

Depression, Anxiety and Stress among Higher Secondary School Teachers in South 24 Pargana District, West Bengal

Chattu Mondal*

Ph.D. Research Scholar, Department of Education, Jadavpur University, West Bengal.

Abstract

Depression, anxiety and stress disorder start from early age. These disorders are common in every professions as well as teaching profession. The main purpose of this study is to investigate the level of depression anxiety and stress among higher secondary school teachers on the basis of demographic features. **Methodology:** The present study was conducted on higher secondary school teachers. For sample selection, purposive sampling technique was used. Total sample of present study were 62 sample (31 male and 31 female). Data were collected by depression anxiety stress Scale (DASS-21, Lovibond, 1995). **Result:** In the present study the result showed that no significant difference in the level of depression, anxiety and stress of higher secondary school teachers exists.

Keywords: Depression, Anxiety, Stress, Higher Secondary School Teachers.

Introduction

Depression, anxiety and stress are common feature in our life and our work-lives. Teaching is an ideal job beside highly stressful, responsible, man making work. Every individual Teachers are facing different problems allows in school oriented situation like classroom control, educational management and administration, relation between students and teaching stuff, effective communication, salary and other personal and family matter etc. These factors are very much related with teachers mental health. Teaching has been proved as a stressful job (Agai-demjahas, 2015). Delcor and Colleagues (2004) cite excessive workload as one of the most stressful job characteristics of teaching. In some countries, it is expected that teachers not only spend time on instructional

activities such as lesson planning, classroom teaching and grading home work, but also on tasks such as running co-curricular activities, attending or facilitating professional development activities, and engaging parents and the community. Moreover, teachers are also expected to engage in administrative duties related to teaching and learning such as filling out student report cards and tracking student attendance in class (Othman, 2019).

Emotional exhaustion, high demands, low job control, high work load, and low reward are factors known to increase the risk for burnout (Aronsson, 2017). Additionally personal characteristics such as low self-efficacy and poor leadership were associated with burnout (Arvidsson, 2016). A study conducted among 580 secondary school teachers Kota Bharu found prevalence of stress (34%). The factors like age and duration of work played pivotal roles in contributing to stress in general (Hadi, 2008). Teachers who were teaching in secondary school, having less teaching experience, and married and have more than two children were more susceptible towards burnout (Mukundan, 2011).

Using salivary biomarkers of stress, the prevalence of stress in an urban setting in Malaysia was 20% among teachers of Malay ethnicity (Masilamani, 2012). In another study, only five determinants of teacher stress were identified; namely pupil's misbehavior, teacher's workload, time and resources difficulties, recognition, and interpersonal relationship. Other demographic factors such as age, length of teaching experience, and the respondents' monthly salary were not significantly correlated with stress (Ghani, 2014). Stress is the abnormal reaction that the organism displays against threatening environmental elements (Luthana, 1994). Stress, in general sense, is used for pressure that people are exposed in life (Jepson & Forrest, 2006) may be defined as the individual effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person (Griffin, 1990). In addition, cultural and geographical factors such as climate and religion may shape factors of stress (Cooper & Davidson, 1987). Teacher's stress is defined as experience among teachers a unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001).

Objectives of study:

1. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their age.

2. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their gender.
3. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their caste.
4. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their habitat.
5. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their educational qualification.
6. To know the level of depression, anxiety and stress among higher secondary school teachers on the basis of their monthly income.

Hypotheses of study:

The following null hypotheses were formulated,

H₀1: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers on the basis of their age.

H₀2: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers according to their gender.

H₀3: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers according to their caste.

H₀4: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers on the basis of their habitat.

H₀5: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers on the basis of their educational qualification.

H₀6: There is no significant difference in the level of depression, anxiety and stress among higher secondary school teachers according to their monthly income.

Sample:

In the present study, the investigator selected 62 (31 are male teachers and 31 are female teachers) teachers from different govt. aided higher secondary school of South 24 pgs (West Bengal) as sample. The investigator adopted purposive sampling technique for sample selection. The distributions of sample based on their age, gender, caste, habitat, educational qualification and monthly income.

