

## PREVALENCE OF DEPRESSION, ANXIETY AND STRESS AMONG TEACHER'S TRAINEES IN SIKKIM

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### ABSTRACT

*Anxiety, Stress, and Depression are commonly faced by everyone at times. Teacher trainees are no exception, the most common reasons for the increase of stress, anxiety, and depression related to education in this professional education are; encounter with personal problems, interpersonal problems with teachers, gap between theory and practice, lack of readiness to act in practice and fear of making mistake which will negatively affect their academic, professional and personal life. The objectives of the present study are; to find the prevalence of DAS among teacher trainees of Sikkim, to find the prevalence of DAS between male and female teacher trainees of Sikkim, find the prevalence of DAS among teacher trainees with regard to; socio-demographic variable, satisfaction with their academic performance, place of stay and to their habits and problems. The study used a descriptive survey method to fulfill the objectives of the study, where 449 teacher trainees were the sample of the study. DASS-42 was used for fulfilling the objective of the study. It is found that among the respondents, 56.8 percent was found to have at least one of the studied disorders and only 43.2 percent of the respondents were falling under normal category, the female teacher trainees were found to be high in the prevalence of DAS in comparison to the male counterpart, the teacher trainees who were satisfied with their academic performance found to have high prevalence of symptom of DAS than that of the non-satisfied teacher trainees, the data on the prevalence of DAS with regard to the place of stay of the teacher trainees, it was found that the highest level of prevalence was found with the teacher trainees staying as a domestic helper.*

**KEYWORDS:** *Das, DASS-42, Teacher Trainees, Sikkim, Socio-Demographic, Academic Performance, Domestic Helper.*

### INTRODUCTION

World today is characterized as of tension, anxiety, stress, frustration, and depression owing to cut-throat competition and increasing consumerism. In this era of explosion of population and changing dimensions have brought a rapid change in a socio-economic significant degree of apprehensiveness about the potential appearance of future aversive or harmful events. Anxiety, Stress, and Depression are commonly faced by everyone at times. People feel anxious, stress, and depression when faced with a problem at work, before taking a task or making an important decision, daily life problems and challenges. However, anxiety, stress, and depression disorders are different, they can cause such distress that it interferes with a person's ability to lead a normal life. Depression, anxiety, stress, and substance abuse are mere symptoms of the hidden, unresolved, and ignored emotional issues which cumulatively grow inside insidiously. Teacher trainees are no exception, the most common reasons for the increase of stress, anxiety, and depression related to education

in this professional education are; encounter with personal problems, interpersonal problems with teachers, gap between theory and practice, lack of readiness to act in practice and fear of making mistake which will negatively affect their academic, professional and personal life.

Researches so far indicate that there is an increase in the prevalence of depression, anxiety and stress among all type of students (school, college, and university students, including all categories of professional trainee institutes) Bahhawi *et. al* (2018). The amount and frequency of anxiety and stress were high than those for depression. In addition depression, anxiety and stress were more prevalent in female students than male students. Also, more freshmen were affected by these three psychological conditions than sophomores. Depression, anxiety, and stress appear to be linked to each other but the connections have only been determined co-relationally and not experimentally.

Teacher trainees are a valuable human resource for our future and presence of these disorders in them leads to less productivity, reduced quality of life, learning difficulties and many negatively affect school students to whom they probably are teaching in the future and which will automatically affect the society as a whole. Hence, it is very important to prevent the ill effects of those disorders on one's educational attainment and career and society as a whole through early detect in and proper interventional measures. Therefore, it is very necessary to understand the mental health of would-be teachers of future, so the present study "Prevalence of Depression, Anxiety and Stress among teacher's trainees in Sikkim." is very significant. The objectives of the present study are; (a) To find the prevalence of DAS among teacher trainees of Sikkim (b) To find the prevalence of DAS between male and female trencher trainees of Sikkim (c) To find the prevalence of DAS among teacher trainees with regard to socio-demographic variable (d) To find the prevalence of DAS with regard to satisfaction with their academic performance (e) To find the prevalence of DAS with regard to place of stay (f) To find the prevalence of DAS with regard to their habits and (g) To find the prevalence of DAS with regard to financial problem.

