

DEPRESSION, STRESS AND ANXIETY AMONG MARRIED AND UNMARRIED STUDENT-TEACHERS OF HYDERABAD

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Abstract : Emotional wellness incorporates our mental and social prosperity impacting our thinking, feeling and how we adapt and adjust to certain life situations. It is a choice regarding how we go about handling pressure and overcoming it by making certain decisions. This study is an attempt to compare the levels of depression, anxiety and stress among married and unmarried student-teachers. DASS-21, depression, anxiety and stress scale-21, prepared by Lovibond & Lovibond (1995) is administered on student-teachers (50 married and 50 unmarried) of Anwar-UI-Uloom College of Education, Hyderabad. For data analysis, under descriptive statistics, mean, standard deviation and standard error is calculated and under inferential statistics, an independent sample t-test is used to analyze the significant difference between the said groups. The study shows no statistically significant difference between married and unmarried student-teachers concerning depression, anxiety, and stress as all the calculated t-values are found to be greater than the alpha 0.05 level of significance. Educational implications are further discussed.

IndexTerms – Anxiety, Depression, Hyderabad, Stress, Student-teachers.

I. INTRODUCTION

The era of global technology has made life uncertain and complex. It has also brought clashes between attitudes, thoughts, values and morals of people, which oftentimes accelerate the levels of depression, stress, and anxiety, not only in the elderly, but also in adults, adolescents, and children as well that makes these indicators vital part of life. It is observed that students of any age or course, get exposed to different kinds of hurdles and challenges in their lives that generally leads to various types of mental health problems, among which falls the depression, stress, and anxiety.

Rowe, D. an Australian psychologist well-quoted definition of depression says, “*Depression is a prison where you are both the suffering prisoner and the cruel jailer*”^[1]. Depression is the feeling of being deprived of love and care. The sign of depression starts with a negative reaction to life situations when someone is unable to cope up with the symptoms of stress and anxiety for an expanded time. This state, eventually, leads to depression – which lands up an individual in body illness; tarnishing the entire thinking process of the person. Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think, and how you act^[2]. A few of the symptoms that lead to depression or factors that cause depression are unhappiness, negative self-criticism, gloominess, deep grief, joylessness, and disinterest^[15].

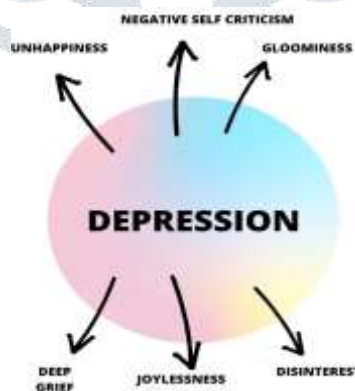


Fig1 illustrates a few of the factors of depression

Next to depression comes stress. Excessive levels of stress negatively stir the mental health of individuals. Stress, in this day and age, is found to be a common phenomenon experienced by students. Borysenko, J., one of the leading experts on stress, says that “*every day brings a choice: to practice stress or to practice peace*”^[3]. This signals the individuals' choice i.e. whether we choose to rehearse pressure or harmony within ourselves. Stress is a state of an individual that results from the interaction of the individual with the environment that is perceived as threatening to the well-being. It is an external constraint that directly upsets the individual both mentally and physically^[4]. A few of the factors that lead to stress are impatience, overreaction, getting upset frequently, and being unrelaxed^[15].



Fig2 depicts a few of the parameters of stress

Other than depression and stress we have anxiety, which bluntly influences our life. Gibran, K., a well-known Lebanese writer, says about anxiety that, “*anxiety does not come from thinking about the future, but from wanting to control it*”^[5]. Anxiousness arises not from cognitive activity rather, it arises out of the desire to control certain situations of life. Anxiety is feeling tensed or fearful of a happening, event, occurrence, etc. It triggers because of immoderate thinking, which calls forth emotional disorder affecting every individual. A few of the indicators of anxiety are increased heart rate, fight/flight response, agitation, or panic^[15].