Table 1: Demographic characteristic of the sample are shown in the following table

VARIABLES		Total number	Percentage (%)
AGE	26-35	28	45.2%
	36-45	19	30.6%
	46 AND ABOVE	15	24.2%
GENDER	MALE	31	50%
	FEMALE	31	50%
CASTE	SC	14	22.6%
	OBC	7	11.3%
	GENERAL	41	66.1%
HABITAT	RURAL	21	33.9%
	URBAN	26	41.9%
	SEMI-URBAN	15	24.2%
EDUCATIONAL QUALIFICATION	GRADUATE	22	35.5%
MONTHLY INCOME	POST-GRADUATE	40	64.5%
	BELOW 15000	20	32.3%
	16000-35000	31	50%
	36000 AND ABOVE	11	17.7%

Tool & technique used:

The self-administered depression, anxiety and stress scale (DASS-21) questionnaire was used to collect data. DASS was a set of three self-report inventory developed by Lovibond & Lovibond (1995). In addition to the basic 42 item questionnaire, a short version, the DASS- 21, is available with 7 items per scale, each reflecting a negative emotional symptoms. In the present study the short (DASS-21) version of DASS was used. As recommended, the obtained scale scores are multiplied by 2, to make them comparable to the DASS normative data score. Each of these is rated on a four-point Likert scale of severity of the participant's experience over the previous week with the intention emphasizing states over traits. Purposive sampling technique was followed to collect the data.

The rating (DASS 21) scale is as follows:

- 0 did not apply to me at all
- 1 applied to me to some degree, or some of the time
- 2 applied to me to a considerable degree or a good part of time
- 3 applied to me very much or most of the time

Table 2: Level of Depression, Anxiety and Stress according to DASS-21

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely severe	28+	20+	34+

Data analysis and Interpretation

Section: 1 (Depression category)**Table 3.1: Depression levels on the basis of age group**

AGE IN YEAR	Levels of Depression				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
26-35	14	5	8	1	28	6	7.110	.311	Not significant
36-45	8	5	3	3	19				
46 & +	8	0	5	2	15				
Total	30	10	16	6	62				

Interpretation: It is observed from table 3.1 that X²value is 7.110 and significant value .311, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of depression of higher secondary school teachers on the basis of their age.

Table 3.2: levels of Depression on the basis of gender

GENDER	Levels of Depression				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
MALE	15	5	9	2	31	3	.917	.821	Significant
FEMALE	15	5	7	4	31				
TOTAL	30	10	16	6	62				

Interpretation: It is clear from table 3.2 that X²value is .917 and significant value is .821, this result showed that there exists significant difference in the level of depression. There for the null hypothesis is rejected.

Table 3.3: levels of Depression on the basis of caste

CASTE	Levels of Depression				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
SC	7	3	4	0	14	9	11.301	.256	Not significant
OBC	2	3	3	0	7				
GENERAL	21	4	9	6	40				
TOTAL	30	10	16	6	62				

Interpretation: It is observed from table 3.3 that X²value is 11.301 and significant value .256, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of depression of higher secondary school teachers on the basis of caste.

Table 3.4: Levels of Depression on the basis of habitat

HABITAT	Levels of Depression				Total	df	X ² - test value	Significance / not-significance	Remark
	Normal	Mild	Moderate	Severe					
RURAL	9	5	4	3	21	6	6.115	.410	Not significant
URBAN	16	2	7	1	26				
SEMI-URBAN	5	3	5	2	15				
TOTAL	30	10	16	6	62				

Interpretation: According to this table, the result found that the nature of habitat is not effective matter for depress. From the table we show, X^2 value is 6.115 and significant value .410, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This result shows that there is no significant difference in the level of depression of higher secondary school teachers on the basis of habitat

Table 3.5: Levels of Depression on the basis of educational qualification

EDUCATIONAL QUALIFICATION	Levels of Depression				Total	df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
GRADUATE	10	5	5	2	22	3	1.118	.773	Not significant
POST-GRADUATE	20	5	11	4	40				
TOTAL	30	10	16	6	62				

Interpretation: Above table show that X^2 value is 1.118 and significant value is .773. Thus the null hypothesis is accepted. This table shows that there is no significant difference among level of depression between graduate and post- graduate school teachers.

