

Exploring Secondary School Teachers' Work-Related Depression, Anxiety and Irritation

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Abstract

Teachers' workload and official responsibilities affect their classroom behavior along with their teaching performance. The major purport of the study was to explore secondary school teachers' work-related depression, anxiety, and irritation. The population of the study constituted of secondary school teachers from four conveniently selected districts of Punjab. The researcher adopted a questionnaire to collect data about work-related depression, anxiety, and irritation faced by secondary school teachers. The results revealed that work-related depression, anxiety, and irritation regarding qualifications are not significantly different among respondents. It was concluded that respondents were not significantly different in their work-related depression and anxiety in four levels of teaching.

Keywords: *Teachers' work-related environment, Depression, Anxiety, Irritation*

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Introduction:

Teachers play a central role in shaping the children's life of any nation. Teaching is considered as a most depressive profession in many countries, including Pakistan (Gilliss, 2013). This study was about secondary school teachers' work-related depression, anxiety, and irritation. Several physical and environmental factors cause work-related depression, anxiety, and irritation.

Depression, anxiety, and irritation are major health problems that cause mental and psychological issues and badly affect human life. Depression is the major cause of worldwide death and disability in middle life (Lépine & Briley, 2011). In the contemporary world, an organization's employees are facing many psychological problems like depression, anxiety, and irritation. The working environment of every organization is different from others which affects the performance of employees. There were different types of physical and environmental factors associated with work-related depression. Extra working hours, colleague's behavior, authority, physical conditions, facilities, or satisfaction are associated with work-related psychological problems (Sohail & Rehman, 2015).

Depression is an inevitable event in human life. There are different types of depression, but it is always part of life. There have been many reasons for depression: financial problems, lack of friends, family problems, personal issues, unemployment, and sometimes employment. The world is changing rapidly and contributed to the rise in depression, anxiety, and irritation. According to Sindhu, (2014) a teacher's work-related depression can be described as "the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression, and nervousness, resulting from some aspect of their work. In the study of stress and the immune system Reed and Raison, (2016) stated categorically that depression causes a decline in the immune system's efficiency. Depression is a psychological and physiological reaction to a situation that affects our mentality. Teachers' work-related depression, anxiety, and irritation are related to several causes such as administration, working hours, colleagues' support or behavior, and academic problems (Nagar, 2012).

Depression was related to stress which is a word used in physics and refers to the energy imposed on some object. In human life, it is presented in mental pressure or burden toward specific issues, events, and conditions (Petersen, & Ogawa 2012). There are several depression-related diseases in the form of reproduction issues, genetics changes, harmonic disorder, blood pressure, metabolism, stomach, digested problems, and growth factors that are also different from individual to individual. The symptoms of the problems are also different in individuals (Hellhammer & Hellhammer, 2008).

Depression is an unexpected reaction due to some external or internal situations (Pargman, 2006). It may be positive or negative according to internal or external situations. It is a reaction of the human body to unfamiliar situations or conditions that human faces in different stages of life. Through depressive situations, human vital body organs such as heartbeat, stroke volume, respiratory rate, and sexual organs react speedily. Many hormonal responses are at their peak level. (Pargman, 2006) again describe different aspects of depression such as anxiety, worry, stress, fear, and burnout.

Review of Related Literature

There have been several studies on depression, anxiety, and irritation in past years. Depression is people's normal reaction to a particular situation, but severe depression is a severe health issue. Depression, anxiety, and irritation have become severe issues worldwide (Huberty, 2012). Work-related depression, anxiety, and irritation affected all countries, professions, and worker categories (Cannavò, Sestili, La Torre & Fioravanti 2019). This study also identified that depression is the most severe issue of the twentieth century. Work-related depression is adverse physical and emotional reactions to a certain situation that does not match workers' needs (Panatik, O'Driscoll, & Anderson, 2011). Teachers' work-related depression, anxiety, and irritation are related to colleagues' behavior, students' response or behavior, classroom management, administration, academic problems, provided resources, and staff conduct (Richards, 2012). The word depression brings thoughts as stress, anxiety, irritation, or some other psychological issues. In the schools, the working environment is very tough for secondary school teachers. The periods are scheduled or planned back-to-back, and teachers have no or less accessible time. Less time to eat and sleep affects their health badly and leads them to many physiological and psychological problems.