Fig3 shows a few of the indicators of anxiety

II. SIGNIFICANCE OF THE STUDY

Depression, stress, and anxiety are the recurring factors of human life. These are the common ingredients experienced by us in our day-to-day activities. However, it is observed that every individual can endure depression, stress, and anxiety to a certain extent but when the limit exceeds, they go through adverse effects. These factors greatly impact the productivity of not only employers or teachers but also students as well. Students', when experience high levels of any of the above factors, display inadequate mental health, which is an important part of healthy living and obstructing it leads to poor productivity and substandard quality of life. Today, the overall mental health of students is of major concern due to the adverse effects of the present pandemic (Covid 19), expansion of digitalization (online classrooms), an increasing number of suicides, divorces, lack of life skills, inability to cope with depression, stress, and anxiety in day-to-day life. It is because of this significance, the present study is carried out to statistically analyze the extent to which student-teachers of the city Hyderabad, both married and unmarried, undergo depression, stress, and anxiety so that the necessary implications can be driven out by the educational practitioners and implemented for the improvement of student-teachers.

III. REVIEW OF RELATED LITERATURE

Laxman (2019) researched “The Correlative Stress and Stress Management of trainee teachers of teacher education”. It was found that there is no significant difference in stress levels of male and female trainee teachers also, a low positive level of correlation was found between Stress and Stress management^[6].

Maqsood, Akhtar, Latif (2019) conducted a study “The effect of Depression among working and Non-working Married Women, a Comparative Study”. Results showed that non-working women have less depression compared to working women^[8].

Dr Mehetre (2018) researched "Frustration among married and unmarried teachers". The sample consisted of 30 married teachers and 30 unmarried teachers. The researcher used the frustration test designed by Dr Chauhan, N. S. and Dr Tiwari, G. P. The statistics confirmed more frustration level in married teachers than unmarried ones^[7].

Praveen (2009) studied stress among married and unmarried working women, which yielded the result that overall work-related stress was more in married working women than unmarried working women^[9].

Hashmi, Khurshid and Hassan (2007) researched "Marital adjustment, stress and depression among students working and non-working married women." Results indicated a highly significant relationship between married adjustment, depression, and stress. Findings also showed that working married women have more problems when compared to non-working married women^[10].

Chorlotte, Agnes, and Juliet (2003) conducted research entitled "Marital Status and Other Causes of Stress among non-traditional female students Combining Work and Study: the Case of a Private Institution." It concluded that married students who are blessed with understanding and supportive family showed lower levels of stress when compared to their counterparts^[11].

Therefore, with the help of the literature review, it can be concluded that depression, stress and anxiety greatly control the course of human life; more significantly in the domain of the married population. The review also lends us an avenue for research in the field of education institutions by considering the married and unmarried population. The research in this area will assist future research on depression, stress, and anxiety.

IV. RESEARCH OBJECTIVES

- To study depression among married and unmarried student-teachers of Hyderabad.
- To study anxiety among married and unmarried student-teachers of Hyderabad.
- To study stress among married and unmarried student-teachers of Hyderabad.

V. RESEARCH HYPOTHESES

- H_0 : There is no statistically significant difference in the levels of depression between married and unmarried student-teachers of Hyderabad.
- H_0 : There is no statistically significant difference in the levels of anxiety between married and unmarried student-teachers of Hyderabad.
- H_0 : There is no statistically significant difference in the levels of stress between married and unmarried student-teachers of Hyderabad.

