

RESEARCH ARTICLE

**PREVALENCE OF DEPRESSION, ANXIETY AND STRESS AMONG
UNIVERSITY TEACHERS OF ISLAMABAD, PAKISTAN**

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ABSTRACT

Background: Teaching profession used to be less stressed, but it has been among most stressed profession for last twenty years. **Objectives:** This study was carried out to find the prevalence of depression, stress and anxiety among teachers of Pakistan and how it is related to their daily life. In past, this research was conducted only in primary and secondary school teachers and not in university teachers, hence we conducted this study in university teachers of Islamabad. **Methodology:** Between December 2022 to April 2023, we conducted a cross-sectional survey in Islamabad using a sample size of 104 university teachers. The survey was performed using a self-developed and revalidated questionnaire to assess the depression, anxiety and stress. There were four sections in the questionnaire, section 1 aimed at assessing the sociodemographic characteristics of participants, section 2 contained 5 questions about risk factors, section 3 contained DASS scale to measure the depression, stress and anxiety, it consisted of 21 questions and section 4 contained 5 questions from Mental health Inventory. SPSS version 25 was used for data analysis. Gender differences of study variable were determined by using a t-test. The study was approved by an ethical review board of University of Lahore Islamabad Campus. **Results:** Results showed 66.3% of university teachers exhibited moderate to extremely severe level of anxiety followed by 32.7% of stress and 44.3% of depression in moderate to extremely severe range which is higher than expected. The Pearson correlation showed a significant relation between mental health variables and depression, stress and anxiety levels. The independent t test showed no significant difference for depression, stress and anxiety with respect to gender. **Conclusion:** Our findings revealed that most of the teachers have higher than expected level of anxiety and depression as compared to estimation given by WHO, indicating a critical concern within the academic community in Islamabad. To navigate this challenge, it is imperative to develop and implement proactive strategies aimed at mitigating the risk factors associated with these mental health issues.

Keywords: Depression, Anxiety, Stress, DASS scale, Mental Health, University teachers

INTRODUCTION

Approximately 450 million individuals are believed to experience neuropsychiatric disorders, as per the estimation (1). Previously many studies have shown that teacher suffer from depression, and anxiety. Teaching profession used to be less stressing but it has been among most stressed profession for last twenty years. It has become more demanding profession with so many difficult tasks so that's why most teachers suffer from anxiety, stress and depression (2).

Teacher's stress can be defined as the feeling of frustration tension and anger and anxiety as result of some aspect of their work (3). Teaching presents both physical and mental challenges, they often encounter occupational stress due to the multitude of responsibilities they bear (4). Teachers' workload encompasses various tasks, including lesson planning, activity coordination, curriculum development, overseeing extracurricular activities, classroom management, information dissemination, handling teacher shortages and absences, record keeping, timetable administration, student evaluation and assessment, as well as the crucial role of motivating students through both verbal encouragement and impactful gestures (5). University educators encounter numerous challenges, including, heavy workloads, excessive pressure from superiors, inadequate salaries, lack of resources, Intense competition. These above factors contribute to job dissatisfaction ultimately, can lead to feelings of depression (6).

Teachers frequently put an excessive amount of pressure on themselves since they are naturally extremely conscientious individuals with a strong desire to serve others. (7). Compared to male instructors, female teachers were 70% more likely to suffer anxiety (8). In addition to suggesting that teaching is a stressful profession, said that there are no appreciable differences in the level of stress with respect to gender, age, and teaching experience discovered that male university professors feel higher social and family role stress than their female counterparts (9).