Depression is a tentative reaction to an internal or external situation or event that may be positive or negative to internal or external situations. In this view, it is a reaction of the human body to unfamiliar situations or conditions humans face in different periods (Pargman, 2006). Similarly, Seaward, (2012) described that depression is not only due to negative factors positive things or events also cause depression. Some examples of these circumstances or situations that lead to depression are getting married, a new job, promotion, and having a child. Still, usually positive depression is neglected due to its characteristics.

Anxiety is gotten from Latin, which infers fear, worry, or stress. As demonstrated by (Freud, 2000), anxiety is a signal to the feeling of self when things don't go right, depicted by an unpalatable internal tendency from which people tend to keep up an essential separation.

Anxiety is a mental and physiological state joined by physical, enthusiastic, psychological, and direct actions (Seligman, 2019). The word anxiety is set up stuck in a disastrous circumstance; either, in the closeness or nonappearance of a stressor, that may make the slants of discomfort, dread, stress, and fear (Bouras& Holt, 2007).

Irritation at work is also prone to the top among people who find a specific change that is upsetting, baffling, or tacky (Possum, 2009; Spector, 2007). As established by Guha, (2015) in the Quick Reference Dictionary for Occupational Therapy irritation is a craving for experiencing incredible awful, depicted by a sentiment of uncertainty and hesitation. It is recommended that irritation insinuates a disperse, an unclear and upsetting sensation of inconvenience joined through autonomic symptoms, for instance, tremor, cerebral torment, sweating, and gastric misery frustrating as a rule conflict (Blodgett, 2010).

Depression, anxiety, and irritation are the realities of everyday life. People face different situations, states of affairs, conditions, and stressors in their life that lead them to depression, anxiety, and irritation issues. Several people think they have limited income, resources to cope with these depressive issues that they have been experiencing in their life. The circumstances or conditions that cause depression are known as depressive factors (Chandola, 2010). Some examples of these circumstances are getting married, a new job, promotion, and having a child. Still, usually positive depression is neglected due to its characteristics.

The work environment is the central issue to be studied for the well-being and security of workers. Several conceptualizations have been developed in the past. The social psychosocial risks at the workplace put a possible effect on workers' physical, mental and social well-being. The working environment affects directly or indirectly organizational functioning, like job satisfaction, productivity, sickness, and intention to quit (Leka& Jain, 2010).

Different physical and psychological issues have been associated with work-related depression, anxiety, and irritation. Overwhelming physical workload, ergonomic conditions, and exposures to dangerous substances are associated with non-attendance among the workers (Pouliakas&Theodossiou, 2010). There is a positive or negative dimension of the psychological work environment that additional workers experience. As a result, workers report more work (faster work) than workers who work overtime and spend less time performing activities (Appelbaum, 2013). The psycho-social environment experienced by additional time workers has both positive and negative measurements. Extra time is associated with an increased workload and having less time for exercises (Sauter& Murphy, 2005). Poor work organization incorporates how working frameworks are designed, together with the way it is managed. For example, lousy work plans lack control over work processes along with imperfect administration and absence of help from colleagues and administrators (Putnam &McKibbin, 2004;

WHO, 2013). A poor working environment leads to a few well-being impacts, including routine mental clutters, depressive and anxiety issues (Leka & Jain, 2010). In addition to the negative aspects of depression, positive depression can be a significant motivator for work performance. It can make people do their best and productive work. Workers when ask for opportunities that encourage them to reach a higher level. It is a positive tension that helps them increase the challenge (Walton, 2013).

Depression is a mental problem and is observed that the first stage of depression started at pre-to-mid adulthood (Hammen, Brennan, & Keenan 2008). It has been appeared to expect future change issues in many regions as well as academic working (Roney, 2005). The issues like medicine misuse, school leaving, marriage problems, joblessness or unemployment were discussed by (Kessler, Merikangas, and Wang, 2007), (Kandel and Davies, 2006), (Kandel and Davies, 2006), and (Rubie & Davies, 2006) respectively. Parquet, (2017) noticed severe issues associated with depression in adolescents. It is indicated that those people had more possibility for anxiety and depressive issue than non-depressed people of the same age. Factors like push, negative thinking, future guessing, and relationship clashes, and are the most common causes of depression in youngsters (Reivich, Gillham, Chaplin & Seligman, 2013).

