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### EFFECT OF WORK RELATED DEPRESSION ON THE JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS

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#### ABSTRACT

This quantitative study was designed to determine the effect of work-related depression on the job performance of secondary school teachers. The population for this study was the teachers of all the secondary schools in Punjab. The researcher used a convenient sampling technique to select five male and five female schools and 300 secondary school teachers. The researcher adopted a questionnaire developed by Caplan, Cobb and French (1980) by using multiple choice questions to collect desired data about secondary school teachers work-related depression and the other one to measure the performance of secondary school teachers. Study results revealed that coefficient  $r$  shows a weak, moderate and strong positive linear relationships between depression and teacher's performance at secondary schools of districts Sahiwal and Okara however,  $P$  values shows a non-significant positive correlation between depression and Teacher's performance. This study is helpful in formulating policies to prevent teachers from developing work-related depression.

#### BACKGROUND

Depression is an unavoidable part of life. Depression comes in many forms, but it is always a part of life. Financial concerns, a lack of friends, family problems, personal issues, unemployment, and sometimes work have all been factors in depression. The world is changing continuously and plays its role in

increasing depression. According to Kyriacou (2000), teacher's work-related depression can be defined as "a teacher's experience of unpleasant negative emotions such as anger, irritation, anxiety, depression, and nervousness, coming from some part of their profession. The research of depression and the immune system concludes conclusively that depression causes the immune system's efficiency to diminish. Depression is a psychological and physiological response to a scenario that has a negative impact on our mental health. Work-related depression in teachers can be caused by a variety of factors, including administration, work hours, coworker support, or behavior or academic issues (Kyriacou, 2000).

Teachers operate in a dynamic setting where a variety of circumstances can cause mental health problems like loss of self-efficacy, confidence, lack of job satisfaction, lack of support from administrative staff, job stress, depression, and lack of school efficacy. (Kyriacou, 2000; Sultana, Bano, Bano, and Shafa, 2012; Skaalvik, and Skaalvik, 2006; Skaalvik, and Skaalvik, 2017). Furthermore, research shows that unfairness is one of the most common sources of depression among instructors (Van Horn et al., 1999). When people are treated unfairly, depression rises and engagement falls. We used a broad method to measure the psychosocial work environment of teachers in this study (Brown, 2012).

Workplace depression is defined by person-job imbalances, or mismatches, according to the Areas of Work life (AW) model, which highlights six important areas where these imbalances occur (Maslach and Leiter, 2006). These areas include:

- a) workload
- b) control
- c) reward,
- d) community,
- e) fairness
- f) values

Since then, research has backed up the model (Simbula, Panari, Guglielmi, and Fraccaroli, 2012), and the findings highlight the importance of taking into account teachers' understandings and fulfillment with their work conditions and environment, including their perception of justice at work. Equity, according to Van Horn, Schaufeli, and Enzmann (1999), is one of the most common sources of depression among instructors. When people are treated unfairly, depression rises and engagement falls. Skaalvik and Skaalvik (2007) investigated the link between depression, efficacy beliefs, external control, and strain variables in Norwegian teachers.

It was found out that emotional exhaustion and cynicism which are two factors of depression relate to the variables of the school context. Depersonalization was positively connected to external control, and emotional weariness was positively related to behavioral difficulties and disagreement with parents among students. Physiological, psychological, and psychosocial issues are all common side effects of depression. Previous research has found a link

between teacher depression and mental illness (Schaufeli and Greenglass, 2001; Schonfeld, 2001; Zurlo, Pes, and Siegrist, 2010).

This study aimed at investigating the effect of teachers' work-related depression on job performance in the secondary schools of Okara and Sahiwal.

### *Teacher's work-related depression*

In Pakistan's literature view sufficient work has been done on teacher's work-related depression at school level. Different factors of work-related depression indicated in a study conducted by (Hanif & Pervez, 2003). The finding of that study exhibit that the main three factors that cause depression were management, classroom size and personal problems. Another study was conducted in order to find out the different factors that are the causes of teacher's work-related depression and the result of that study shows that classroom size, teaching resources and management are the main causes of teacher's depression (Riaz & Ramzan, 2013). A quantitative study conducted on the private teachers working in Gilgit – Baltistan at secondary school. The results of the study indicates that resources, administrative change, colleagues support and deadlines by the management are the main causes of teacher's work-related depression among secondary school teachers at private schools (Sultana et al., 2012).

