



ORIGINAL CONTRIBUTION

Effect of Depression, Anxiety and Stress on Mental Health of Teachers

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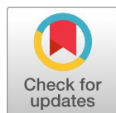
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Abstract— This study was conducted to examine the relationship between Depression, Stress and Anxiety with Mental Health among Teachers. Depression, Stress, Anxiety Scale (21 item) was used to collect the information from the participants developed by Lovibond and Lovibond (1995), Secondly, Mental Health Index Scale was used to study mental health of teacher developed by Veit and Ware (1983). Sample was comprised of 200 participants from different schools, colleges (government, private) and University of Haripur. Data was collected through convenience sampling technique with door to door survey and hypotheses were analyzed by using t test, descriptive statics, and Pearson correlation. Hypothesis of this study were supported. According to the current study, mental health and its sub-dimensions such as life satisfaction, psychological wellbeing was negatively correlated with depression, anxiety and stress. Likewise mental health and its sub dimensions such as loss of behavior and psychological distress were positively related with stress. Female instructors were more likely than male teachers to feel depression anxiety and stress which turnout to have negative impact on their mental health. The current study aimed to see if teachers' greater rates of depression, anxiety, and stress are linked to reports of mental health. The current study's findings may help psychologists and administrators better understand the requirements of the teacher population by identifying the levels and impacts of depression, anxiety, and stress on teachers. Possible interventions and policy changes may, in turn, reduce teacher burnout and increase teacher mental health status as well as improvements of students' performance.

Index Terms— Depression, Stress, Anxiety, Mental health, Teacher.

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Introduction

Teaching has long been regarded as one of the noblest professions in the world (Gorsy & Panwar 2015). Teachers' social, physical and mental health, as the builders of the nation's future, aid in their professional development as well as the development of their personalities (Gorsy & Panwar 2015). Teachers' mental health was found to be impacted by personal and professional obligations. Teachers' social, physical, and mental healths are critical for their professional as well as personal development as the future builders of the country (Gorsy & Panwar, 2015).

Teaching has long been thought to be a low stress profession, but that has changed radically in the last two decades. Teaching is becoming a more difficult profession all over the world. Stress has been shown to have a negative impact on teachers' well-being and willingness to stay in the profession thus making it one of the most demanding professions (Khan, Shahbaz, & Jam, 2019; Parry, Kumar, &

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Awashti 2016). Also with rising unemployment and a worsening socioeconomic situation, teacher's worth and professional concern for their jobs has shifted dramatically, negatively impacting their mental health.

In educational institutes teachers and students both work like a team to make a better performance of an institute. Teachers not only provide education to kids, but also serve as a link between them, the principal, administration, and their parents. Professional relation of a teacher with students, colleagues, and management may lead to a good mental health (Gorsy & Panwar 2015). This present era is facing professional competence with increasing competitions and everyone is threatened by them. Health is and will always one of the most important areas where focus is necessary for all time. In this demanding era of quality education, especially teachers who are teaching in universities faced various challenges. In Universities, departments, performance is not more valued as compared to teachers, performance in insuring quality education. (Qureshi, Aziz & Siddiquah, 2018).

Several studies conducted in Pakistani universities reported significant teacher's job stress as it affected not only the teachers themselves, but also their students. Teachers in higher education institutions are reported to be suffered from occupational stress. This challenging situation of higher education institutes has become the global issue, which is distressing all groups of personnel and societies (Noor, Ismail 2016).

Mental health, depression, anxiety and stress

Mental health is derived of two words: "Mental" word implies to something more than purely cerebral functioning of a person that includes affective (emotional) state. "Health: refers to more than physically well-being (Kaur, 2007). Mental health is defined by WHO (2004) as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Depression has emerged as the world's most pressing health issue and the main cause of practical impairment and mortality. The term "depression" is still somewhat ill-defined covering a range of phenomena from a normal emotion - a natural response to loss or disappointment - to an accompanying symptom common in a variety of physical conditions, up to a clinical psychiatric disorder. According to the Diagnostic and Statistical Manual of Mental Disorders, depression is "distinct episodes of at least 2 weeks' duration with clear-cut abnormalities in mood, cognition, and physiological functioning, and inter-episode remission" (Hassan & Hussain, 2020).

