



A Correlative Study: The Influence Of Job Stress On Depression And Anxiety Among Female School Teachers

Dr. DEEPALI JAIN Associate Professor (Dr. Bhim Rao Ambedkar College University of Delhi)

Dr. KAMAL MOHAN BANSAL Associate Professor (Dr. Bhim Rao Ambedkar College University of Delhi)

SWATI GOLANI Research Scholar (Amity University, Noida, Uttar Pradesh)

Abstract

Each career is inflicting strain ,if prolonged. that could result in depression . Teaching, like many other professions, is one of the most stressful. Female teachers in the teaching profession are becoming more prevalent in educational settings. Job stress has an impact on both our health and our work. Depression is a complex disorder characterised by a wide range of thoughts and behaviours that can affect anyone. It can also welcome anxiety and turn into attacks; if it continues, it becomes a disorder studied in the study. The purpose of the study is to learn the impact of job stress on depression and anxiety among 125 female school teacher's. Primary research methodology has been taken into consideration for the purpose of analysis with the help of three scales BDI-II, HAM-A and Workplace Stress Scale have been used for framing the questionnaire.

The result suggests that how our hypothesis has been proved for having a significant relationship as well as an impact of job stress, depression and anxiety by (0.190, 0.03 & 0.267) and being also significant at (0.01) and (0.05) level of Pearson's correlation (2-tailed) as well as stating that how job stress is dependent on the depression and anxiety by (0.56) and (0.26) respectively and significantly.

This paper contains four sections:

Section 1: Introduction

Section 2: Objective

Section 3: Analysis of Questionnaire and Findings

Section 4: Conclusion

Keywords: Female School Teachers, Job Stress, Depression and Anxiety

SECTION I

1.1 Introduction

Stress is defined as an unavoidable part of our lives because it increases the amount of work and problems in our daily lives. Today, the whole world is fast-moving and has the various problems of being a world of achievement, which is actually a world of stress. Every job causes a certain level of stress. Education, like many other professions, is also one of the most stressful professions. In the process of pedagogical aspects, female teachers are increasing in the teaching profession. Teachers usually have different roles and responsibilities. Female teachers tend to be stressed because stress is caused by so many factors such as poor work quality, lack of available resources, heavy work clothes, lack of management and family support systems. Workplace stress is defined as the negative physical and emotional reactions that occur when the job demands do not match the skills, resources, and needs of the employee. Occupation-Stress is important to both our health and work. When we feel stressed, our body reacts by raising the levels of stress hormones in our blood. There are theories (equity, trading, and demand management support models) that support how work pressure increases stress levels and affects work-related issues in personal and professional life.

1.2. Review of Literature

Approximately 62 per cent of people across the world are considered to be having some signs of moderate movement towards serious depression levels. In accordance with a definition, "Depression is a complex condition with a varied manifestation of thoughts, feelings, and behavior that can affect anyone and everyone, and a variety of work and non-work-related factors might be at play when we consider someone struggling with workplace depression."¹

"The research sought to find personality factors in Korean employees that operate as protective variables involved in depression and suicidality. In all, 84 male and 151 female employees (aged 19–50 years) provided information about their sociodemographic features and depression is measured by the Beck Depression Inventory-II. The findings imply that focusing on "judgment" and "kindness" in female employees is important to prevent them, as well as engaging in activities that utilize these qualities at work, can protect employees from depression and suicidality."²

"During the COVID-19 epidemic, determining the incidence of anxiety, depression, and stress among teachers. In systematic reviews, narrative synthesis was done in the same way as synthesis without meta-analysis. The research was carried out in seven counties. The participants ranged in age from 24 to 60. Anxiety prevalence ranged from 10% to 49.4%, while depression prevalence spanned from 15.9% to 28.9%, with anxiety

¹ Yoon, Y., Ryu, J., Kim, H. *et al.* Working hours and depressive symptoms: the role of job stress factors. *Ann of Occup and Environ Med* 30, 46 (2018).