## RESEARCH METHODS

The present study focusing on understanding the prevalence of DAS and its associated factors among the teacher's trainee in Sikkim was fully based on the primary source of data as it was collected directly from the respondents. The study used a descriptive survey method to fulfill the objectives of the study.

### Population and Sample

The population was the entire teacher's trainee studying in the different institutes of the entire state. Sikkim has three teachers training institutes and one DIET's in each district. The researcher in the present study focused on the B. Ed trainees. Sikkim has only three B. Ed colleges including both the sectors which are government and private. So the population of the study is 600. The sample of 449 was taken for the study. The sample varied in their age; 20 to 42 years, maximum being the age group 20 to 25 years followed by 26 to 31 years, 32 to 37 years and the minimum 38 to 42 years.

### Tools and Technique

Tool used for the present study was Depression Anxiety and Stress Scale; the self-administered Depression, Anxiety and Stress Scale (DASS-42) questionnaire English version developed by Lovibond and Lovibon, Australia (1995). The DASS-42 is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety, and stress. Each of these is rated on a four-point Likert scale of frequency or severity of the participant's experiences over the last two week with the intention of emphasizing states over traits. These scores range from '0', meaning that the client

or respondent believed the item or the statement “did not apply to them at all”, to ‘3’ meaning that the respondent considered the item to “apply to them very much, or most of the time”. To study the socio-demographic profile of the teacher trainee’s self-structured inventory was developed by the investigator.

## RESULTS

### Prevalence of DAS among Teacher Trainees of Sikkim

It is found that among the respondents, 56.8 percent was found to have at least one of the studied disorders, out of 56.8 percent respondent with the symptom of DAS, 36.3 percent were found with all the three disorders (depression, anxiety, and stress), 0.2 percent with depression and anxiety, 0.6 percent were found with the symptom of stress and anxiety and 18.9 percent were found to have only anxiety. It is also reflected that of the three studied disorder symptoms of anxiety was found high followed by stress and depression as shown in table 1 below.

**Table 1: Percentage of Teacher Trainees with the Prevalence of Symptoms of Different Disorders**

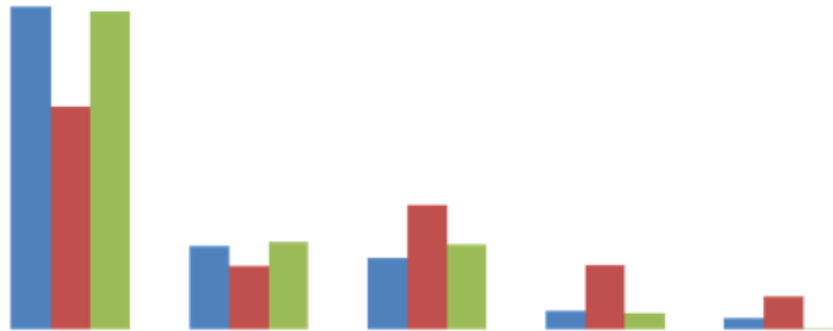
	N=449
Normal	197
	(43.9)
Depression, Anxiety and Stress	163
	(36.3)
Depression and Anxiety	2
	(0.4)
Stress and Anxiety	3
	(0.6)
Anxiety	85
	(18.9)

**Table 2: Percentage of Teacher Trainees with Various Levels of Severity of Depression, Anxiety, and Stress**

Variable	Levels	Score Severity	N (%)
		Frequency	
	Normal	0-9	286
			(63.70)
	Mild	10-13	74
			(16.48)
<b>Depression</b>	Moderate	14-20	63
			(14.03)
<b>n=163</b>	Severe	21-27	16
			(3.56)
	Extremely Severe	28+	10
			(2.23)

