

International Journal of Research in Special Education

E-ISSN: 2710-3870
P-ISSN: 2710-3862
IJRSE 2025; 5(1): 39-42
© 2025 IJSA
[Journal's Website](#)
Received: 05-01-2025
Accepted: 07-02-2025

Dr. Suman Madan
Assistant Professor in Special
Education, Arpan Institute for
MHC, Rohtak, Haryana, India

Priyanka
Assistant Professor in Special
Education, Arpan Institute for
MHC, Rohtak, Haryana, India

Corresponding Author:
Dr. Suman Madan
Assistant Professor in Special
Education, Arpan Institute for
MHC, Rohtak, Haryana, India

A study of depression among special education teachers

Suman Madan and Priyanka

DOI: <https://www.doi.org/10.22271/27103862.2025.v5.i1a.101>

Abstract

Depression is one of the very common psychological disorders among the teachers of 21st century. The aim of the present study was to determine the level of depression in special education teachers on the basis of gender and educational qualification. The research design of the problem entails mainly interview, questionnaire method, and multiple level of analysis and data collection. The methods are quantitative and qualitative in nature which includes questionnaire survey and interview method. The sample of the study consisted of 50 special education teachers (25 male special educators and 25 female special education teachers) randomly selected from Rohtak district only. Collection of relevant data from the respondents the scholar used Beck's Depression Inventory created by Dr. Aaron.T. Beck. The finding is against the common notion that males face more depression because they are prone to outward world. This is also against the other common belief that females are commonly depressed and are prone to unwanted tension.

Keywords: Special education teachers, depression, stress level

Introduction

The term depression is meant to describe feelings such as sadness, disappointment, hopelessness etc. Actually, depression is a psychiatric disorder in which the patient's mood becomes distressful. In recent times, depression is so universal that it is sometimes look like, Psychological Flu". According to WHO, approximately 1% of world population suffers from severe mental disorders and 15% suffer minor mental disorders.

Special education teacher is the individual which impart knowledge in children with different disabilities according to their needs and level of functioning. However, it is not easy to impart their knowledge due to various internal and external factors such as social economics condition, collaboration and cooperation with different specialist, pressure from families and work place conditions etc. Special education teachers not only work in special schools what also in inclusive schools which creates a vast heavy environment because of the work place conditions which affects their physical as well as mental well-being.

Depression is one of the main reasons for why even the teachers also leave their work. Institutions like school, college or university face severe shortage of teachers. One in five full-time teachers leaves their teaching profession to look for careers outside the educational field.

The determinants of work-related stress included the role of management, the relationship with others, workload pressure, etc. There were some other factors, such as physical health, psychological well-being and mental satisfaction.

Mental health is defined as person's ability to make positive self - evaluation, to perceive the reality, to integrate the personality, autonomy, group oriented attitudes and environmental mastery, which was assessed through the scale developed. The sound mental health is important to each and every person. Currently, the teaching profession is quite challenging. Special education teachers confront the challenges of working with physically and mentally challenged students. Special education teachers are considerable stressed due these challenges. They have to impart the knowledge to the students according to the current standards, which are pretty high.

Depression is a common mental illness that provides bad mood, lack of sympathy or satisfaction, guilt or low self-esteem, disturbed sleep or need to eat, little energy and little attention.

Depression is a major contributor to health loss worldwide. If a person who has once suffered from depression is at an increased risk for several physical ailments as well as an increased risk for premature death. Work stress also has been identified as one of major risk factor for depression, and one occupation that seems to be particularly vulnerable is teachers.

In today's world every profession has some degree of stress. But teaching is one of the jobs that are stressful as it is highly demanding. A teacher plays a pivotal role in shaping the future of the nation. In addition to their role as educators, they also serve as mentors and exemplary role models. They adapt their teaching methods to meet the diverse needs of their students. They inspire and encourage students to dream, set goals and work hard to achieve them. Teachers have a wide range of responsibilities from classroom management to student evaluation and resource management. The special education is more demanding than regular school education as children with special needs require extra care, attention, resources and time compared to regular students. Teachers have to prepare the curriculum according to the ability of the child. They require more time to communicate the class instructions. Sometimes there is scarcity of teaching aids in the classroom and unusual behavior of students which puts extra burden on the teachers which ultimately leads to stress in them.

It is very common to have depression or stress due to various reasons in India because profession of teaching considered being second option by the aspirants for their career mainly special education teaching. This in voluntary submission of desires creates the dissatisfaction and their

service delivery considered as a burden rather than sense of responsibility and burden. The special education teachers also faces various hurdles during their professional timing such as financial crises pressure from peers and their families, discrimination and lack of awareness in society, which leads to a certain level of stress which causes depression in them. Depression is the last stage of their struggle burdens, internal conflict and depriving health. Special education teachers are sometimes unable to withhold their emotions like sympathy, empathy, guilt or overwhelming emotions.

Objective of the Study

- i) To investigate the depression level of special teachers on the basis of their gender.
- ii) To investigate the depression level of special teachers on the basis of their educational qualification.