Teachers' Work-Related Depression

In Pakistan's literature, abundant work has been done on teachers' work-related depression at the school level. A study conducted by Ferguson, Frost, and Hall (2012) indicated different teachers' work-related depression factors. The findings of the study showed that the major three factors were management, classroom size, and personal issues. Another study was conducted to find out different causes of teachers' work-related depression. The study results indicated that classroom size, teaching resources, and management are the major causes of teachers' depression (Riaz & Ramzan, 2013). A quantitative study was conducted on secondary school private teachers in Gilgit-Baltistan and findings showed that administrative changes, resources, colleagues' support, and deadlines by management are the major causes of teacher's work-related depression among private secondary school teachers (Sultana, Bano, & Shafa, 2012).

Objectives of the Study

Following were the objectives of this Study:

1. To explore the level of work-related depression, anxiety, and irritation among public sector secondary school teachers.
2. To compare the public sector secondary school teachers' work-related depression, anxiety, and irritation on a qualification basis.

3. To compare the public sector secondary school teachers' work-related depression and anxiety based on their teaching experience basis.

Research Questions

Following were the research questions of the study:

RQ: 1. Do secondary school teachers' work-related depression, anxiety, and irritation differ significantly.

RQ: 2. Is there any significant difference among public sector secondary school teachers' work-related depression based on qualification?

RQ: 3. Does SST enhance any significant differences in work-related anxiety?

Research Design

The study's focus was to explore secondary school teachers' work-related depression, anxiety, and irritation. The nature of the study was descriptive, and a quantitative approach was applied to this study. The researcher collected relevant data from secondary school teachers of both genders from different districts of Punjab to have a clear understanding of secondary school teachers' work-related depression, anxiety, and irritation. The population of the study comprised of 48652 SSTs working in 6663 secondary schools of Punjab during the academic year 2017-18 (Census report government of Punjab). The population included all male and female secondary school teachers of the Punjab province working at public, private, rural, and urban secondary school teachers. The researcher decided to use a convenient sampling technique to select a sample for this study; thus, the researcher selected four districts of Punjab conveniently, including were Okara, Sheikhpura, Nankana Sahib, and Sahiwal. Moreover, five male and five female schools were selected conveniently from each selected district. A total of 354 secondary school teachers were selected as a sample for this study.

Research Instrument

The researchers adopted a questionnaire developed by Caplan, Cobb, and French (1980) to collect desired data about secondary school teachers' work-related depression, anxiety, and irritation. The items were ordered and structured carefully. Easy and simple words were used so that respondents can easily understand the items and respond to them rightly. The items were also translated into Urdu to facilitate those teachers who do not feel themselves at ease in understanding the English language. The respondents were guided on how to respond to the items. There were 13 items in the questionnaire.

Data Collection

For data collection, the researchers visited these districts personally and collected data. The researcher administered 354 questionnaires among the selected sample. Some questionnaires were not returned, and some were incomplete. The researcher eliminated those responses using the data cleaning technique. Finally, 354 responses were used for further statistical analysis.

Results

The researchers used (SPSS) Statistical Package for Social Sciences version 25 for the analysis of data. The results of the study are given below.

Table: 1

Distribution of Respondents' Qualification wise

Qualification	Frequency	Percent
M. Phil.	28	7.9
M.A.	290	81.9
B.A.	36	10.2
Total	354	100

Table 1 showed that 7.9% of public sector secondary schools teachers (28) have qualifications of M. Phil, and 81.9% of respondents of the present study (290) were master degree holders.

Table: 2

Reflection of Work-related Depression, Anxiety and irritation Questionnaire(WDAIQ)

Factors	Mean score of responses	Standard Deviation
Depression	2.43	0.56
Anxiety	2.59	0.50
Irritation	2.47	0.54

Teachers of public sector secondary schools face work-related anxiety (M= 2.59, SD=0.50), irritation (M= 2.47, SD= 0.54) and depression (M= 2.43, SD = 0.56). The respondents face work-related anxiety, whereas the respondents do not face depression about and irritation their work.