²(Kim et al., 2018)"

3.1 Analysis

Table 1.1- Descriptive Statistics-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Variable Mean	Age	N	Mean	Std. Deviation	Std. Error
Depression	25	47	15.35	9.307	2.257
Anxiety			10.94	7.537	1.828
Job Stress			22.65	4.015	0.974

The sample of 47 aged female school teachers were taken and the mean for 3 variables has been shown each at 15.35 for Beck's depression inventory, 10.94 for Hamilton's Anxiety and 22.65 for the workplace stress scale differing with the standard deviation and error mean.

Table 1.2- Descriptive Statistics-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Variable Mean	Age	N	Mean	Std. Deviation	Std. Error
Depression	30	25	24.33	8.622	4.978
Anxiety			18	6.083	3.512
Job Stress			21.33	6.028	3.480

The 25 females who aged 30 years which were taken and the mean for 3 variables has been shown each at 24.33 for Beck's depression inventory, 18 for Hamilton's Anxiety and 21.33 for the workplace stress scale differing with the standard deviation and error mean.

Table 1.3- Descriptive Statistics-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Variable Mean	Age	N	Mean	Std. Deviation	Std. Error
Depression	35	25	12.57	7.997	3.023
Anxiety			9.14	5.398	2.040

Job Stress			23.71	2.690	1.017
------------	--	--	-------	-------	-------

The 25 females who aged 35 years were taken and the mean for 3 variables has been shown each at 12.57 for Beck's depression inventory, 9.14 for Hamilton's Anxiety and 23.71 for the workplace stress scale differing with the standard deviation and error mean.

Table 1.4- Descriptive Statistics-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Variable Mean	Age	N	Mean	Std. Deviation	Std. Error
Depression	40	28	12.57	4.163	2.404
Anxiety			13.33	7.234	4.177
Job Stress			21	2.646	1.528

There were only 28 females who aged 40 years which were taken and the mean for 3 variables has been shown each at 12.57 for Beck's depression inventory, 13.33 for Hamilton's Anxiety and 21 for the workplace stress scale differing with the standard deviation and error mean.

Table 1.5- Descriptive Statistics-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Variable	N	Mean	Std. Deviation
Depression	125	16.66	8.689
Anxiety		13.75	7.284
Job Stress		22.60	4.716

The sample of 125 female participants were taken to study the impact of job stress on depression and anxiety among female school teachers which happened to have the mean by 22.60, 16.66 and 13.75 with their difference in standard deviations for all.

Table 2- Correlations

Table 2.1- Correlations (Beck's Depression Inventory and Job Stress Scale)

Variable	Beck's Depression Inventory	Job Stress Scale
----------	-----------------------------	------------------

Beck's Depression Inventory	1	.190
Job Stress Scale	.034	
* Correlation is significant at the 0.05 level (2-tailed).		

The sample of 125 female school teachers ranging between 25-40 years of age has definitely a positive correlation between depression and the job stress as well as it's significant at the 0.05 level for 2-tailed correlation.

Table 2.2- Correlations (Hamilton's Anxiety Scale and Job Stress Scale)

Variable	Job Stress Scale	Hamilton's Anxiety Scale
Job Stress Scale	1	.267
Hamilton's Anxiety Scale	.003	
Correlation is significant at the 0.01 level (2-tailed).		

The sample of 125 female school teachers ranging from 25-40 years of age have a significant positive relationship between the job stress and Hamilton's anxiety being significant at 0.01 level of correlation.

Table 3- Regression-(Beck's Depression, Hamilton's Anxiety and Job Stress)

Table 3.1- ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	207.080	2	103.540	4.934	.009 ^b
	Residual	2539.267	121	20.986		
	Total	2746.347	123			

a. Dependent Variable: JS

b. Predictors: (Constant), HAM, BDI

The sample of 125 female school teachers to see the regression between the predictors and dependent and grouping variables being their age differences has been shown with the level of significance 0.009.

Table 3.2-

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.926	.983		20.260	.000
	BDI	.037	.056	.068	.666	.507
	HAM	.150	.066	.231	2.254	.026

a. Dependent Variable: JS

The sample of 125 female school teachers was taken to study the impact of job stress on depression and anxiety which definitely proves the impact and significant relationship in all.