The purpose of stress response is to restore homeostasis (10). Burnout, fatigue, sadness, nerves, and depression are all symptoms of the exhausted stage which occur due to persistent stress (11,12). There are several physiological and behavioural changes that corticotrophin-releasing

hormone causes that are similar to the signs of serious depression (12). The precise mechanism of anxiety is unknown but it is believed that dysregulation of central nervous system are the causes for the symptoms of anxiety (13). Treatment of depression included counselling and medication and when medication is ineffective other therapies may be employed. The majority of treatment for depression is antidepressants with current medications mostly acting on serotonergic, noradrenergic, and dopaminergic receptors (14). SSRIs include citalopram, escitalopram and fluoxetine. SNRIs include duloxetine, venlafaxine, atypical antidepressants include bupropion, mirtazapine and Monoamine oxidase inhibitors include phenelzine, tranylcypromine and Selegiline (15). The first-line treatment for anxiety is a combination of SSRI and SNRI (16).

It is crucial to take care of educator's mental health because it affects not just the individuals but also the general public's health. A more robust academic workforce creates a favourable learning environment and produces graduates who are prepared, which benefits society as a whole. In past, this research was conducted only in primary and secondary school teachers and not in university teachers, hence present study was conducted among university teachers of Islamabad. The main aim of the present study which is first study is to evaluate prevalence of anxiety, stress and depression among university teachers in the federal region of Pakistan.

METHODOLOGY

Study design

This was an existential, illustrative and cross-sectional study. Prevalence of depression, stress and anxiety among university teachers was estimated using cross-sectional approach. Prospective prevalence was estimated in the given time frame in the teachers of different universities of Islamabad. The data was mainly collected from three private sector universities of federal region.

Sample size calculation

In this study, Roasoft, an online software was employed to determine the sample size which was determined to be 214 participants. Subsequently, 214 survey forms were distributed across various universities in Islamabad. Out of the distributed forms, 104 were successfully filled and returned by the participants, resulting in response rate of approximately 50%.

Inclusion and exclusion criteria

Teachers working in different universities of Islamabad from past 6 months were included in the study. Teachers from primary and secondary levels or working in other than Islamabad or who have recently joined the university were excluded.

Validation and pilot testing

Ten randomly chosen subjects who had different work areas and years of expertise were evaluated with a pilot version. The questionnaire was found simple to understand by the respondents.

Data collection

A well-structured close ended questionnaire was used as our study instruments for data collection. It consisted of 4 main sections, 1st section consisted of Demographic data including Age, Gender, Education, Experience, Department, Post, Salary, Marital Status and Credit hours. Section 2nd was about risk factors like workload, balancing research and teaching responsibilities, conflict with co-workers etc. It consisted of 5 questions with options Yes or No. Section 3rd was comprised of DASS-21 scale. It contained 21 questions. Section 4th was about mental health inventory. It was comprised of 5 questions. In order to collect KAP data from teacher's interviews were conducted and questionnaires were filled. Average time of interviews took 5 to 10 min.

Data analysis

Statistical Package for Social Sciences (SPSS) version 25 was used for the statistical analyses of the obtained data. Pearson correlation used between DASS-21 and mental health variable. To find association between demographic variables and depression, anxiety and stress levels, chi square was used. Simple regression analysis was performed to determine the relationship between risk factors and depression, anxiety and stress levels.

Ethical approval

The study was ethically approved by Research Ethics Committee (REC) of The University of Lahore, Islamabad Campus. Ethical concerns of the participants were considered while conducting this study. Written consent of participants was procured beforehand conducting this study. Furthermore, no names, contact and email addresses were acquired from the participants. All the information was used for the research purpose and all responses were kept confidential.

RESULTS

Demographic Characteristics of Participants

Out of 104 participants that filled the form, the frequency of males was 42 with a percentage of (40.4%) while the frequency of female was 62 with a percentage of (59.6%) as shown in Table 3.1. Among 104 participants, 63 participants (60.6%) fall within the age of 25 to 35. The age group of 36 to 45 had 30 participants, with the percentage of (28.8%). The age group of 46 to 55, had a frequency of 10 participants, with the percentage of (9.6%). Lastly, the age group of 56 to 65 had just one participant (1.0 %).