Table 3.6: Levels of Depression on the basis of monthly income

MONTHLY INCOME	Levels of Depression				Total	Df	X^2 - test value	Significant value	Remark
	Normal	Mild	Moderate	Severe					
BELLOW-15000	7	1	7	5	20	6	11.978	.062	Not significant
16000-35000	16	7	7	1	31				
36000 AND ABOVE	7	2	2	0	11				
TOTAL	30	10	16	6	62				

Interpretation: It is observed from table 3.6 that X^2 value is 11.978 and significant value .062, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of depression of higher secondary school teachers according to their monthly income.

Section: 2 (Anxiety category)

Table 4.1: Levels of Anxiety on the basis of age

AGE IN YEAR	Levels of Anxiety				Total	Df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
26-35	12	2	6	8	28	6	10.128	.256	Not significant
36-45	1	3	7	8	19				
46 & +	6	3	3	3	15				
Total	19	8	16	19	62				

Interpretation: It is observed from table 4.1 that X^2 value is 10.128 and significant value .256, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This result shows that there is no significant difference in the level of anxiety of higher secondary school teachers on the basis of different age group.

Table 4.2: Level of Anxiety on the basis of gender

GENDER	Levels OF Anxiety				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
MALE	9	4	8	10	31	3	1.453	.835	Not Significant
FEMALE	10	4	8	9	31				
TOTAL	198	16	19	62					

Interpretation: It is clear from table 4.2 that X^2 value is 1.453 and significant value is .835, this show that there is no significant difference in the level of anxiety. The null hypothesis is not rejected. Gender difference is not important feature for increase or decrease of the nature of anxiety.

Table 4.3: Level of Anxiety on the basis of caste

CASTE	Levels of Anxiety				Total	df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
SC	1	3	6	4	14	9	19.531	.076	Not significant
OBC	1	0	2	4	7				
GENERAL	17	5	8	11	41				
TOTAL	19	8	16	19	62				

Interpretation: It is observed from table 4.3 that X^2 value is 19.531 and significant value 0.76, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of anxiety of higher secondary school teachers on the basis of caste discrimination.

Table 4.4: Levels of Anxiety on the basis of habitat

HABITAT	Levels of Anxiety				Total	df	X ² - test value	Signifi- cance / not-signi- ficance	Remark
	Normal	Mild	Moderate	Severe					
RURAL	3	1	10	7	21	6	18.159	.020	Not significant
URBAN	12	3	4	7	26				
SEMI- URBAN	4	4	2	5	15				
TOTAL	19	8	16	19	62				

Interpretation: According to this table, the result found that the nature of habitat is not effective matter for depress. From the table we show, X^2 value is 18.159 and significant value .020, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of anxiety of higher secondary school teachers on the basis of their habitat.

Table 4.5: Levels of Anxiety on the basis of educational qualification

EDUCATIONAL QUALIFICATION	Levels of Anxiety				Total	Df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
GRADUATE	6	4	4	8	22	3	3.346	.502	Not significant
POST-GRADUATE	13	4	12	11	40				
TOTAL	19	8	16	19	62				

Interpretation: Above table shows that X^2 value is 3.346 and significant value is .502. Thus the null hypothesis is accepted. This table shows that there is no significant difference among level of anxiety between graduate and post- graduate school teachers.

