members.

Statement of the study

To study if teachers are affected by depression in schools on the basis of their gender, marital status and family structure.

Variables

Dependent variable

- Depression

Independent variable

- Gender
- Marital status
- Family structure

Objectives

- i) To study the effect of depression of teachers on the basis of their gender.
- ii) To study the effect of depression of teachers on the basis of their marital status.
- iii) To study the effect of depression of teachers on the basis of their family structure.

Hypotheses of the study

Ho1. There is no significant difference in mean score between the male and female teachers on the criteria of their depression.

Ho2. There is no significant difference in mean score between the married and unmarried teachers on the criteria of their depression.

Ho3. There is no significant difference in mean score between the teachers from joint family and from nuclear family on the criteria of their depression.

Research design

Descriptive Survey method has been used for present study since the research was dealt with data collection and analysis.

Tool of the Study**1. Structured demographic data sheet**

The researcher has prepared a demographic sheet to know the gender, marital status and family structure of the respondents.

2. Depression scale

The scholar used Beck's Depression Inventory (B.D.I – II) created by Aron T. Beck. It is a 21 questions multiple choice self-report inventory used widely for measuring the severity of depression. This questionnaire with 21 questions has a set of four possible answer choices ranging in intensity where

0= I do not feel sad

1= I feel sad much of the time

2= I am sad much of the time and cannot snap out of it

3= I am so sad and unhappy that I cannot stand it

When the test is scored, a value of 0 – 3 is assigned for each answer and then the total score is compared to a key to determine the depression's severity. The cut-offs are 0 to 13 (minimum depression), 14 to 19 (mild depression), 20 to 28 (moderate depression), 29 to 63 (severe depression). Higher total scores indicate most severe depressive symptoms.

The B.D.I – II is positively correlated with Hamilton Depression Rating Scale with a Pearson r of 0.71, showing good agreement. The test was also shown to have a high one week test, retest reliability (Pearson $r = 0.93$), suggesting that it was not overly sensitive to daily variations in mood (Beck, Steer and Brown, 1996). The test also has high internal consistency ($\alpha = 0.91$) (Beck, Steer, Ball and Ranieri, 1996).

Sample

A sample of 100 teachers were taken from the city of Ahmedabad

Data collection

The questionnaire was typed and circulated to the teachers through a google form. The duly filled google forms were then tabulated for further analysis.

Data Analysis

Following Statistical Method were used for data analysis

1. Mean and Standard Deviation
2. t- value.

Calculation was made with the help of Microsoft Excel and SPSS.

Limitations of the study

This study was delimited in the subsequent aspects

- i) Only 100 samples taken for this investigation.
- ii) The study was undertaken only among the teachers in Ahmedabad. Though it will not be possible for the researcher to collect data equally from all over the city.

Table 1
Detailed demographic characteristics of 100 respondents

Type of variables	Range of variables	Total respondents
Gender	Male	50
	Female	50
Marital status	Married	59
	Unmarried	41
Family structure	Joint family	22
	Nuclear family	78

Table 2
Table showing teachers' depression level

Score	Numbers (N)	Percentage
0-13 (Minimum depression)	92	92
14-19 (Mild depression)	7	7
20-28 (Moderate depression)	1	1
29-63 (Severe depression)	0	0

From the table it can be noted that out of 100 Teachers, 92% (n=92) have minimum level of depression, 7% (n=7) have mild level of depression, 4% (n=1) have moderate level of depression and 0 % (n=0) have severe level of depression.

Table 3
Table showing the depression level of teachers on the basis of gender

Score	Males(N)	Percentage	Females(N)	Percentage
0-13 (Minimum depression)	48	96	44	88
14-19 (Mild depression)	2	4	5	10
20-28 (Moderate depression)	0	0	1	2
29-63 (Severe depression)	0	0	0	0

From the above table it can be noted that out of 50 Male Teachers, 96% (n=49) have minimum level of depression, 4 % (n=2) have mild level of depression, 0% (n=0) have moderate level of depression and 0 % (n=0) have severe level of depression. Out of the 50 Female teachers 88% (n=43) have minimum level of depression, 10% (n=5) have mild level of depression, 2% (n=1) have moderate level of depression and 0% (n=0) have severe level of depression.