**Table 2: Percentage of Teacher Trainees with Various Levels of Severity of Depression, Anxiety and Stress**

Variable	Levels	Score Severity Frequency	n (%)
<b>Depression</b> n=163	Normal	0-9	286 (63.70)
	Mild	10-13	74(16.48)
	Moderate	14-20	63(14.03)
	Severe	21-27	16(3.56)
	Extremely Severe	28+	10(2.23)
<b>Anxiety</b> n = 195	Normal	0-7	197(43.87)
	Mild	8-9	56(12.47)
	Moderate	10-14	110(24.50)
	Severe	15-19	57(12.69)
	Extremely Severe	20+	29(6.46)
<b>Stress</b> n = 167	Normal	0-14	282(62.80)
	Mild	15-18	77(17.15)
	Moderate	19-25	75(16.70)
	Severe	26-33	14(3.11)
	Extremely Severe	34+	1(0.22)

**Figure 1: Showing Level-Wise Percentage of Depression, Anxiety, and Stress among the Respondents**

The finding on the levels of DAS amongst the respondents shows that, out of 36.3 percent, symptoms of depression, 16.48, 14.03, 3.56 and 2.23 percent fall under mild, moderate, severe and extremely severe category respectively. Among 56.87 percent of teacher trainees found with symptoms of anxiety, 12.47, 24.5, 12.69 and 6.46 percent fall under the category of mild, moderate, severe and extremely severe category respectively. And of 37.2 percent respondents identified with the symptoms of stress, 17.15, 16.70, 3.11 and 0.22 percent fall under mild, moderate, severe and extremely severe levels respectively. Among the respondents, there were 36.3 percent with symptoms of depression, 56.12 percent with anxiety and 37.46 with the symptom of stress. Among the three studied disorder anxiety was found to be high among the teacher trainees.

## Prevalence of DAS between Male and Female Teacher Trainees of Sikkim

Table 3: Percentage of Female and Male Teacher Trainees with Various Levels of Severity of Depression, Anxiety, and Stress

Variable	Score Severity Frequency	N (%)	
		Female	Male
<b>Depression</b>		<b>n=135</b>	<b>n=29</b>
Normal	0-9	225 (62.67)	61 (67.78)
Mild	10-13	60 (16.71)	14 (15.56)
Moderate	14-20	55 (15.32)	8 (8.89)
Severe	21-27	12 (3.34)	4 (4.44)
Extremely Severe	28+	7 (1.95)	3 (3.33)
<b>Anxiety</b>		<b>n = 207</b>	<b>n = 45</b>
Normal	0-7	152 (42.34)	45 (50)
Mild	8-9	47 (13.09)	9 (10)
Moderate	10-14	90 (25.07)	20 (22.22)
Severe	15-19	49 (13.65)	8 (8.89)
Extremely Severe	20+	21 (5.85)	8 (8.89)
<b>Stress</b>		<b>n = 187</b>	<b>n = 26</b>
Normal	0-14	218 (60.72)	64 (70.33)
Mild	15-18	67 (18.66)	10 (10.99)
Moderate	19-25	63 (17.55)	12 (13.19)
Severe	26-33	10 (2.79)	4 (4.40)
Extremely Severe	34+	1 (0.28)	0

In gender-wise comparison of prevalence of symptoms of DAS, it is found that female respondents were found to be high in comparison to the male respondents as there were 57.66 percent of female respondents having the symptoms of at least one of the studied disorder and 50 percent of male were found to have at least one of the studied disorders. This is found to be the common finding in maximum of the researches done so far. The study also reflects that among both the gender, anxiety was found to be predominant amongst both gender than the other two studied disorders; stress and depression.