Analysing professional experience, the frequency of respondents with 1 to 5 years of experience was 8, with percentage of (7.7%). 50 participant (48.1%) had experience of 6 to 11. The 12 to 16 years' experience group had a frequency of 27 (26%). Finally, the >16 years' experience category had 19 participants, with the percentage of (18.3%).

In terms of educational background among 104 participants, 26 participants held Bachelor's degrees, constituting a percentage of (25.0%). The M.Phil./MS category had a frequency of 44 participants, representing (42.3%). Moreover, 23 participants are PhD scholar, with a percentage of (22.1%). A frequency of 11 participants (10.6%) held a PhD.

Considering departmental affiliations, the highest frequency was in the Pharmacy department, with 30 participants (28.8%). The Allied Health Sciences department had a frequency of 13 participants (12.5%). Moreover, Engineering department had frequency of 6 (5.8%), 2 participants (1.9%) are from Literature department. From Art and Humanities 7 participants (6.7%). From Social Sciences 8 participants (7.7%). BBA department had 15 participants (14.4%). From Computer Sciences 9 participants (8.7%). Lastly, other department contains 14 participants (13.5%).

When examining designations, 34 participants are Lecturers (32.7%), 24 are Senior Lecturers (23.1%), 30 are Assistant Professors (28.8%), 8 are Associate Professors (7.7%), and 6 are Professors (5.8%). Additionally, a single participant each held the position of Head of Department (HOD) and Research Associate, each contributing to a frequency of (1.0%).

Turning to income distribution, the frequency of participants earning less than 45k was 6 (5.8%), followed by 32 participants in the 45k-65k range (30.8%), 31 participants in the 65k-85k range (29.8%), 16 participants in the 85k-105k range (15.4%), and 19 participants earning above 105k (18.3%).

Regarding marital status, 72 participants were married, constituting a percentage of (69.2%), while 32 participants were unmarried, with the percentage of (30.8%).

Lastly, in terms of credit hours, the frequency distribution encompassed 14 participants (13.5%), for 6 credit hours, 53 participants (51.0%) for 12 credit hours, 20 participants (19.2%) for 16 credit hours, 6 participants (5.8%) for 18 credit hours, and 11 participants (10.6%) for credit loads exceeding 18 hours.

Level of depression

As illustrated in Fig 1 out of the 104 participants, 37 individuals (35.6%) experienced "normal" levels, 21 individual (20.2%) experienced "mild" levels of depression. 24 participants (23.1%) experienced "moderate" levels of depression. 11 individuals (10.6%) experienced "severe" levels of depression and 11 individual (10.6%) experienced the highest level of depression "extremely severe".

Level of anxiety

Out of 104 participants, 26 individuals (25.0%) experienced "normal" levels of anxiety. 9 individuals (8.7%) reported having only "mild" levels of anxiety. 34 individuals (32.7%) experienced "moderate" level of anxiety. 15 individuals (14.4%) experienced "severe" level of anxiety. 20 individual (19.2 %) experienced "extremely severe" level of anxiety (as Shown in fig 2).

Level of stress

Out of 104 participants, 53 individuals (51.0%) experienced "normal" levels of stress. 17 individuals (16.3%) experienced "mild" levels of stress. 20 individuals (19.2%) experienced "moderate" levels of stress. 11 individuals (10.6%) experienced "severe" levels of stress. 3 individuals (2.9%) experienced "extremely severe" level of stress (Figure 3).

According to results 68% respondents said they face difficulty in balancing research and teaching, 63% participants said they often feel tired after performing administrative duties and 63% participants said they are out of touch with family

and friends due to work which can be major risk factor for the prevalence of depression, anxiety and stress among university teachers (Figure 4).

Comparison Studies of depression, anxiety and stress among Genders

Depression, anxiety, and stress levels did not reveal any significant differences between males and females. The p-values > 0.05, suggesting that gender did not play a significant role in these variables (as shown in Table 2).