In many countries teaching is consider as one of the most depressive professions. Unease state of mind can be described as teacher's work-related depression such as irritation, anxiety, negative conditions, frustration and stress due to their work. In other words, it is described as negative emotions of the teachers in response to their working environment. A teacher's work-related depression or negative emotions are the response of the working condition and environment they face. Forlin indicates that teacher's depression is communal procedure among the teachers and their school surroundings in which the management and administration demands make teacher uncomfortable and resulting in psychological and physiological problems. The teacher's work-related depression can be described as the painful or stress that is created by the school environment that makes teachers depressed. A control case study conducted in China compare work-related depression in primary teachers, secondary school teachers and non-teachers. The result of the study shows that the teachers at primary level has low depression as compare to the teachers at secondary level it shows that the secondary school teachers have high depression level. Overall teachers are at extreme level of work-related depression as contrast to the non teachers groups (Zhong, You, Gan, Zhang, Lu, & Wang, 2009). A control case study conducted in Taiwan shows that there was no significant difference based on teaching experience and qualification. Class size is a main cause of teacher's work-related depression described by Negal (2003) and Trendall (1989).

In all over the world teachers are facing the problem of work-related depression but the ratio of work-related depression may be varying from country to country. In United Kingdom 45% of the head masters accepted that their duty is highly depressive. Another study conducted by Kyriacou (2004) 27% teachers were found to be facing very high or extreme stress in Taiwan.

There were 24% of teachers who were facing high depression in Pakistan. A cross sectional study in India which using a Psycho Social Stress Scale and reported that 42 % teachers in India were in work-related depression. This study was conducted for only female teachers. Comparing teacher work-related depression at different levels there have been many studies about it. The work-related depression has a great impact on society. The work-related depression is the most widely observed stress in the keep health network (Dozois, 2004). Immensely, sub-clinical levels of work-related depression destructive influence on young people, extending the danger for shocking mental condition (Goltlib&Joormann, 2010).

Based on above discussion, we can conclude that depression is a world level problem and the level of depression among teachers very from place to place and from one level of education to the other. The aim of our study was to find the effect of depression on job performance of teachers. However, we also investigated the effect of depression on job performance based on gender and locality.

### ***Teacher's work-related depression and job performance***

Several researches on the subject of depression have been conducted in recent years. People's normal reaction to a circumstance is depression, but severe depression is a serious medical condition. Depression has become a severe problem all over the world, and it can be caused by social or occupational factors (Huberty, 2012). According to the International Labor Organization (ILO), work-related depression affects all countries around the world, all professions, and all worker categories. Depression was also named as the most serious issue of the twentieth century in the World Labor Report of 1993. Workplace depression is defined as negative physical and emotional reactions to a setting that does not meet the demands of employees (Sauter, 1999).

Work of the teacher Colleague behaviour, student response to behaviour, classroom management, administration, academic challenges, offered resources, and staff conduct are all linked to depression (Morton, 1997). The word depression conjures up images of stress, worry, irritability, or other psychological problems. Secondary school instructors face a difficult working environment in the classroom. Teachers have no or little free time, including no time to eat, because the times are planned or organized back-to-back. Less time to eat and sleep has a negative impact on their health and exposes them to a variety of physiological and psychological issues.

According to research published by Taylor (1951), depression usually makes it easier to perform well. High-anxiety teachers accept their responsibilities with trepidation and complete the difficult tasks. Some research' findings differed in terms of the forms of anxiety they studied and the methods they used to measure anxiety. Results and examinations are the most common cause of secondary school teachers' work-related depression, according to several previous studies; depression related to results has a direct impact on teachers' performance. During a student's assessment, teachers frequently grow agitated and exhibit physical symptoms. It has also been shown that instructors with

higher levels of depression perform worse than teachers with lower levels of depression (Eston, 1966).

### *Hypothesis*

1. There is no significant effect of work-related depression on secondary school teachers' job performance.
2. There is no significant effect of work-related depression on secondary school teachers' job performance on the basis of locality.

### *Significance of the Study*

There is a pressing need to improve the school's work environment in which teachers work. It is contingent on the next generation, the administration, and the authorities. The setting in which teachers operate and the resources available to them has a direct impact on their performance. Teachers' working environments in educational institutions have been shown to be unsuitable for them, leading to a variety of psychological difficulties such as depression. That is why teaching is regarded as the most demanding profession on the planet. Workplace dynamics, colleague relationships, administration, resources, staff assistance, and student feedback and conduct all have an impact on a teacher's success.

