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Research Article

Stress in the Workplace, Depression, and Academic Workloads of Public School Teachers

Noel L. Dominado¹, Lilia G. Valdez^{2*}

¹DepEd-Senior High School in Magalang Stand Alone II, City of San Fernando, Pampanga, Philippines

²Principal at Department of Education-Philippines, Philippines

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*Corresponding author:

E-mail:

lilia.valdez007@deped.gov.ph

ABSTRACT

Stress and depression are unavoidable in the workplace and have turn out to be a perennial have fascinated many researcher in modern eras. The current study aims to findings the relationship between demographic profile, stress, and depression in the workplace. A descriptive sequential explanatory research design was used. A questionnaire was adopted from the American Institute of stress (2011) and Depression organization New Zealand (n.d.), the open-ended question on academic workloads, and coping mechanism as the whole main instruments used to gather the data for the current study. A total of 100 public school teachers were randomly selected from 7 clusters in the Division of Pampanga – Philippines. The result showed that the majority of the respondents were between the ages 32-37 years old, 53% of them were male, 84% were junior high school teachers, and 26% had been serving four to seven years, the stress grand mean 2.13 which means they were *disagreeing*, a total score of 63% of the respondents was moderately well, the depression grand mean was 1.76 with a descriptive rating of *several days*, a total score of 57.6% of the respondents moderately well, but things may get worse. It is also revealed that there is no significant as to sex, depression, stress, teaching level, and educational attainment. While the age, depression, sex, stress, teaching level, depression, educational attainment, years in service to stress, depression stating that there is a highly significant.

Keywords: Stress, Depression, Academic Workload, Public School Teachers

Introduction

Stress isn't something odd in our everyday life. Every person has possibly felt stress once

their everyday circumstances within the workplace. Workplace stress then is destructive to physical and emotional reactions which

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will occur when there's a conflict between job demands on the teachers. Teachers are perceived as stressed individuals due to the number of workloads, they were handling such as coaching of extracurricular activities, club adviser, coordinator, property custodian, and others. Stress within the workplace may be rising distress within the present state of the economy, where personnel more and more face situations of overtask, Lack of independence, lack of independence, and low levels of job fulfillment. Work environment stress is the biggest contributor to the health and wellbeing of the employee, which further negative impact on work productivity and income (Bickford, 2005). Stress impacts comprise a toxic work environment, destructive workload, separation, worked schedule, personality clash, role uncertainty, lack of independence, career growth barriers, problematic interactions with supervisors and/or colleagues, administrative bullying, irritation, and administrative environment (Bowness, 2017). Besides, the work environment, irrational outlooks of teachers' communities, and also the socio-economic challenges of the general public are making the opportunity for emotional sickness between teachers. Wide exposure to work-related stressors might affect teachers' physiological and psychological wellbeing (Daniels & Strauss, 2010). Moreover, Anxiety, stress, and depression are positively associated with each other (Mahan et al., 2010). Furthermore, workloads and students attitude is also associated to teachers' depression, thus, stress and depression had a negative influence on teachers' job satisfaction (Ferguson et al., 2012).

Another reason, Teachers in Tasmania, Australia, presented explanations of their familiarity with a bigger workload within 10 years. Teachers' extensive working loads, overpopulation class size, and additional working loads (Easthope & Easthope, 2000). Additionally, increased work-load, on its own, is not essentially a disagreement, it's usually a significant increase of stress, teachers' exhaustions, and low job fulfillment (Walton, 2002). Typically the prevalence of teachers' stress is more likely higher than school heads. Occupational stressors, organization, teachers' discipline, and inspiration were the major stresses.

It's also found that there's a major relationship with some stress factors among demographic, educational, and environmental characteristics. Teachers are the foremost respected possessions of any society (Lee, 1994). They communicate knowledge and skills in diverse areas and contribute to the event of the economy. Current modifications have to lead to the making of recent challenges that figure out the worldwide race, technological developments, quality assurance, standardization, and value maximization. The academicians are under vast pressure to fulfill the prospects of interior and exterior stakeholders. During this procedure of meeting these prospects, teachers are exposed to unsolicited interior and exterior environmental influences, which obstruct their repetitive abilities and caused in the event of feeling exhaustion and strain. Teachers in which such symptoms diminished their fulfillment and general level of efficiency. These effects of stress on teachers have widely been recognized (Alson & Tiqui, N.D). Managing abilities are essential to understand the strong point within which may affect interference tactics and objectives in life. Flexibility has deep associations for folks' conception of themselves, particularly later a stress and depression episode. It helps to understand stress and depression adaptation. The worth of life aids to the understand person is associated with a single situation and whether one accomplishes one's particular objectives. Coping as a personality's continually varying intellectual and social efforts to succeed a come across assessed as worrying. The managing skill is additionally labeled as any energy absorbed to worry the management, counting work-oriented and ego shield mechanisms, the reasons that allow a private to recover emotional firmness once a stressful knowledge (Folkman & Lazarus). The method of managing could be a very difficult answer that happens when private attempts to get rid of stress or an actual risk from the setting. The institution is mission to protect and promote quality, equitable, culture-based, gender-sensitive, and complete basic education for every learner. Therefore the well-being of our frontier teachers is very vital wards the realization of the Department of Education Mission. The study aims to investigate the different

variables that measure the stress, depression, and academic workloads among music, arts, physical education, and health teachers of the Division of Pampanga.