Relationship between the demographic characteristics and level of depression, anxiety and stress

The p-value 0.047 shows significant association between education and stress level. The pvalue 0.0049 shows a significant association between anxiety and education level. Year of experience and depression level shows significant association as p-value is 0.005. There is no significant association between salary, designation, marital status and gender and level of stress, anxiety and depression as all of them have p-value > 0.05. It is illustrated in the table 3.

Correlation between dass-21 and mental health variable

There is a negative correlation between the level of enjoyment of previously enjoyed activities and the levels of anxiety ($r = -0.355$, $p < 0.001$). A positive correlation is observed between nervousness and depression ($r = 0.357$, $p < 0.001$), anxiety ($r = 0.460$, $p < 0.001$), and stress ($r = 0.380$, $p < 0.001$). There is a positive correlation between feelings of isolation and depression ($r = 0.370$, $p < 0.001$), anxiety ($r = 0.386$, $p < 0.001$), and stress ($r = 0.357$, $p < 0.001$) as shown in table 4.

Regression analysis between risk factors and depression, anxiety and stress

There is a statistically significant relationship between perceived work-life balance and depression levels as $p < 0.05$. There is a statistically significant relationship between challenges in balancing research and teaching responsibilities and participants' depression levels as $p > 0.05$. In anxiety, the variables related to colleagues causing hurdles, difficulty in balancing research and teaching, and feeling out of touch with family and friends due to workload are statistically significant as their p values are > 0.05. In stress, the variable related to balancing research

and teaching responsibilities is only statistically significant (table 5).