### Prevalence of DAS among Teacher Trainees with Regard To Socio-Demographic Variable

**Table 3: Percentage of Teacher Trainees Having Das According to Socio-Demographic Profile**

	Variables	Depression	Anxiety	Stress	
		n (%)	n (%)	n (%)	
<b>Age (in years)</b>					
20-25 (n = 339)		126	(37.16)	190 (56.04)	127 (37.46)
26-31 (n = 94)		36	(38.3)	53 (56.38)	35 (37.23)
32+ (n=16)		3 (18.75)	9 (56.25)	7 (43.75)	
<b>Gender</b>					
Female (n = 359)		134	(37.32)	207 (57.66)	141 (39.27)
Male (n = 90)		29 (32.22)	45 (50)	26 (28.89)	
<b>Family Type</b>					
Nuclear (n = 270)		89 (32.96)	155 (57.4)	104 (38.52)	
Joint (n = 179)		74 (41.34)	97 (54.19)	63 (35.19)	

The table above shows that symptom of depression is found to be high among the age group 26-31 years with 38.3 percent followed by age group 20-25 years with 37.16 percent and age 32 above with 18.75 percent. Anxiety is found to be very similar among all the age group i.e. age 20-25 years with 56.04 percent, age 26-31 with 56.38 and age 32 above with 56.25 percent. However, stress was found to be high among the higher age level i.e. 43.75 percent among 32 and above age group followed by 37.46 percent among the age group 20-25 years and 37.23 percent among age 26-31 years.

Female respondent was found to be high in the prevalence of all the three studied disorders i.e. 37.33 percent symptoms of depression, 57.66 percent anxiety, and 39.28 percent stress than the male respondent. Among the male respondent, 32.22 percent were with a symptom of depression, 50 percent with anxiety and 29.67 percent with a symptom of stress. In both the gender the highest percent of disorder found is of anxiety.

The data on family type and DAS it reveals that the symptom of depression was found to be high among respondent from a joint family with 41.34 percent and low i.e. 32.96 percent from nuclear family. Whereas among respondent with anxiety and stress who were belonging to the nuclear family was found to be higher i.e. 57.4 percent anxiety and 38.52 percent stress and low among respondent belonging to a joint family with 54.19 anxiety and 35.19 percent stress.

**Prevalence of DAS with Regard to Satisfaction with their Academic Performance****Table 4: Percentage of Teacher Trainees with the Prevalence of DAS According To Satisfaction on Academic Performance**

Self- Satisfaction On Academic Performance	Depression	Anxiety	Stress
	n (%)	n (%)	n (%)
Satisfied (n = 216)	91 (42.13)	129 (59.72)	92 (42.59)
Non-satisfied (n = 233)	72 (30.9)	123 (52.79)	75 (32.19)

The table above shows that the teacher trainees who were satisfied with their academic performance found to have a high prevalence of symptom of DAS i.e. 42.13, 59.72, 42.59 percent of depression, anxiety and stress respectively than that of the non-satisfied teacher trainees with 30.9, 52.79, 32.19 percent of depression, anxiety and stress. However, when the level of severity was considered it was found that among the non-satisfied group maximum of them were found to have sever and extremely severe level of DAS than the satisfied group.

**Prevalence of DAS with Regard to the Place of Stay****Table 5: Percentage of Teacher Trainees with the Prevalence of DAS According to the Place of Stay**

Place Of Stay At Present	Depression	Anxiety	Stress
	n (%)	n (%)	n (%)
With Parents (n = 185)	66 (35.67)	94 (50.81)	62 (33.51)
With Relative/Friend (n = 37)	14 (37.84)	28 (75.68)	16 (43.24)
Hostel (n = 43)	18 (41.86)	27 (62.79)	21 (48.83)
Paying Guest/Rent (n = 180)	61 (33.89)	99 (55)	64 (35.55)
As a domestic helper (n = 4)	4 (100)	4 (100)	4 (100)

From the data on the respondent place of stay and DAS, it is found that among the respondent staying as a domestic helper all 100 percent were found to be with a symptom of depression, anxiety, and stress. Domestic helpers are those teacher trainees who are staying in some home to work and earn. This may be very demanding as the demand for work at someone else's house and the demand for teacher training, which may be the reason for high DAS among them. Among the respondent staying as paying guest or in the rented house was found to have 33.89 percent symptom of depression, 55 percent anxiety and 35.55 percent with a symptom of stress. Out of 43 respondent staying in hostel 41.86 percent were found with a symptom of depression, 62.79 percent anxiety and 48.83 percent with stress. Among the respondent staying with their relative friend 37.84 percent were found to have a symptom of depression, 75.68 percent anxiety and 43.24 percent with stress. However, respondents staying with their parents 35.67 percent were with a symptom of depression, 50.81 percent with anxiety symptom and 33.51 percent with stress symptom.