Sigmund Freud (1895) coined the term anxiety neurosis. The word anxiety comes from the German word angst, which means fear. Anxiety is defined as "a negative emotional and reactive stage that employees suffer as a result of job-related stress." (Parker & De Cottiis, 1983). Stress is an all-too-common condition that impacts everyone at some point during their lives. Stress is one of life's most distinctive characteristics, and it has been addressed in creative arts and literature throughout history (Shahsavarani et al 2015). Hans Sale, an Austrian endocrinologist, was the first to bring stress into medical and biological circles. His understanding of stress is physiological since he concentrated on the physiological rather than the psychological components of stress.

The depression, anxiety and stress can result from different factors such as psychological, environmental, biological, and genetic factors (WHO, 2019). For instance, environmental factors resulting in anxiety and depression include continuous exposure to abuse, neglect or violence, as well as stressful and traumatic experiences such as the loss of a loved one, financial challenges, and sexual abuse (Bystritsky et al., 2013; Iyer & Khan, 2012).

Anxiety and Depression Association of America (ADAA) reported that approximately 16.1 million people in 2015 who were 18 years or older had experienced a major depressive episode in the previous year (ADAA, 2018). World Health Organization (WHO) report on mental illness by 2015, estimated an average 322 million people, or 4.4% of people, experiencing depression; this rate was a growth of 18.4% compared to a decade before. Depression currently affects about 300 million people (WHO, 2019) who often live with a disability (Wang et al., 2017). Recent trends estimated that depression will be the second leading cause of disability-adjusted life years, a gauge of generic disease hardship, globally by 2020 (Besse et al., 2015).

Globally, anxiety disorders were reported to affect 264 million population, a 14.9% increase from that of 2005, covering both age and population growth (WHO, 2017). An estimate of 7.7% of the American female population suffers from an anxiety disorder, while the male rate of suffering from an anxiety disorder is 3.6%. Statistics revealed by Beyond Blue (2019) in Australia 26.3% of the population will experience anxiety disorder in their lifetime, demonstrating the broad impact that depression and anxiety have on those in developed nations.

Skipworth (2011) investigated investigated the relationship between depression and perceived stress among college students. According to him, overwhelming levels of stress are correlated with the development of mental health disorders, such as depression and anxiety. In another study by Gupta et al. (2018) also established the association between depression and psychological stress among medical students from Mangalore, Karnataka, India. The study findings have suggested a statistically significant association between depression and psychological stress factors. The prevalence rate of stress was reported to be much higher, at 83.7% than the reported high rate of depression, at 72.9%.

Rational

Apart from bulk of research available on teachers job stress, less importance has been given on the shared impact of depression, anxiety, and stress on mental health. There have only been a few researches on impact of depression stress, anxiety on mental health of teachers in Pakistani perspective. Most studies specifically in Pakistan studied the independent impact of anxiety depression or stress on mental health of teachers. There has been a documented discrepancy in this area between prior studies and recent investigations. This current study could help in exploring the shared impact of internalizing factors on teachers' mental health across the educational institutes.

Objectives of the study

The primary objectives of this research are:

- To find out the effect of depression, stress and anxiety on mental health of teachers
- To determine the relationship between stress anxiety and depression on life satisfaction, loss of behavior, psychological wellbeing and psychological distress among teachers.
- To compare the level of effect of depression, stress and anxiety on mental health of male and female teachers.