Sample

Participants for the present study were the special education teachers ($n = 50$) Rohtak, Haryana, India. Participate followed by a written consent, male and female having minimum and maximum education of Graduation and B.Ed or Post-Graduation and B.Ed, respectively.

Table 1: Table for male data

S.N.	Name	Gender	Qualification
1	Mukesh	Male	Graduation
2	Rohit	Male	Post Graduation
3	Jagmeet	Male	Graduation
4	Aatul	Male	Graduation
5	Vikash	Male	Post Graduation
6	Virpal	Male	Graduation
7	Dinesh	Male	Graduation
8	Deepanshu	Male	Post Graduation
9	Raman	Male	Post Graduation
10	Himanshu	Male	Graduation
11	Ajay	Male	Graduation
12	Darshan	Male	Post Graduation
13	Satish	Male	Graduation
14	Deepak	Male	Graduation
15	Shivam	Male	post Graduation
16	Rahul	Male	Graduation
17	Naresh	Male	Graduation
18	Suresh	Male	Post Graduation
19	Ramesh	Male	Graduation
20	Devender	Male	Post Graduation
21	Naveen	Male	Post Graduation
22	Vishal	Male	Graduation
23	Vinod	Male	Post Graduation
24	Amit	Male	Graduation
25	Vickey	Male	Graduation

Table 2: Table for female data

S. No.	Name	Gender	Qualification
1	Jyoti	Female	Post Graduation
2	Preeti	Female	Post Graduation
3	Shallu	Female	Post Graduation
4	Meenakshi	Female	Post Graduation
5	Sukesh	Female	Post Graduation
6	Sujata	Female	Post Graduation
7	Seema	Female	Graduation
8	Anju	Female	Graduation
9	Meena	Female	Post Graduation
10	Riya	Female	Post Graduation

11	Rohini	Female	Graduation
12	Shailly	Female	Graduation
13	Savita	Female	Graduation
14	Priyanka	Female	Post Graduation
15	Baby	Female	Graduation
16	Kiran	Female	Post Graduation
17	Urmila	Female	Post Graduation
18	Kavita	Female	Graduation
19	Urvashi	Female	Graduation
20	Varsha	Female	Post Graduation
21	Sangeeta	Female	Post Graduation
22	Sarita	Female	Graduation
23	Geeta	Female	Post Graduation
24	Pinki	Female	Graduation
25	Reena	Female	Post Graduation

Tool

Structured demographic data sheet: For collection of relevant data from the respondents the investigator developed a demographic data sheet to know about some of the variables of the respondents. These are gender, educational qualification.

Depression scale

Collection of relevant data from the respondents the scholar used Beck's Depression Inventory created by Dr. Aaron.T. Beck (1961). The scale was consisting 16 questions. The responses are to be given on four-point rating scale as "No Depression, Mild Depression, Moderate Depression, and Severe Depression".

Statistical Analysis

The statistical study of data is the investigation of which involves the data collection, analyzing the data and drawing conclusion. The analytical study of data of the study is as follows:

Table 3: Table for Comparison of Means of Gender

Domain	Gender	N	Mean	S.D.	T-Test	Significance
Depression	Male	25	19.88	7.98	12.63	1.07408E-10(S)
	Female	25	14.56	6.85		

Table 4: Table for Comparison of Means of Education Qualification

Domain	Education Qualification	N	Mean	S.D.	T-test	Significance
Depression	Graduation	25	14.92	6.65	11.50	2.84894E-10 (S)
	Post Graduation	25	19.4	8.71		

Discussion

The study shows that the depression level in special education teachers is present at a significant level. Depression and stress level among special educators is affecting their work efficiency and personal life. This affects their mental and physical well-being in daily routine life. Significant difference is found in the depression level of special teachers on the basis of their gender. The females are seems to be less depressed when they are more engaged in different activities or work whereas male seemed to be more depressive as they have higher expectations from their work places and lives.

Significant difference is present in the depression level of special teachers on the basis of their educational qualification. The higher education qualifications are preferred at work places be fitted with the norms and guidelines of the institute.

Conclusion

It can be concluded that the level of depression among special educators cannot be neglected anymore. The various factors such as mental health, stress or pressure handling skills, knowledge and experiences of others, physical health and fitness etc., contributing to depression needs to be addressed by the concerned persons so that it may not lead to more severe results. It can be said that the female teachers are less depressed than male teachers which describe the efficacy of the females in handling children and playing different roles in different stages and places of life. But the role of educational qualification also plays a significant difference in the level of difference. The higher is the qualification the greater are the chances for more opportunities.