**Prevalence of DAS with Regard to Habit on the use of Alcohol****Table 6: Percentage of Teacher Trainees with the Prevalence of DAS According to Habits**

Habit	Depression	Anxiety	Stress
	n (%)	n (%)	n (%)
Use of alcohol (n = 9)	8 (88.89)	7 (77.78)	9 (100)

From the table above on teacher trainees with the prevalence of DAS according to their habits and problem it is found that out of the total teacher trainees who use alcohol 100 percent were having a symptom of stress followed by 88.89 percent depression and 77.78 percent anxiety.

### Prevalence of DAS with Regard to the Financial Problem to Support Study

**Table 7: Percentage of Teacher Trainees with the Prevalence of DAS According to their Problem**

Problem	Depression	Anxiety	Stress
	n (%)	n (%)	n (%)
Financial problem to support studies (n=43)	26 (60.46)	31 (72.09)	25 (58.14)

Data on teacher trainees having financial problem 72.09 percent were found to have a symptom of anxiety, 60.46 percent with depression and 58.14 percent with stress.

### Prevalence of DAS with Participants who had Attempted Suicide

**Table 6: Percentage of Teacher Trainees with the Prevalence of DAS According to Habits**

	Depression	Anxiety	Stress
	n (%)	n (%)	n (%)
Suicidal attempts (n = 2)	2 (100)	2 (100)	2 (100)

Teacher trainees who have had suicidal attempts 100 percent were found with DAS and were found with an extremely severe level of depression, anxiety, and stress.

## DISCUSSIONS

The present study indicated a relatively high degree of prevalence of symptoms of depression, anxiety, and stress with 56.8 percent with at least one of the studied disorders amongst the teacher trainees of three selected B.Ed colleges. Anxiety was found to be the predominant amongst the trainees, female was found to have the highest prevalence of symptoms of DAS with 57.66 percent having at least one of the disorder and male were found to have 50 percent prevalence of symptoms of DAS, which is found to be common finding of most of the researches done so far some of the researchers are by Kumar *et. al.* (2017), Singh *et. al.*(2017) and Kumar and Akoijam (2017). It is also found that the respondents with severe and extremely severe level of DAS were mostly from nuclear family also there was respondent who has responded that they have used alcohol/drug severe and extremely severe level of DAS and only two respondent with suicidal attempts were all found to be falling on the extremely severe level of DAS. Further, symptoms prevalence group it is found that the highest percentage of respondent lacks confidence and wants improvement in their studies and also a notable number of respondents were them having problem spending time alone and having a financial problem. And also though the percentage of teacher trainee who was satisfied with their academic performance was found to be high in the prevalence of symptom of DAS than the teacher trainees who were not satisfied with their academic performance, among them maximum were falling under severe and extremely severe level of depression, anxiety and stress as compared with the non-satisfied group.

## CONCLUSIONS

The study found that majority (56.8 percent) teacher trainees have either depression, anxiety, and stress. The prevalence of such disorders will undeniably affect the overall performance of teacher trainees in their academic, physical, emotional and social life. Hence, provision should be made for a mentoring program for them. Psychological health should be the prime concern of the concerned department and also the institutional authorities. Individual-centered program including individual mental health consultation and specific problem-focused interventions as well as more general



classroom programs to improve coping skills, social support, and self-esteem. For relieving stress, yogic exercises, meditation, laughter therapy, and other recreational activities suitable for that pupil should be made part of the institutional curriculum. Counseling cell should be established in educational institutions with trained counselors to provide assistance to teacher trainees with the problem of DAS. Teachers may be trained to address the issues of depression, anxiety, and stress. Since symptoms of DAS were found more among the female than the male so more attention should be paid to female trainees under an institutional health program.

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