As a result, it is imperative that teacher concerns be resolved in order to increase their performance and make them happy with their jobs. The study's main goal is to look at secondary school teachers' work-related depression. This research will make some recommendations and suggestions for secondary school teachers to improve their performance. The study's findings will provide important information about secondary school teachers' work-related depression and will assist authorities, teachers, and administration in taking steps and implementing methods to improve the well-being of secondary school teachers across Punjab. This study will help the administrative authorities to minimize the depression of their teachers and hence the improvement of their teachers' job performance in the same way it also helps the teachers as well to improve their own performance. In a nutshell this study is a worth while addition in the existing pool of literature.

### *Delimitations*

The study was delimited to only secondary school teachers working in District Okara and Sahiwal of Province Punjab.

## **METHOD**

The following section explains the methodology of the study.

### *Research Design*

The focus of the study was to explore the effect of work-related depression on the job performance of secondary school teachers'. The nature of the study was quantitative and descriptive technique was used for this study. The

researcher collected relevant data from male and female teachers working in secondary schools of different districts of the Punjab and have a clear understanding of secondary school teachers work-related depression. As the research attempted to examine the relationship among various variables hence the research was co-relational in nature.

### ***Population of the Study***

The population for this study was the teachers of all the secondary schools of Punjab. The population referred to all male and female secondary school teachers each of the Punjab province. The reason for selecting secondary school level was that the secondary school level was the most important phase of students' life in Pakistan because their whole career depends on their success at this stage. Moreover, the secondary school teachers can respond freely and fairly than elementary teachers. All the public secondary school teachers in all over Punjab were considered as population of the study. The researcher also has gender equality among male and female

### ***Sample***

As mention above the population of the study were all secondary school teachers working in Punjab. It was impossible for the researcher to study all the population. So the researcher decided to use convenient sampling technique to select sample for this study thus the researcher selected two districts of the Punjab conveniently which were Okara and Sahiwal. Moreover 5 male and 5 female schools were selected by convenient sampling from selected districts. At the end 300 secondary schools teachers were selected as sample for this study.

The researcher collected data from 150 male and 150 female secondary school teachers. Sample from Sahiwal district was consisted of 150 ale respondents, 70 male teachers and 80 female teachers. Sample from Okara district was consisted of 150 ale respondents, 80 male teachers and 70 female teachers. At the end 300 secondary school teachers considered as sample for this study.

### ***Research Instruments***

Two instruments were used in this study, one the researcher adopted a questionnaire developed by Caplan, Cobb and French (1980) by using multiple choice questions to collect desired data about secondary school teachers work-related depression and the other one to measure the performance of secondary school teachers. The questions were ordered and structured carefully. Easy und simple words were used so that respondents will easily understand the questions and answer them properly. The questions were also translated in Urdu to facilitate arts or old teachers who do not have better understanding in English language. Possible answers were provided properly and respondents were guided to tick the answer in terms of their reply to a question.

### ***Depression Questionnaire***

In this questionnaire total 12 questions were given to be answered by secondary school teachers either teaching in public schools. The validity of items was already tested. Researcher applied Cronbach Coefficient Alpha to check the reliability. A pilot testing conducted on 30 teachers of secondary schools and the reliability coefficient is .79.

### ***Pilot testing of Teacher Performance Evaluation Scale***

Teacher performance evaluation scale (TPES) was developed by the researchers. Developed by Dr. Tahir Khan Farooqi Associate professor (Education) and Dr. NadeemShehzad were taken from the journal---. After validation from experts in this field, it was piloted with the help of 300 SSTs of secondary school of districts Okara and Sahiwal.

### ***Data Collection***

As the researcher selected two districts Okara and Sahiwal and 5 male and 5 female schools from each selected district. For the purpose of data collection the researcher visited these districts personally and collected data himself. The researcher distributed 370 questionnaires among teachers. Some questionnaires were not returned back and some were incomplete which could not be used for study results. At the end 300 questionnaires were used for data entry and further statistical procedures.

### ***Data Analysis***

The researcher used different statistical measures to analyze data. The obtained data was processed by different procedures to convert it into useful information. The researcher used Statistical Package for Social Services (SPSS) version 20 for data analysis. The researcher used different tables to develop a better understanding about effect of work-related depression on the job performance of secondary school teachers.

## **RESULTS**

The correlation matrix between depression and various factors of teachers' job performance are given below.