DEPRESSION TOTAL

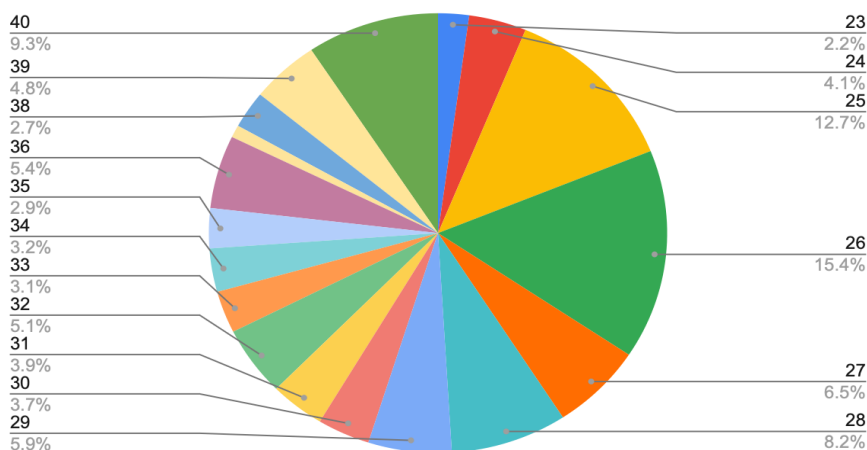


FIGURE 1: Depression Seen In Female School Teachers (25-40 Years Of Age)

JOB STRESS TOTAL

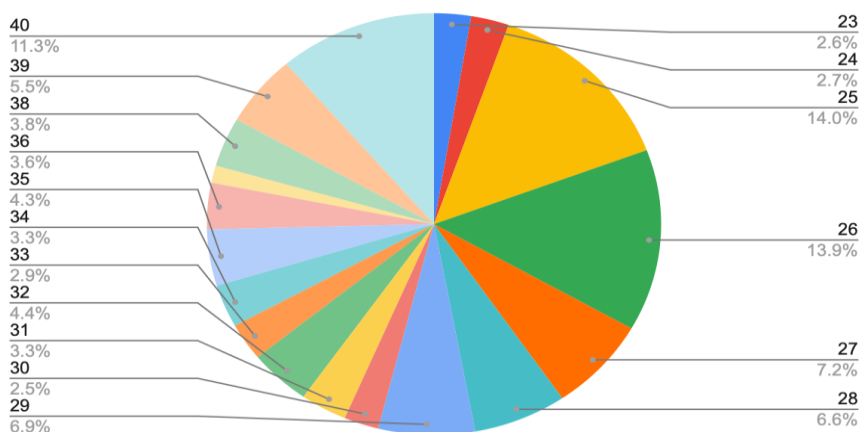


FIGURE 2: Job Stress Seen In Female School Teachers (25-40 Years Of Age)

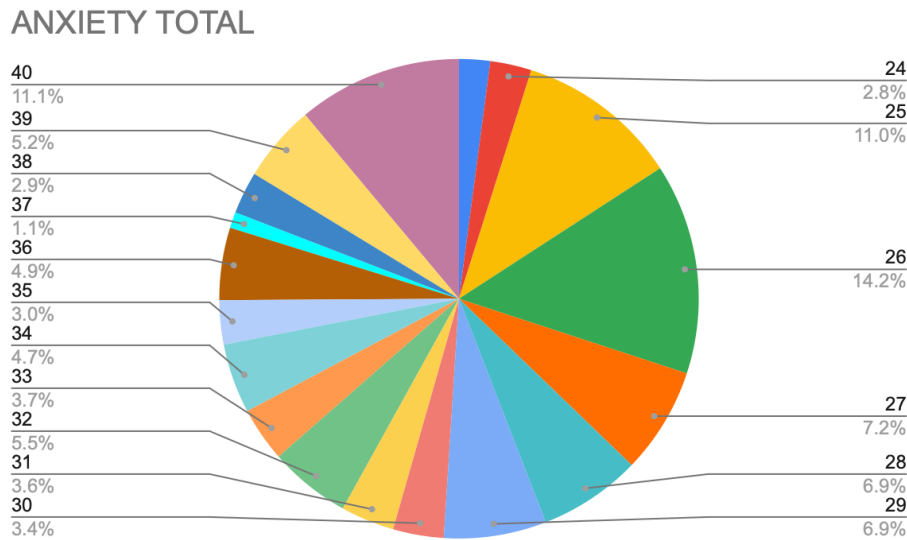


FIGURE 3: Anxiety Seen In Female School Teachers (25-40 Years Of Age)