Table 4.6: Levels of Anxiety on the basis of monthly incomes

MONTHLY INCOME	Levels of Anxiety				Total	df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
BELLOW-15000	5	1	5	9	20	6	6.324	.611	Not significant
16000-35000	10	5	10	6	31				
36000 AND ABOVE	4	2	1	4	11				
TOTAL	19	8	16	19	62				

Interpretation: It is observed from the table 4.6 that X^2 value is 6.324 and significant value .611, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of anxiety of higher secondary school teachers according to their monthly income.

Section: 3 (Stress category)

Table 5.1: Stress Levels on the basis of age

AGE IN YEAR	Levels of Stress				Total	df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
26-35	17	7	2	2	28	6	4.239	.644	Not significant
36-45	11	4	4	0	19				
46 & +	8	5	1	1	15				
Total	36	16	7	3	62				

Interpretation: It is bring out from the table 5.1 that X^2 value is 4.239 and significant value .644, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of stress of secondary school teachers on the basis of difference in age group.

Table 5.2: Levels of Stress on the basis of Gender

GENDER	Levels of Stress				Total	df	X^2 - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
MALE	20	7	3	1	31	3	1.171	.760	Not Significant
FEMALE	16	9	4	2	31				
TOTAL	36	16	7	3	62				

Interpretation: It is clear from the table 5.2 that X^2 value is 1.171 and significant value is .760, this show that there is no significant difference in the level of stress. The null hypothesis is accepted. Therefore, Gender difference is not an important feature for increase or decrees the nature of stress

Table 5.3: Levels of Stress on the basis of Caste

CASTE	Levels of stress				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
SC	7	5	2	1	15	9	9.696	.376	Not significant
OBC	4	2	1	0	7				
GENERAL	25	9	4	2	40				
TOTAL	36	16	7	3	62				

Interpretation: It is observed from the table 5.3 that X² value is 9.696 and significant value .0.376, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of stress of higher secondary school teachers on the basis of caste.

Table 5.4: Levels of Stress on the basis of Habitat

HABITAT	Levels of stress				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
RURAL	15	3	3	0	21	6	11.125	.085	Not significant
URBAN	17	6	1	2	26				
SEMI URBAN	4	7	3	1	15				
TOTAL	36	16	7	3	62				

Interpretation: According to this table, the result found that the nature of habitat is not effective matter for stress. From the table we show, X² value is 11.125 and significant value .085, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of stress of higher secondary school teachers on the basis of habitat.

Table 5.5: Levels of stress on the basis of educational qualification

EDUCATIONAL QUALIFICATION	Levels of Stress				Total	df	X ² -test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
GRADUATE	10	9	2	1	22	3	4.100	.251	Not significant
POST GRADUATE	26	7	5	2	40				
TOTAL	36	16	7	3	62				

Interpretation: Above table show that X² value is 4.100 and significant value is .251. Thus the null hypothesis is accepted. This table shows that there is no significant difference among level of stress between graduate and post- graduate school teachers.

Table 5.6: Levels of Stress on the basis of Monthly Incomes

MONTHLY INCOME	Levels of stress				Total	df	X ² - test value	Significance value	Remark
	Normal	Mild	Moderate	Severe					
BELLOW- 15000	13	4	2	1	20	6	1.829	.935	Not significant
16000- 35000	17	8	4	2	31				
36000 AND ABOVE	6	4	1	0	11				
TOTAL	36	16	7	3	62				

Interpretation: It is observed from table 5.6 that X² value is 1.829 and significant value .935, which is not significant at 0.05 level. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the level of stress of higher secondary school teachers according to their monthly income.

Findings and discussion:

Section: 1 (Depression)

In the present study, it is noted that 48.4% sample possess normal level of depression, 16.1% possess mild depression, 28.5% possess moderate depression and 9.7% possess severe depression. It is also noted that a significant difference exists between the male and female sample teachers when their level of depression were considered. In the study of Othman & Sivasubramaniam (2019) noted that a significant difference exists between male and female sample with respect to their depression. In the study of Baure & Unterbrink (2007), it was also noted that about 30% teachers suffered from significant mental health problem in Germany.