Table 4
Table showing the depression level of teachers on the basis of marital status

Score	Married Males(N)	Percentage	Married Females(N)	Percentage
0-13 (Minimum depression)	53	89.83	39	95.12

14-19 (Mild depression)	5	8.47	2	4.87
20-28 (Moderate depression)	1	1.69	0	0
29-63 (Severe depression)	0	0	0	0

From the above table it can be noted that out of 59 Married Teachers, 89.83% (n=53) have minimum level of depression, 8.47 % (n=5) have mild level of depression, 1.69% (n=1) have moderate level of depression and 0 % (n=0) have severe level of depression. But with respect to 41 Unmarried teachers 95.12 % (n=39) have minimum level of depression, 4.87 % (n=2) have mild level of depression, 0% (n=0) have moderate level of depression and 0 % (n=0) have severe level of depression.

Table 5

Table showing the depression level of teachers on the basis of their family structure

Score	Joint Family(N)	Percentage	Nuclear Family(N)	Percentage
0-13 (Minimum depression)	16	72.72	76	97.43
14-19 (Mild depression)	5	22.72	2	2.56
20-28 (Moderate depression)	1	4.54	0	0
29-63 (Severe depression)	0	0	0	0

From the above table it can be noted that out of 100 teachers 22 are from joint family and 78 are from nuclear family structure. Out of joint family background teachers, 72.72 % (n=16) have minimum level of depression, 22.72 % (n=5) have mild level of depression, 4.54% (n=1) have moderate level of depression and 0 % (n=0) have severe level of depression. But in respect to teachers from nuclear family 97.43 % (n=76) have minimum level of depression, 2.56 % (n=2) have mild level of depression, 0% (n=0) have moderate level of depression and 0 % (n=0) have severe level of depression.

Table 6

Ho1. There is no significant difference in mean score between the male and female teachers on the criteria of their depression.

Variables	Total nos	Mean	SD	Df	t	Sig/not at 0.05
Male Teachers	50	13.08	6.81	98	0.35	not significant
Female Teachers	50	13.64	8.93			

The above table shows that the value of 't' at 0.05 level of significance is 1.98 and the calculated value of 't' for the same level is 0.35 which is quite lower than the table value, hence the null hypothesis is accepted. Hence there is no difference between the male and female teachers on the criteria of depression.

Table 7

Ho2. There is no significant difference in mean score between the married and unmarried teachers on the criteria of their depression.

Variables	Total nos	Mean	SD	Df	t	Sig/not at 0.05
Married Teachers	59	13.02	7.68	98	0.69	not significant
Unmarried Teachers	41	14.15	8.52			

The above table shows that the value of 't' at 0.05 level of significance is 1.98 and the calculated value of 't' for the same level is 0.69 which is quite lower than the table value, hence the null hypothesis is accepted. Hence there is no difference between the married and unmarried teachers on the criteria of depression.

Table 8

Ho3. There is no significant difference in mean score between the teachers from joint family and from nuclear family on the criteria of their depression.

Variables	Total nos	Mean	SD	Df	t	Sig/not at 0.05
Joint family	22	12.92	8.39	98	0.58	not significant
Nuclear family	78	13.95	7.05			

The above table shows that the value of 't' at 0.05 level of significance is 1.98 and the calculated value of 't' for the same level is 0.58 which is quite lower than the table value, hence the null hypothesis is accepted. Hence there is no difference between joint family and nuclear teachers on the criteria of depression.

Findings

- More number of teachers fall under the category of mild depression
- The number of female teachers is more under the category of mild to moderate depression as compared to male teachers but this difference is not very significant

- Married teachers are more depressed than unmarried teachers but this difference is not very significant.
- Teachers in the joint family are more in the category of mild to moderate depression as compared to teachers in the nuclear family but this difference is not very significant.

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