SECTION 4

4.1 FINDINGS

1. There is a significant relationship between job stress and depression
2. There is a significant relationship between job stress and anxiety.
3. There is an impact of job stress on depression and anxiety.

As per the descriptive statistics starting from Table 1.1 to Table 1.5 indicating different age groups (25-40) of female school teachers with their means, standard deviations and standard error means in our 3 variables- Beck's depression inventory (BDI-II), Workplace Stress scale and Hamilton's Anxiety Scale for analyzing the impact of job stress on depression and anxiety among female school teachers.

Starting with Table 1.1 The sample of 25 aged female school teachers were taken and the mean for 3 variables has been shown each at 15.35 for Beck's depression inventory indicating that in this age group there is definitely mild mood disturbance due to work pressure as well as the value of 10.94 for Hamilton's Anxiety reveals that there is also mild anxiety present for the same reasons and 22.65 for the workplace stress scale shows that there is stress which is copeable by concentrating on seeing what can be done to reduce items with the worst come situations. The difference with the standard deviation of 9.307, 7.537 and 4.015 respectively. With their standard error mean being 2.257 for Beck's depression, 1.828 for Hamilton's anxiety and job stress at 0.974 value by giving us hopes that this is a small age where they have too many challenges yet can be coped during the time.

In Table 1.2 There were 25 females who aged 30 years which were taken and the mean for 3 variables has been shown each at 24.33 for Beck's depression inventory yet falling in the category of moderate depression by stating their career and family pressure and by the value of 18 for Hamilton's Anxiety, that could have mild anxiety for the same reasons as stated above and 21.33 for the workplace stress scale, it's definitely moderate stress as some things about the job could be likely to be pretty stressful yet there is slight difference with the standard deviations of depression and anxiety by 8.622 and 6.083 with the Impact of job stress at 6.028 and their error mean being at 4.978, 3.512 and 3.480 respectively and significantly.

In Table 1.3, there were 25 females who aged 35 years were taken and the mean for 3 variables has been shown each at 12.57 for Beck's depression inventory indicating again there could be mild mood disturbance with the same reasons of handling multiple things at limited time period and mostly females in this age have kids which also talks about the higher stress level for their education and fulfilling their short/long term goals whereas, 9.14 for Hamilton's Anxiety is pretty low and can be said that they know how to tackle things that's why they are not anxious yet stressed. The value of 23.71 for the workplace stress scale does talk about how handling all of this at one time could bring out different emotions and have an impact over the job.

There is much higher difference to be seen in this age group for the standard deviation as well if compared to the means at 7.997 for depression, 5.398 for anxiety and the impact of job stress is 2.690 similar as the standard error mean seen by 3.023, 2.040 and 1.017 respectively for all those 3 variables.

For Table 1.4, there were only 28 females who aged 40 years which were taken and the mean for 3 variables has been shown each at 12.57 for Beck's depression inventory indicating again by this age there is tension for the retirement and children's marriage which is why it could be mild mood disturbance and the same level for the value of 13.33 Hamilton's Anxiety it can be said they are pretty good with resting and not getting anxious often but 21 for the workplace stress also indicates that there is presence of stress yet not that too much high level. Moreover, the standard deviation of anxiety shows higher difference by 7.234 if compared to depression by 48.163 and with the impact of job stress being at 2.646 differing between their standard error means by 4.177, 2.404 and 1.528 respectively.