Methodology

Descriptive explanatory design utilizing this random sampling technique was used for the researcher only included 100 music, art, physical education, and health teachers of the Division of Pampanga. The workplace stress survey from the American Institute of stress (2011) and depression assessment was adopted from Depression organization New Zealand (n.d.) was adapted. An open-ended question about music, arts, physical education, and health teachers contains the coping mechanism for stress and depression in the workplace. Descriptive research statistics such as frequency, percentage distribution, weighted mean, and analysis of variance (ANOVA) were used to treat the data.

Results and Discussions

The demographic profile of the respondents of music, arts, physical education, and health teachers was measured. The data revealed that 27% of the respondents were between the ages 32-37 years old, closely followed by 26% were between 26-31 years old, while 5% were aged 44 - 45 years old. An implication that the majority of the music, arts, physical education, and health teachers are in their early and late thirties.

At the time being, 53% of the respondents were male, while 47% were female. This indicates that the majority of music, arts, physical education, and health teachers were ruled by the male.

The data revealed that 84% of the music, arts, physical education, and health were junior high school teachers; as, to remaining 16% were senior high school.

As regards the years in service, 26% had been serving for four to seven years, 23% for zero to three years, 20% rendering service from twelve to fifteen years. This implies that the majority of the respondents are in their early stages of teaching experience.

The workplace, stress of the music, arts, physical education, and health teachers. Data

has shown that in terms of workplace stress, the teacher respondents gain a grand mean of 2.13 which means they were **disagreeing**. This entails that music, arts, physical education, and health teachers are not affected by the stress encountered in the workplace. To propel the effect of pressure inside the work environment will take acquisition in from all levels of the association. Worker wellbeing is best guided with a common capacity association approach that takes advantage of any accessible lucky break to see representative prosperity and execution [3].

Stress in the workplace total score

Every single person has unlike stress because each people contains an exceptional set of resources, an understanding of the environment, and a way of perceiving things. The interpretation of the total score of workplace stress by MAPEH teachers. Statistics, illustrations that 63% of the respondents were moderately well, 25% handle stress on their job well, and 12% were encountering problems that need to be resolved.

Depression

Discouragement establishments' dispositions of distress as well as a deficiency of interest in exercises, once delighted in. It can bring about a spread of passionate and actual issues and may diminish an individual's capacity to work at work and gathering [17]. The depression assessment of music, arts, physical education, and health teachers. Data shows the output statistics in terms of depressing assessment of the teachers' grand mean was 1.76 with a descriptive rating of several days. This implies that music, arts, physical education, and music teachers are encountered in the workplace.

Depression assessment total score

Depression is assessed as a mood disorder. It's going to be labeled as feelings of sadness, loss, or anger that hinder a person's everyday activities (Legg, 2019). The depression assessment total score of teachers. Statistics show that 57.6% moderately well, but things may get worse, 38.4% of teachers handle the mild depression and you will get better soon,

and 4% of teachers are meeting difficulties that need to be fixed, and might need medical assistance.

Assessment on academic workloads

What Can You Say About the workload in your teaching career?

Music, arts, physical education, and health teachers-respondents provided a mixed response about the workload in teaching careers. Most of the teachers said that they had given a fair workload just because the class program was crafted following the DepEd memorandum no.105 s. 2015 Teaching loads and assignment of public school teachers”, others state that it was challenging and fulfilling. Aside from regular teaching loads, an additional assignment such as curriculum leaders, coordinator, chairman in clubs, and the mentoring task at the same time you need to cope up with in terms of paper concerning the curriculum of the department. However, neophyte teachers said that the teaching workload needs ample time to finish requirements to be accomplished, working at nights and weekends are the common problems encountered by neophyte teachers in meeting paperwork and quick deadlines. Some felt that teaching has a wide range of responsibilities, the obligation to do the work despite heavy workloads is always coupled with time management, organizing, and adaptability.

Do you believe that workloads have contributed to the suicide and depression of teachers in the several circulated news?

Overall, the teachers-respondents response that workloads may contribute to the suicidal tendency due to depression because of inability to handle several problems, teachers’ experienced different stress in the school, which is often related to the bags of different unreasonable workloads that are beyond the physical, financial, emotional, mental and moral capacity of the teachers. Aside from, sometimes unhealthy work-environment and inconsiderate superiors, workloads play a vital role as a contributing factor for suicide and depression experienced by the teachers. Several responses mentioned that newly hired teachers encountered stress and depression in connection to excessive workloads. Unfamiliar with the

workloads on the public school system, culture shock, and imbalance schedule.