### ***Correlation between depression and teacher's effectiveness of secondary schools in Sahiwal***

**Table 1** Correlation between Depression and Teacher's Effectiveness in Sahiwal district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.748	0.146
Teacher's Effectiveness	300	15	13.63		

In table 1 coefficient  $r$  (0.748) shows a strong uphill (positive) linear relationship between depression and teacher's effectiveness at secondary schools of district Sahiwal however,  $P$  value of 0.146 reveals that the relationship between depression and teacher's Effectiveness is positive and non-significant.

***Correlation between depression and teacher's knowledge of secondary schools in Sahiwal***

**Table 2** Correlation between Depression and Teacher's Knowledge in Sahiwal district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.687	0.200
Teacher's Knowledge	300	15	13.31		

In table 2 coefficient  $r$  (0.687) shows a moderate uphill (positive) linear relationship between depression and teacher's knowledge at secondary schools of district Sahiwal however,  $P$  value of 0.200 reveals that the relationship between depression and teacher's Knowledge is positive and non-significant.

***Correlation between depression and teacher's analytical ability of secondary schools in Sahiwal***

**Table 3** Correlation between Depression and Teacher's analytical ability in Sahiwal district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.499	0.392
Teacher's analytical ability	300	15.10	10.59		

In table 3 coefficient  $r$  (0.499) shows a weak uphill (positive) linear relationship between depression and teacher's analytical ability at secondary schools of district Sahiwal however,  $P$  value of 0.392 reveals that the relationship between depression and teacher's Analytical ability is positive and non-significant.

***Correlation between depression and teacher's teaching strategies of secondary schools in Sahiwal***

**Table 4** Correlation between Depression and teaching strategies in Sahiwal district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.513	0.376
Teacher's	300	15	7.38		



teaching strategies					
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In table 4 coefficient  $r$  (0.513) shows a moderate uphill (positive) linear relationship between depression and teacher's teaching strategies at secondary schools of district Sahiwal however, P value of 0.376 reveals that the relationship between depression and teaching strategies is positive and non-significant.

***Correlation between depression and teacher's Effectiveness of secondary schools in Okara***

**Table 5** Correlation between Depression and Teacher's Effectiveness in Okara district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.762	0.134
Teacher's Effectiveness	300	15	7.38		

In table 5 coefficient  $r$  (0.762) shows a strong uphill (positive) linear relationship between depression and teacher's Effectiveness at secondary schools of district Okara however, P value of 0.134 reveals that the relationship between depression and teacher's Effectiveness is positive and non-significant.

***Correlation between depression and Teacher's Knowledge of secondary schools in Okara***

**Table 6** Correlation between Depression and Teacher's Knowledge in Okara district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.718	0.172
Teacher's Knowledge	300	14.95	13.07		

In table 6 coefficient  $r$  (0.718) shows a strong uphill (positive) linear relationship between depression and teacher's Knowledge at secondary schools of district Okara however, P value of 0.172 reveals that the relationship between depression and teacher's Knowledge is positive and non-significant.

***Correlation between depression and Teacher's analytical ability of secondary schools in Okara***

**Table 7** Correlation between Depression and Teacher's analytical ability in Okara district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.499	0.392
Teacher's analytical ability	150	15.10	10.59		

In table 7 coefficient  $r$  (0.499) shows a weak uphill (positive) linear relationship between depression and teacher's analytical ability at secondary schools of district Okara however, P value of 0.392 reveals that the relationship between depression and Teacher's analytical ability is positive and non-significant.

***Correlation between depression and Teacher's teaching strategies of secondary schools in Okara***

**Table 8** Correlation between Depression and teaching strategies in Okara district

	N	Mean	STD.	r value	P- value
Depression	300	29.95	12.60	0.523	0.366
Teacher's teaching strategies	300	15	14		

In table 8 coefficient  $r$  (0.523) shows a moderate uphill (positive) linear relationship between depression and teacher's teaching strategies at secondary schools of district Okara however, P value of 0.366 reveals that the relationship between depression and Teacher's teaching strategies is positive and non-significant.

***Relationship between depression and Teacher's Performance at secondary schools of districts Sahiwal and Okara***

**Table 9** Correlation between depression and teacher's performance

Variable		Teacher Effectiveness	Teachers Knowledge	Analytical Ability	Teaching Strategies
Sahiwal					
Depression	Coefficient $r$	0.748	0.687	0.499	0.513
	P- value	0.146	0.200	0.392	0.376
Okara					
Depression	Coefficient $r$	0.762	0.718	0.499	0.523

	P- value	0.134	0.172	0.392	0.366
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In table 9 coefficient r shows a weak, moderate and strong positive linear relationships between depression and different factors including teacher's effectiveness, teacher's knowledge, teacher's analytical ability and teaching strategies of teacher's performance at secondary schools of districts Sahiwal and Okara however, P values shows that the relationship between depression and Teacher's performance is positive and non-significant.