Table: 3

Comparison between Teachers' (Respondents) Work-Related depression, anxiety, and irritation mean score and scale mean score

Factors	N	Mean	SD	t-value	df	Sig.	d(effect size)
Depression	354	2.43	0.56	7.99**	353	0.00	0.40
Anxiety	354	2.59	0.50	7.50**	353	0.00	0.38
Irritation	354	2.47	0.54	-8.24**	353	0.00	-0.42

N=354, *p<0.05, **p<0.01

One sample t-test was applied to determine the difference between teachers' work-related depression, anxiety and irritation through the comparison of mean score and scale (mean score =2.5). The above table illustrates that t-value (353) = 7.99 is significant at $p=0.000<0.1$ with $d=0.40$. It shows that work-related depression of public sector secondary school teachers differs significantly from the cut value i.e. 2.5. Depression of respondents with (M=2.43, SD=0.56) and significance value allows the researcher to say that respondents face work-related depression but the level is less than anxiety. Secondly t value (353)= 7.50 is significant at $p=0.000<0.1$ with $d = 0.38$. It revealed that the work-related anxiety of public sector secondary school teachers also differs significantly from the cut value i.e. 2.5. The respondents' anxiety with (M=2.59, SD= 0.50) and significance value depict that teachers have high work-related anxiety.

Table: 4*Comparison among respondents about work-related depression based on qualification*

Respondent	Sum of Squares	df	Mean Square	F	η^2	p
Between Groups	2.446	2	1.223	0.44	0.007	0.6
Within Groups	975.384	351	2.775			
Total	977.831	353				

* $p>0.05$

The table shows that the F value (0.44) was not significant at $p>0.05$ with effect size $\eta^2=0.007$; it is, therefore, concluded that respondents were not significantly different in their work-related depression in three levels of qualification.

Table: 5*Comparison among respondents about work-related anxiety based on qualification*

Respondent	Sum of Squares	df	Mean Square	F	η^2	p
Between Groups	4.501	2	2.251	5.34	0.008	0.6

Within Groups	1479.140	351	4.214
Total	1483.041	353	

* $p > 0.05$

The above table revealed that the F value (5.34) was not significant at $p > 0.05$ with effect size $\eta^2 = 0.008$. It is concluded that respondents were not significantly different in their work-related anxiety in three levels of qualification.

Table: 6

Comparison among respondents about work-related irritation based on qualification

Respondent	Sum of Squares	df	Mean Square	F	η^2	p
Between Groups	4.622	2	2.301	0.213	0.009	0.6
Within Groups	666.237	351	1.898			
Total	670.839	353				

* $p > 0.05$

The table shows that the F value (0.213) was not significant at $p > 0.05$ with effect size $\eta^2 = 0.009$. It is concluded that respondents were not significantly different in their work-related irritation in three levels of qualification.

Table: 7

Comparison among respondents about work-related depression based on experience

Respondent	Sum of Squares	Df	Mean Square	F	η^2	p
Between Groups	0.660	2	0.220	0.079	0.09	0.9
Within Groups	977.170	351	2.792			
Total	977.831	353				

* $p > 0.05$

The above table highlighted that the F value (0.079) was not significant at $p > 0.05$ with effect size $\eta^2 = 0.09$, hence it is concluded that respondents were not significantly different in their work-related depression in four levels of teaching experience.

Table: 8

Comparison among respondents about work-related anxiety based on experience

Respondent	Sum of Squares	Df	Mean Square	F	η^2	P
Between Groups	26.728	2	8.909	2.140	0.003	0.9
Within Groups	1456.913	351	4.163			
Total	1483.641	353				

* $p > 0.05$

The above table depicts that the F value (2.140) was not significant at $p > 0.05$ with effect size $\eta^2 = 0.003$, hence it is concluded that respondents were not significantly different in their work-related anxiety in four levels of teaching experience.

Discussion

Secondary school teachers face many physiological and psychological problems that cause work-related depression, anxiety, and irritation. These psychological issues affect teachers' commitment to their profession. Depression is one of the significant issues that affect teachers in different ways. It was observed that teachers are facing serious work-related issues which lead them to depression, anxiety, and irritation and affect their lives, and perform poorly. There is no significant difference among secondary school teachers' work-related depression, anxiety, and irritation based on their gender, academic qualification, and experience. Another study conducted in India was supporting the results of the present study. It is also observed that teachers have no control over the work environment, students' conduct, and peer support. It is a fact that teachers' work-related depression, anxiety, and irritation are impossible to eliminate. There is a need to make awareness among the community, society, and management to make the school environment suitable to minimize teachers' psychological issues (Jennings & Greenberg, 2009). It is observed that parents, administration, and community members are unaware of secondary school teachers' psychological-related problems that impact their mental health.

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