Literature Review

Previous researches related to teachers' mental health have demonstrated that high-stress levels due to work demands are associated not only with symptoms of stress (Wiegner et al., 2015) but also psychopathology, including anxiety and depression (Cunha et al., 2016). Teachers are a part of human service professions with high-stress levels (Droogenbroeck & Spruyt (2015). Teaching is among the most emotionally challenging jobs as indicated by some academic and governmental researches. (Jones-Rincon & Howard, 2019; Klassen & Chiu, 2010; Kyriacou, 2001; McLean & Connor, 2015; Noor & Zainuddin, 2011; Nübling et al., 2011; Pithers, 1995; Pitsoe, 2013; Shapka & Perry, 2012; Stewart, 2018). Hence, it is conceivable that a large number of teachers experience symptoms of anxiety and depression within their teaching profession. Teachers who have high levels of stress, depression or anxiety may experience adverse effects impacting their students' academic progress resulting to have students with poor educational outcomes (Garrick et al., 2014). For instance, in one such research by Gray et al. (2017) found that learning outcomes are 8% lower in classes led by teachers with high levels of anxiety and depression.

Aftab & Khatoon (2012) stated that male instructors reported higher levels of job stress than female teachers when explored the secondary school teachers' demographic differences and occupational stress. They also discovered that post-graduate teachers had greater levels of occupational stress than trained graduate teachers. Finally, they discovered that teachers who worked for 6-10 years as teachers were the most stressed, while those who worked for 0-5 years were the least stressed. A study of Pakistani university teachers was conducted to see how they manage their stress and it was learned that successful teachers' performance is lower than happy teachers while happy teachers outperform successful teachers (Hassan, 2014). Ferguson (2011) examined Teacher's anxiety, depression, and Job Satisfaction to discover what causes teachers' stress, despair, and anxiety. Work load and student behavior were substantial predictors of depression in teachers and work load, student behavior, and employment conditions are all predictors of anxiety. Stress and sadness have a negative impact on job satisfaction. Job happiness is influenced by teaching experiences.

Schonfeld, I. S., Bianchi, R et.al (2017) conducted research on the effects of Job Stress on Teachers' Mental. They claimed that instructors are exposed to stressors on a regular basis, such as student disruption, which contributes to poor mental health. He mentioned other studies that show that, when compared to other groups or occupations, teachers have a greater rate of mental problems, are more likely to be exposed to workplace violence, and have negative mental health implications. Some other studies also linked teaching related pressures to depressed and psychosomatic disorders, alcohol consumption, and burnout. Sindhu (2014) coordinated a research project called "A study on Stressors among College Teachers." Using various study methodologies, he discovered many pressures among college teachers. According to his research, college teachers are the ones who are most impacted by stress due to work stress.

Universities are also on high alert regarding stress, anxiety and mental health concerns. In one such study, Parray, Kumar, and Awasthi (2016) claims that stress at universities among academic and general employees is alarmingly pervasive and growing. It may be extrapolated from several other research findings that the amount of stress is the same at all levels of university positions. Other contributors related to work-related stress among instructors were found out to be role ambiguity, poor boss relations, competitive work environment and work overload (Manabete et.al 2016; Shahbaz, 2016).

H1: It was expected that Mental Health and its sub- dimensions (life satisfaction, psychological well-being and emotional ties) were negatively correlated with depression anxiety and stress.

H2: It was expected that Mental Health and its sub- dimensions (loss of behavior, psychological distress) were positively correlated with stress.

H3: Higher level of depression, anxiety and stress were expected in female teachers as compared to male counterparts.