Reference

1. French RB. The teacher as container of anxiety: psychoanalysis and the role of the teacher. *Journal of Management Education*. 1997;21(4):483-495.
2. Ahsan R. Study of occupational stress, job satisfaction and mental health of teachers [Internet]. Shodhganga. 2009. Available from: <http://shodhganga.inflibnet.ac.in>
3. Ananda Plus. Anandabazar Patrika. 2013 Apr 15.
4. Digest of Education Statistics. National Center for Education Statistics. 1998.
5. Anderson RJ, Freedland KE, Clouse RE, Lustman PJ. The prevalence of comorbid depression in adults with diabetes: a meta-analysis. *Diabetes Care*. 2001;24(6):1069-1078.
6. Cochrane Database Systematic Reviews. Antidepressants for depression in physically ill people. 2017;17(3).
7. Neuropsychopharmacol Hung. Antidepressive drugs: a way towards personalized treatment of major depressive disorder. 2012;14(2):87-101.
8. Beck AT. Depression: Causes and Treatment. Philadelphia: University of Pennsylvania Press; 1967.
9. Beydoun HA, Beydoun MA, Kaufman JS, Lo B, Zonderman AB. [Incomplete reference]
10. Bhatt DJ. Job stress, job involvement, and job satisfaction of teachers: a correlational study. *Indian Journal of Psychometry and Education*. 1997;28(2):87-94.
11. Borg MG, Riding RJ. Occupational stress and satisfaction in teaching. *British Educational Research Journal*. 1991;17:263-281.
12. Clarke DM, Currie KC. Depression, anxiety, and their relationship with [Incomplete reference].

13. Cook JA, Grey D, Burke J, Cohen MH, Gurtman AC, Richardson JL. [Incomplete reference].
14. DeFrank R, Stroup C. Teacher stress and health: examination of a model. *Journal of Psychosomatic Research*. 1989;33(1):99-109.
15. Department of Education publication in ERIC [Internet]. Available from: www.desd.k12.co.us
16. University of Maryland Medical Center. Depression - Risk factors [Internet]. 2013. Available from: http://www.umm.edu/patiented/articles/what_risk_factors_depression_000008_3.htm
17. Dissatisfaction of secondary school teachers in Dhaka City. Unpublished PhD dissertation. Institute of Education and Research, Dhaka University, Dhaka.
18. Dissatisfaction. Unpublished PhD thesis dissertation. Auburn University, Auburn, Alabama.
19. Depressive symptoms and AIDS-related mortality among a multisite cohort of HIV-positive women. *American Journal of Public Health*. 2004;94(7):1133-1140.
20. Horwath E, Weissman M. Epidemiology of depression and anxiety disorders. In: *Textbook in Psychiatric Epidemiology*. New York: Wiley and Sons Inc.; 1995. p. 317-344.
21. Hotopf M, Chidgey J, Addington HJ, Ly KL. Depression in advanced disease: a systematic review part 1. Prevalence and case finding. *Palliative Medicine*. 2002;16(2):81-97.
22. Maria Belén Villegas Revilla. [Internet]. Available from: <https://norma.ncirl.ie/5922/1/mariabelenvillegasrevilla.pdf>
23. JETIR. [Internet]. Available from: <https://www.jetir.org/papers/JETIR1908803.pdf>
24. Hugh J. Managing individual and group behavior in organizations. Sydney: McGraw-Hill; 1983.
25. Social Science & Medicine. Intimate partner violence against adult women and its association with major depressive disorder, depressive symptoms, and postpartum depression: a systematic review and meta-analysis. 2012;75(6):959-975.
26. Jiang W, Alexander J, Christopher E, Kuchibhatla M, Gauden LH, Cuffe MS. Relationship of depression to increased risk of mortality and rehospitalization in patients with congestive heart failure. *Archives of Internal Medicine*. 2001;161(15):1849-1856.
27. Kyriacou C. Teacher stress and burnout: an international review. *Educational Research*. 1987;29:146-152.
28. Lin EH, Heckbert SR, Rutter CM, Katon WJ, Ciechanowski P, Ludman EJ. Depression and increased mortality in diabetes: unexpected causes of death. *Annals of Family Medicine*. 2009;7(5):414-421.
29. Maity M. Counselling implications of depressive women with PCOS. Paper presented at: RCI recognized three-day international seminar-cum-CRE on "Skills for Counselling Parents of Students with Special Needs"; 2020 Feb 28 - Mar 1; Dept. of Education, Jadavpur University.
30. Nuijen J. Depression and comorbidity: general practice-based studies on occurrence and health care consequences. Amsterdam: Nivel; 2009.
31. American Journal of Psychiatry. Depression in patients with comorbid medical illness. 2002;159(10):1738-1745.
32. Patten SB, Beck CA, Kassam A, Williams JV, Barbui C, Metz LM. Long-term medical conditions and major depression: strength of association for specific conditions in the general population. *The Canadian Journal of Psychiatry*. 2005;50(4):195-202.
33. Paykel ES. Depression in women. *British Journal of Psychiatry*. 1991;158:22-29.
34. Roy S, Nanda B. A comparative study on depression between special educators. *Indian Journal of Special Education*. 2010;1(1):105-119.
35. Sarason IG, Sarason BR. *Abnormal Psychology*. 10th ed. Pearson Education Asia; 2002.
36. Schonfeld IS. Psychological distress in a sample of teachers. *The Journal of Psychology: Interdisciplinary and Applied*. 1990;124(3):321-338.
37. Scientific Cooperation. Tübingen, Landhausstr. 18. Federal Republic of Germany.
38. Selvi BT, Thangarajathi S. Development and validation of a yoga video package and its effectiveness on depression, anxiety, and stress of school teachers. *Manager's Journal on School Educational Technology*. 2011;7(1).