VI. RESEARCH METHODOLOGY

6.1 Conceptual Framework

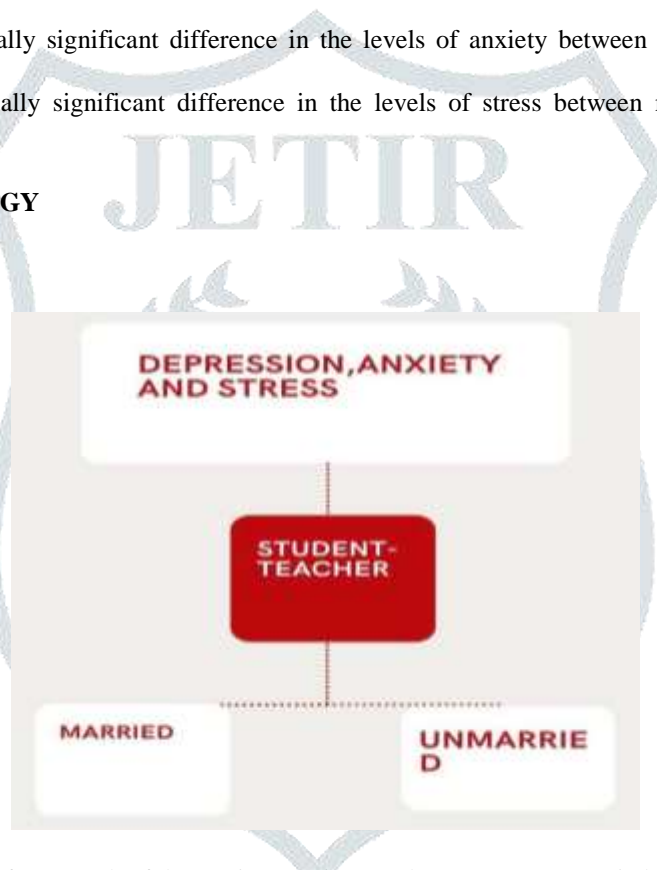


Fig 4 illustrates the conceptual framework of depression, anxiety, and stress among married and unmarried student-teachers

This study is comparative in nature, which attempts to estimate the depression, anxiety and stress between married and unmarried student-teachers of Anwar-Ul-Uloom College of Education. This research endeavours to report the similarity and differences among the levels of depression, anxiety, and stress of married and unmarried student-teachers of Hyderabad.

6.2 Population and Sample

The entire married and unmarried student-teachers of Hyderabad, G.H.M.C. limits cover the area of the population for the present study. However, 50 married and 50 unmarried student-teachers of Anwar-Ul-Uloom College of Education, Hyderabad, Telangana are the sample of this study.

6.3 Data and Sources of Data

The primary data is collected from married and unmarried student-teachers of Anwar-Ul-Uloom College of Education. The responses have been collected using the DASS-21 scale in Google forms.

Various online journals, blogs, etc. have been the secondary source of data mentioned in the reference section.

6.4 Tool for Measurement

The Depression, Anxiety, and Stress Scale-21 (DASS-21) given by Lovibond & Lovibond (1995) is used to collect data via online (Google forms) by the researchers^[12]. DASS-21 consists of 3 self-report scales, which are depression, anxiety, and stress. Each of the three DASS-21 scales contains 7 items^[13].

6.5 Reliability and Validity of the tool

Cooker and Sanni (2018) has found DAS 21 to have admirable Psychometric properties. It is reliable, valid and can easily be administered. It has Cronbach alpha values of 0.81, 0.89, and 0.78. It has good internal consistency, concurrent, and convergent validities^[14].

6.6 Scoring of the Tool

DASS-21 is a Likert scale consisting of 4 points^[13]. Option one is given a rating of 0 which represents whether the respondent anytime identifies with the situation and feeling or not. Option 2 is given rating 1 which implies that the respondent feels that way sometimes. Option 3 is given rating 2 which implies that the respondent identifies with the feeling and situation to a considerate degree or near to most of the time. Option 4 is given rating 3, which implies that the respondent agrees with the statement most of the time.

DASS-21 has in total 21 items which is divided into 7 items for each subscale i.e., 3, 5, 10, 13, 16, 17, 21 gauge depression, items 2, 4, 7, 9, 15, 19, 20 estimate anxiety and items 1, 6, 8, 11, 12, 14, 18 compute stress.

As DASS-21 being the abbreviated form of DASS-42, the last score of each scale i.e., depression, anxiety and stress have to be multiplied by two (x2)^[15].

VII. STATISTICAL ANALYSIS

This section elaborates the proper statistical models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

7.1 Descriptive Statistics

Under descriptive statistics, mean, standard deviation, and standard error is done on the collected data.

Table-1: Descriptive Statistics of Depression, Anxiety and Stress

<i>Descriptive Statistics</i>					
	MARITAL STATUS	N	MEAN	STANDARD DEVIATION	STANDARD ERROR
Depression	Married	50	10.84	9.8817	1.3975
	Unmarried	50	13.8	8.7528	1.2378
Anxiety	Married	50	13.28	9.7626	1.3806
	Unmarried	50	17.32	9.7362	1.3769
Stress	Married	50	15.8	9.766	1.3812
	Unmarried	50	19.08	9.5037	1.344

As it can be observed in the above table, the calculated mean of married student-teachers is less than unmarried student-teachers for all the subscales, which means that the average levels of depression, anxiety, and stress is more in unmarried student-teachers than unmarried ones. However, the standard deviation of married and unmarried student-teachers for the subscales depression and stress is less for unmarried student-teachers and more for married ones but apart from this, the remaining scores of standard deviation for the subscale anxiety and standard error for the subscales depression, anxiety, and stress are almost the same.