Method

Participants

In the present study 200 participants were selected out of which 100 were male teachers (n = 100) and 100 female teachers (n = 100) with M = (2.4650) SD = (.87900). Target populations of the current research were teachers. The data was collected from University of Haripur, Govt. Girls Degree College No. 2, and Govt. Postgraduate College for women Haripur. The Educators Haripur campus, Govt. Postgraduate College for Boys, Allied School Haripur campus, Allied school Tip Campus, Jinnah Jame Public School and College Haripur, Govt. Girls School Pathan Colony

Measures

Mental health in teachers was assessed by using Mental Health inventory (MHI) and depression anxiety and stress were assessed by using Depression, anxiety and stress scale (DASS). Mental health inventory has 38 items and sub subscales in which it measure depression, anxiety, life satisfaction, psychological well-being, and loss of behavior, emotional ties, and psychological distress. Mental Health Inventory was developed by Veit and Ware (1983). With a reliability of .721, the raw score of mental health ranges from 38-226. "The Depression Anxiety Stress Scale" (DASS) is a widely used instrument developed by Lovibond and Lovibond (1995) to measure anxiety, depression, and stress. They converted it into 21 item scale." Each of the three DASS-21 scales has seven items that are grouped into subscales that have comparable content with Cronbach's Alpha reliability of .839. IBM SPSS Statistics (version 20) predictive analytics software was used to analyze the data. The relationship between depression, anxiety and stress with mental health was determined using Pearson correlation moment. The gender differences on study variables were determined by using t-test.

Results

Table I
Correlation between the depression anxiety stress scale and mental health inventory variables (N = 200)

S. no	Variables	1	2	3	4	5	6	7	8	9	10
1	D dep	-	.669**	.637**	-.022	.079	-.023	.005	-.88	-.019	-.022
2	D stress		-	-.561**	-.008	.065	-.013	.013	-.79	.022	-.018
3	D anx			-	-.012	.011	-.051	-.036	-.59	.083	-.035
4	MH dep				-	.281**	-.226**	-.159*	-.124	.720**	-.264**
5	MH loss of beh					-	.010	-.139*	.034	.718**	-.031
6	Gpa						-	.408**	.432**	-.226**	.956**
7	E. ties							-	.114	-.317**	.601**
8	Life. Sat								-	-.091	.502**
9	Psy. distress									-	-.287**
10	Psy. Wellbeing										-

Note: *p < .05, **p < .01 D dep = depression from dass inventory, D stress = stress from dass inventory, D anxiety = anxiety from dass inventory, MH dep = Mental health depression, loss of beh = loss of behavior, gpa = general positive affect, E. ties = emotional ties, life. Sat = life satisfaction, psy. Distress = Psychological distress, psy. wb = psychological wellbeing

Table shows Pearson's correlation for study variables. The correlation values for all the study variables are ranging from .005 - .956**. Life satisfaction has strong negative relation with depression and stress and a moderate negative relation with anxiety. The relationship between depressions is negatively correlated with mental health depression, loss of behavior, general positive effect. Depression, stress, anxiety is negatively correlated with psychological wellbeing. Loss of behavior has positive relation with depression, and stress, while with anxiety has weak negative relation. Psychological distress has strong negative relation with stress and overall mental health status.

Table II
Mean, Standard deviation and *t* values of gender on study variables (*N* = 200)

Variables	Male (n=200)		Female (n=20)		<i>T</i>	<i>P</i>	CI 95%		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	UL	
Ddep	1.1043	.68004	1.2569	.69297	-1.054	.293	-.29451	.08938	.140
Dstress	1.1500	.62054	1.3229	.71892	-1.294	.197	-.31014	.06442	.183
Danx	1.1148	.55608	1.3214	.59662	-1.548	.123	-.28784	.03460	.219

Note: $P < 0.01$, $p < 0.001$ *SD* = Standard Deviation, *M* = Mean, *t* = mean differences of variables, *p* = significance, LL = Lower Level, UL = Upper Level, D dep = depression, D stress = stress, D anx = anxiety

Discussion

The goal of this research is to see how teachers' overall mental health is in relation with depression, stress, and anxiety. It was also intended to look at the effects of stress, anxiety, and depression on mental health sub-factors such life satisfaction, loss of behavior, psychological wellbeing, and psychological distress. The influence of anxiety, depression and stress on female instructors' teaching experiences was compared to male instructors in order to determine the impact of anxiety, depression and stress on mental health.