Section: 2 (Anxiety)

Overall anxiety was more common among all teachers. In the present study, no important variance between male teachers and female teachers was found. Out of 62 sample, level of anxiety on the different variables basis 30.6% normal, 12.9% mild, 25.8% moderate, 30.6 severe levels. Kyriacou (2001) studied on teachers stress and anxiety noted that teachers possess higher level of anxiety when comparing with other professions. In the present study, it is noted that younger teachers possess more anxiety than the elder teachers.

Section: 3 (Stress)

The present study examined the level of stress among higher secondary school teachers in south 24 PGS. From the result of this study (stress), it is clear that no significant difference in level of stress was found among secondary school teacher.

This finding supports the past research that there is no significant difference in the levels of occupational stress of male and female school teachers. When the level of stress was compared between male and female teachers, differences were found in the overall stress. In normal level of stress, male teachers were 55.6%, female teachers were 44.4%; mild level of stress among male teachers

43.8% and female teachers 56.2%; moderate level of stress among male teachers 42.9% and female teachers 57.1%. On the basis of caste, important difference was moderate (SC teachers 14.3% and OBC teachers 14.3%, GEN teachers 57.1%). In habitat category, significance difference was moderate 'level', stress level of rural teachers were 42.9%, urban teachers were 14.3% and semi-urban teachers were 42.9%. In educational qualification, mild stress level was found between graduate teachers(56.2%) and post graduate teachers(43.8%). According to monthly income, 25.0% were suffering from mild level of stress, of where salary is below 15k salary holder teachers, suffering from 50.0% were mild level of stress of 16-25k salary holder teachers and 25.0% were suffering from mild level of stress of 36k & above salary holder teachers. In the present study, it was also noted that the elder teachers possess less severe stress than the younger teachers. Higher level of stress is common among the female teachers then male teachers, and teachers from urban and semi-urban were possess severe level of stress then the teachers from rural areas. But very less number of teachers possess severe level of stress.

Other the findings are at not variance to Chan, Chen & Chong (2010) who revealed no significant difference between their male and female respondents. These finding are at variance to those reported in previous studies (Mokhtar, 1998; Nwimo, 2005) among secondary school teachers. For intense a group of teachers Nwimo (2005) studied in a neighboring enough state had a low level stress. Though this revelation was made many years ago, it was not surprising that the teachers in the present study reported a high level of stress for obvious reasons.

Other highly stressful occupation include the police, Nurse (Ang, 2016), and doctor (Clough, 2017) who are also suffering from stress. The prevalence of stress among the police in Kula Lumpur city was high where the overall stress was 38% with 5.9% severe, 14.9% (moderate) and 18.0% (mild). Higher ranked officers like the inspectors were more likely to suffer from severe stress compared to junior officers (Masilamani, 2013).

Conclusion

From this study it is noted that maximum number of teachers possess mild level of depression, anxiety, stress and very less number possess severe level of depression, anxiety and stress. Late,

those who possess severe level of depression, anxiety and stress, need immediate medical and therapy intervention. But the teachers are not aware about their mental health condition. They do not know about their mental unhealthy situation and what they can do as they have no idea about where they can go for referral services. In abroad, the teachers regularly test their mental health condition. Because the teachers who possess mental ill health may reflect a severe bad impression on the students. So, the teachers and the taught, both need a regular test of mental health and suitable intervention.

The prevalence of depression, anxiety and stress were moderate among secondary school teachers. Proper steps should be taken to improve the mental health of teachers. Thereby ensuring good quality education. Stress management including spiritual coping strategy could be incorporated into their teaching module during their training course (Osman, 2017). Future study should focus on modifiable factors such as the school environment , leadership, school administrative, nature of communication between school and locality, technology used in method of teaching, teaching experience, relation between teacher and learner etc. There is a significant relationship between teacher's stress level and structural and consideration dimensions of the principals' leadership style (Yusof, 2016). Apart from modifiable factors, we should also look into factors such as personality, notably neuroticism as it has been associated with depression in students (Kelvin, 2013).

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