## FINDINGS

The study's findings indicate all secondary school teachers experience work-related depression but its effect on their job performance is non-significant.

1. Coefficient r (0.748) reveals a positive linear relationship between depression and teacher's effectiveness at secondary schools of district Sahiwal; however, P value of 0.146 reveals that the relationship between depression and teachers' effectiveness is positive and non-significant.
2. Coefficient r (0.687) has shown that there is positive linear relationship between depression and teacher's knowledge at secondary schools of district Sahiwal; however, P value of 0.200 reveals that the relationship between depression and teacher's knowledge is positive and non-significant.
3. Coefficient r (0.499) has shown that there is positive linear relationship between depression and teacher's analytical ability at secondary schools of district Sahiwal; however, P value of 0.392 shows that the relationship between depression and teacher's analytical ability is positive and non-significant.
4. Coefficient r (0.513) has shown that there is positive linear relationship between depression and teacher's teaching strategies at secondary schools of district Sahiwal; however, P value of 0.376 shows that the relationship between depression and teacher's teaching strategies is positive and non-significant.
5. Coefficient r (0.762) reveals a positive linear association between depression and teacher's Effectiveness at secondary schools of district Okara; however, P value of 0.134 shows that the relationship between depression and teacher's Effectiveness is positive and non-significant.
6. Coefficient r (0.718) reveals a positive linear association between depression and teacher's Knowledge at secondary schools of district Okara; however, P value of 0.172 shows that the relationship between depression and teacher's Knowledge is positive and non-significant.
7. Coefficient r (0.499) reveals a positive linear association between depression and teacher's analytical ability at secondary schools of district Okara; however, P value of 0.392 shows that the relationship a between depression and Teacher's analytical ability is positive and non-significant.
8. Coefficient r (0.523) show that there is a positive linear relationship between depression and teacher's teaching strategies at secondary schools of district Okara; however, P value of 0.366shows that the relationship between depression and Teacher's teaching strategies is positive and non-significant.
9. There is non-significant correlation between depression and teachers' job performance.

## DISCUSSION

Teachers are critical in preparing pupils to meet the difficulties of today's world. This is why teachers are referred to as nation builders for all time. Teachers require a good work environment and a sense of fulfillment in order to carry out their tasks effectively. Secondary school teachers face a variety of physiological and psychological difficulties that contribute to work-related depression. Teachers' dedication to the job is hampered by these mental health concerns. Effect of work-related depression on the job performance of secondary school teachers was the focus of this research, which looked at the topic from a variety of angles. To gather the needed information for this investigation, the researcher customized two questionnaires. Teachers have been reported to be depressed as a result of work-related stress, and this has a negative impact on both their personal life and professional performance. One of the main goals of the research was to find out if depression among secondary school teachers and effect of depression on performance of the Teachers. Ultimately, the study's findings indicated that all secondary school teachers experienced melancholy as a result of their job duties. There is no discernible variation in the prevalence of work-related depression among secondary school teachers by gender and locality. Another research corroborated the findings of the current study. It is a reality that teacher-related melancholy is nearly hard to eradicate entirely. There is a need to raise awareness among the community, society, and management about the need of creating a conducive school climate that minimizes teacher psychological distress (Mirowsky & Ross, 2003). Parents, administrators, and community members are generally ignorant of secondary school teachers' work-related psychological difficulties, which have an effect on their mental health.

## RECOMMENDATIONS

Following are some recommendations from this study

1. It is recommended for additional research should collect data using a combination of methods. Further research should collect data on these psychological difficulties using questionnaires, observation and interviews.
2. Teachers who suffer from depression as a result of their jobs should be helped by the government.
3. It is advised that more research be conducted to determine the fundamental variables that contribute to the effect of work-related depression on the job performance of secondary school teachers.
4. It is recommended secondary school administrators and headmasters are urged to take steps to reduce the likelihood of their employees developing work-related psychological problems.
5. The purpose of this study was to investigate effect of work-related depression on the job performance of secondary school teachers. The similar study may be done to examine depression among primary, elementary, or university teachers.

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