The first hypothesis "Mental Health and its sub- dimensions (life satisfaction, psychological well-being and emotional ties) were negatively correlated with depression anxiety and stress" was supported in the current investigation. The results of study are consistent with previous findings by Hamama et al., 2013; Van Katwyk, Fox, Spector, & Kelloway, 2000 that in the teaching profession, lower levels of life satisfaction and happiness are linked to burnout and increased psychological distress. Supported by further researches, psychological distresses have been found to contribute to increased teacher burnout (Yu et al., 2015). The results of this burnout include teacher absences, lower levels of job satisfaction, and decreased effectiveness (Garrick et al., 2014; Gray et al., 2017; Seth, 2016).

The second hypothesis "Mental Health and its sub- dimensions (loss of behavior, psychological distress) were positively correlated with stress" was supported. The findings (table 1) indicated that loss of behavior and psychological distress were positively related to stress which is consistent with the previous findings of Jones-Rincon and Howard (2019) who found that the determinants of depression and anxiety were significantly related to high levels of stress, further suggesting that teachers are more susceptible to work-related stressors and psychological distress compared to other occupations (Johnson et al., 2005).

The third hypothesis "Higher level of depression, anxiety and stress were expected in female teachers as compared to male teachers" was supported. The findings (Table 2) revealed that there is a significant difference between men and women in terms of level of stress, depression, or anxiety. Female teachers showed high score on depression, anxiety and stress as compared to male counterparts. The findings are consistent with the Ferguson (2011) study on predicting teacher anxiety, depression, and job satisfaction. He discovered that teacher workload and student behavior were strong predictors of teacher sadness, and that employment conditions were substantial predictors of teacher anxiety. He also discovered substantial difference between female and male teachers in terms of depression and anxiety. In a recent study females accounted for 22.5% and males 16.8% of this change (Macrory, 2016). Females are more prone than males to be depressed as a result of a lack of social support, an inability to cope well with stress, childhood trauma, or to meet cultural expectations.

Conclusion

Various sources of stress, anxiety and depression and teachers' workload contribute to physical and emotional exhaustion, deteriorated mental health, increased sick leave, reduced employment with economic consequences. The presence of occupational exhaustion related to stress in the workplace is constant and attention-grabbing, as it is one of the factors most associated with low levels of productivity at work and raises motivation to leave the profession. Teachers may develop depression as a psychological consequence of stressful events at work. A study conducted among university professors in China showed a direct relationship between these two variables, presenting stress as a risk factor for depressive symptoms (Shen X, Yang Y, Wang Y, Liu L, Wang S, Wang L, 2014). Females are more prone than males to be stressed out and depressed as a result of various contextual factors such as lack of social support, an inability to cope well with stress, and childhood trauma, or intellectual and emotional demands at work place (Klassen and Chiu (2010).

Limitations and Future Directions

The current study was conducted in specific educational institutes of Haripur. Instead of conducting research at the city level, research should be undertaken at the district level to overcome the study's sample size limitation. This study's sample size was insufficient to produce accurate research data. Only few of the mental health sub-factors were investigated in teachers. Other variables such as subjective wellbeing, adjustment, motivation, psychological distress should be explored.

These findings point to a number of avenues for further investigation. Teachers should be screened for possible mental health related problems and these problems should be address with serious concerns and in the greatest interest of teaching profession and education sector at large. An understanding of successful Interventions would allow for replications of the finding. Greater access to interventions for stress and psychopathology would also be a benefit for all teachers.

Implications of the Study

The current study's findings seek to call attention to a number of key elements that have a substantial impact on teachers' mental health, such as depression, stress, and anxiety. Further studies should be conducted to increase the awareness of debilitating impact of depression, anxiety and stress on mental health of teachers as well as appropriate interventions should be taken to improve the mental health of teachers thereby ensuring good quality education.

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