7.2 Inferential Statistics

Under inferential statistics, an independent sample t-test is used to compare the significant difference between the independent groups, married and unmarried student-teachers, concerning depression, anxiety, and stress at a significance (α) level of 0.05.

Table 2: Significance testing of Hypothesis I

	Marital status	N	Mean	Standard deviation	t-value	Remarks
Depression	Married	50	10.84	9.8817	-1.58	Not significant
	Unmarried	50	13.8	8.7528		

(Table value of 't' at 5% level of significance is 1.96)

Interpretation: There is no statistically significant difference between married and unmarried student-teachers levels of depression as the calculated t-value = -1.58 is found to be less than the critical value = 1.96 at α 0.05 level where n= 100 and df= 98.

Table 3: Significance testing of Hypothesis II

	Marital status	N	Mean	Standard deviation	t-value	Remarks
Anxiety	Married	50	13.28	9.7626	-2.07	Not Significant
	Unmarried	50	17.32	9.7362		

(Table value of 't' at 5% level of significance is 1.96)

Interpretation: There is no statistically significant difference between married and unmarried student-teachers levels of anxiety as the calculated t-value = -2.07 is found to be less than the critical value = 1.96 at α 0.05 level where n= 100 and df= 98.

Table 4: Significance testing of Hypothesis III

	Marital status	N	Mean	Standard deviation	t-value	Remarks
Stress	Married	50	15.8	9.766	-1.7	Not significant
	Unmarried	50	19.08	9.5037		

(Table value of 't' at 5% level of significance is 1.96)

Interpretation: There is no statistically significant difference between married and unmarried student-teachers levels of stress as the calculated t-value = -1.7 is found to be less than the critical value = 1.96 at α 0.05 level where n= 100 and df= 98.

VIII. CONCLUSION

Table 2, 3 and 4 show the calculated t-values of depression, anxiety, and stress. The calculated t-scores for the scale depression is -1.58, anxiety is -2.07, and stress is -1.7, which are found to be less than the critical value or table value at α 0.05 level thus, indicating this study to be statistically insignificant.

Therefore, it can be concluded that there is no statistically significant difference among married and unmarried student-teachers with regard to the levels of depression, anxiety, and stress.

IX. DISCUSSION AND EDUCATIONAL IMPLICATIONS

Analysis of the present study concludes that be it married or unmarried student-teachers, the marital status has not much influence on psychological constraints depression, anxiety, and stress as both the groups are statistically found to be on the same page. However, considering the mean values of all the three constructs of both the groups, the married student-teachers average is less than the unmarried ones, which is probably due to the experience, maturity, and shared responsibility that marriage brings about or because of the strong support given by their spouse, in-laws, children, parents, and friends.

However, the reason for depression, anxiety, and stress can be a general health issue or family issues as well. Family makes an unseen shield around students protecting them at every step to overcome challenges in life but this shield is breaking these days as a result of which students land up in difficult situations where they become hopeless and hence, choose to give up life.

Apart from the personal relationships, it would not be incorrect in stating that teachers also impact student-teachers life and decisions or the way they act or react or deal with the daily challenges either personal or professional. In this context, it is recommended that the educational community can make maximum efforts to lend an everlasting support system concerning student-teachers mental health this is so because teachers not only form the backbone of student-teachers by strengthening them intellectually but also aid them morally and emotionally by imparting the required knowledge, which will hopefully help student-teachers in managing their uneasiness caused due to excessive levels of either depression, anxiety, or stress. Mentors can reach out to their mentees and intervene if their mentees are going through any hardship as the same may be practiced by their mentees in future when they are entrusted with the responsibility of nurturing young minds.

Parents and teachers can together be of great help for the student-teachers who are going through any kind of the said difficulties. However, early diagnosis of the said constructs symptoms can be helpful as it will provide a chance of taking the necessary steps before the situation is worsening. This is possible not only by keeping a check on the academic progress of the student-teachers but also by observing their behavior in and outside the class and at home as well. Educational stakeholders can follow several techniques, such as narrating anecdotes, sharing personal experiences, meditation, regular exercises, recreation, healthy discussion and debates, providing a room for student-teachers to share their thoughts, feelings, and fears, and by building a positive attitude towards life. Student-teachers can also be recommended to counselors in case of grieve condition. Howbeit, no matter how fierce the ailment be, it can be combated with a positive spirit.

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