In Table 1.5, the sample of 125 female participants were taken to study the impact of job stress on depression and anxiety among female school teachers which happened to have the mean by 22.60, 16.66 and 13.75 respectively. By the slight difference between depression and anxiety of their standard deviation of 8.689 and 7.284 and the impact of job stress being at 4.716. We can say that female school teachers are pretty much falling into the moderate depression category for several personal and career reasons as well as through the time and experience they keep learning the ways to tackle themselves to

relax and calm and go easy with the students as well as their family members or friends to lead a mentally healthy lifestyle.

In Table 2, depicting the correlation between job stress and depression in each table for the same where in Table 2.1 there is definitely a positive correlation between depression and the job stress as well as it's significant at the 0.05 level for 2-tailed correlation indicating that how few specific female school teachers in their young age could be depressed about several factors in their life to be successful and fulfill their wants and desires yet some are unable to do so due to job pressure and learning the hard way of experience and knowledge.

In Table 2.2, both the variables have a significant positive relationship between the job stress and Hamilton's anxiety being significant at 0.01 level of correlation revealing that maybe few female teachers who are aged have learnt how to control their anxiety with students, colleagues, family members and be warmly socially available too for maintaining the relationships with everyone yet few young female teachers who have just started their jobs and maybe moved to a new city to follow their dreams and passion have a different way of coping and quite be more anxious in early days.

For Table 3.1 and 3.2 where we have used regression among these 2 variables to study the impact of job stress on depression and anxiety among female school teachers there is a positive significance difference among all of them indicating that even if the teachers are young or old or having any amount of experience yet they'd still fall in the category of depression and anxiety related to their job stress and fear of losing and achieving their dreams or passion. According to the figures (1,2 and 3) indicating that job stress, depression and anxiety is seen higher in the age group from 25-30 years of female school teachers as the newcomers have to adjust in the new environment, look after their respective career and get ready to settle down whereas the age group of 35-40 years of women are mostly looking after their settled career and look after their family which is less concerned towards job stress yet more of personal stress escalating their depression and anxiety.

4.2. CONCLUSION

Our study's objective was to study the impact of job stress on depression and anxiety and so was proven in the study by minor differences within the particular age groups yet we were also able to prove our hypotheses to find the significance difference and relationship among all these 3 variables and each age group having personal and professional reasons of having a significant relationship as well as an impact between job stress, depression and anxiety by 0.190, 0.03 & 0.267 and being also significant at 0.01 and 0.05 level of pearson's correlation (2-tailed) as well as stating that how job stress is dependent on the depression and anxiety by 0.56 and 0.26 respectively and significantly.

4.3 Limitations and Future Recommendations

I thoroughly enjoyed conducting this particular research on female school teachers to understand how well they do their jobs even after going through so much trouble and stress on a daily basis. I just felt due to over-burden and pressure some of the teachers could have just simply given responses without thinking that much which is why it was difficult to figure out the genuine feedback due to less time available to them or being simply restless. Personally, I'd love to have them engaged in yoga or meditation sessions and again conduct the same study to see the difference between their depressed and anxious levels.

REFERENCES

- Bacharach, S., Bauer, S., & Conley, S. (1986). Organizational analysis of stress: The case of elementary and secondary schools. *Work and Occupations*, 13(1), 7-32.
- Blasé, J. (1986). A qualitative analysis of sources of teacher stress: Consequences for performance. *American Educational Research Journal*, 23(1), 13-40.
- Cacha, F.B. (1981) .Teacher Burnout: Causes and Solution. *Kappa Delta, P.Record*, 18(23); 26-27.
- Guglielmi, R.,& Tatrow, K.(1998). Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research*, 68(1), 61-99.
- Kyriacou, C.(2001) Teacher stress : Prevalence, sources and symptoms. *British Journal of Educational Psychology*, 73 (1), pp.130-143.
- Steers, R. M. (1981). *Introduction to organizational behavior*. Glenview: Scott-Foresman Publishing.
- Sutton, R. (1984). Job stress among primary and secondary school teachers : Its relationship to ill-being. *Work and occupations*, 11(1), 7-28.
- Verbrugge, (1987).Working Woman status, role and health. *Journal of Family Issues*. 12:99-103.
- Vijayashree, L. & Mund, P.(2011). Role stress and coping: A case in ITES company, *Mustang Journal of Business & Ethics*: 107-119.