The analysis of variance revealed the null hypothesis stating that there is no significant difference as to (sex, and depression, stress, teaching level, and educational attainment). Therefore it can be concluded that as the respondents’ age and depression, sex and stress, teaching level, depression, and educational attainment, years in service to stress and depression stating that there is a highly significant.

Teacher’s interview

The age of the teachers incorporates a significant factor in how they reply to stress and depression within the workplace. Adult teachers are better than younger teachers at anticipating stressful and depressing events within the workplace. But older teachers aren't pretty much as good at using those predictors to scale back the adverse impacts of the stress and depressing events. Because older teachers, as their mental and physical health deteriorate, tend to fret more about what happened to them.

There were significant dissimilarities concerning males and females regarding their stress reaction. Generally, more females experienced greater points of stress within the workplace. Females expressed more anger than males as a reaction to stress, Males also cared-for produce other psychological reactions to stress.

Generally, music, arts, physical education, and health teachers experience mild tolerable depression in the workplace regardless of year level handle. Some of the potential issues and concern that leads to mild depression of teachers are the following; observation, coordinators meeting, observation, performance review, demands of time, deadlines of grade, planning, students poor curricular performance, rainy days.

Given teachers, educational attainment is associated with depression. It was observed that there was a significant relationship between depression levels of a teacher in terms of the number of students in the classroom, academic workload, work satisfaction, and finding the work appropriate to one’s character.

In connection with the relationship between years in service, stress, and depression of music, arts, physical education, and health teachers it is observed that the longer the teacher in-service the more he/she adjust to high job demands, such as student misbehavior, poor working conditions, the greater number of student supervision, paper works, poor ethos and lack of development opportunities. A neophyte in the field of teaching is more likely to experience the indicators above mentioned that lead to stress and depression for the reason of lack of experience to overcome the situation.

Teachers coping mechanism

Stress has a major influence on mood, our sense of comfort, behavior, and health. The utmost actual stress coping mechanism according to teacher respondents were the following: lowering expectation, asking colleagues help, maintaining an emotionally supportive relationship in the workplace, maintaining emotional composure, avoiding confrontation with colleagues, engaging in problem-solving, adaptability to the working environment, getting to know individual student, and practicing religion.

Depression is once the entirety feels too hard. Once you feel so low that stuff you previously enjoyed now not hold that very same joy. Evidence, the majority of the teachers' respondents depression coping mechanism was the following; making some lifestyle changes can boost moods and alleviate many of depression symptoms, including learning how to stop negative thoughts, look for people who make you feel safe and cared for, combat the emotions of sadness and hopelessness, spending time with friends, engage in physical activities to feel better.

Conclusion

1. The demographic profile of the respondents. The majority were between the ages 32-37 years old, 53% were male, 84% were junior high school teachers, and 26% had been serving four to seven years.
2. When it comes to stress and depression by music, arts, physical education, and health teachers the stress grand mean 2.13 which

means they were disagreeing. Statistics, illustrations that 63% of the respondents were moderately well, 25% handle stress on their job well, and 12% were encountering problems that need to be resolved. 57.6% moderately well, but things may get worse, 38.4% of teachers handle the mild depression and you will get better soon, and 4% of teachers are encountering problems that need to be resolved, and might need medical assistance.

3. Assessment on Academic Workloads

Concerning the assessment on academic workloads. Teachers are given a fair workload just because the class program was crafted following the DepEd memorandum no.105 s. 2015 Teaching loads and assignment of public school teachers. Other concerns are additional assignments such as curriculum leaders, coordinator, chairman in clubs, and the mentoring, neophyte teachers working nights and weekends are the common problems encountered in meeting deadlines.

Workloads may contribute to the suicidal tendency due to stress and depression because of inability to handle several problems, teachers experienced different stress in the workplace, which is often related to the bags of different unreasonable workloads, unhealthy work-environment and inconsiderate superiors, unfamiliar with the workloads on the public school system, culture shock, and imbalance schedule is beyond the physical, financial, emotional, mental and moral capacity of the teachers.

4. There is no significance as to sex, depression, stress, teaching level, and educational attainment). While the age, depression, sex, stress, teaching level, depression, educational attainment, years in service to stress, depression stating that there is a highly significant.
5. Utmost actual stress coping mechanism according to teacher respondents were the following: lowering expectation, asking colleagues help, maintaining an emotionally supportive relationship in the workplace, maintaining emotional composure, avoiding confrontation with colleagues, engaging in problem-solving, adaptability to the

working environment, getting to know individual student, and practicing religion.

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