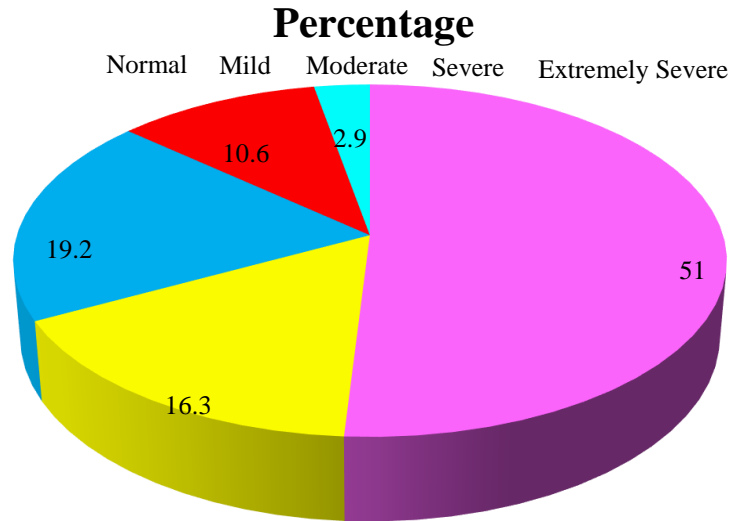


Figure 1. Level of depression

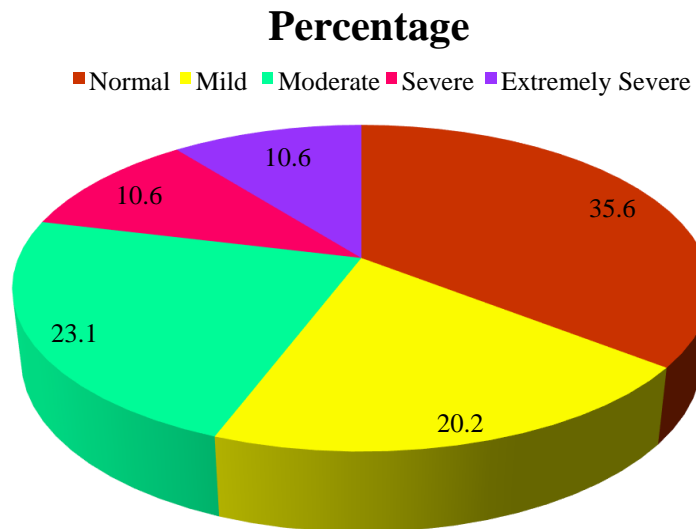


Figure 2. Level of Anxiety

Percentage

■ Normal
 ■ Mild
 ■ Moderate
 ■ Severe
 ■ Extremely Severe

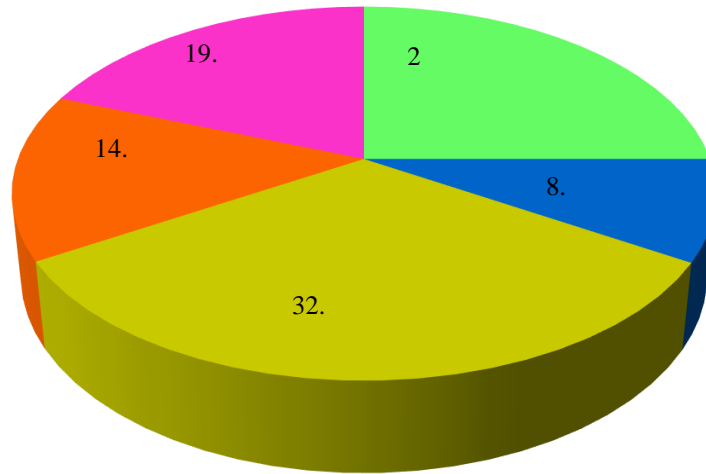


Figure 3. Level of stress

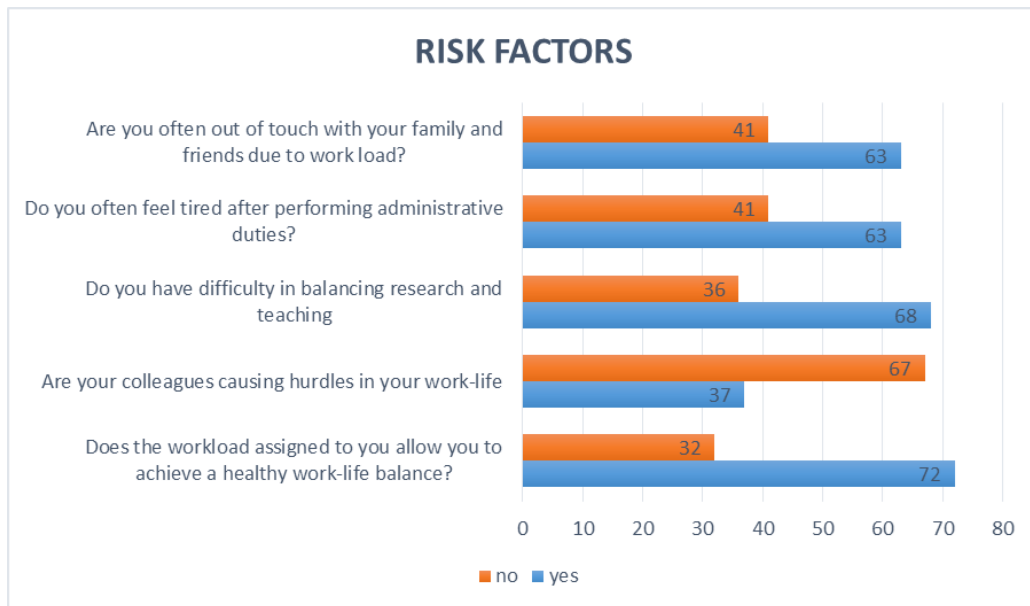


Figure 4. Risk factors

Table 1. Demographic statistics (n=104)

Demographics	Frequency	Percentage
Age		
25-35	63	60.6
36-45	30	28.8
46-55	10	9.6
56-65	1	1.0
Total	104	100
Gender		
Male	42	40.4
Female	62	59.6
Total	104	100
Years of experience		
1-5	8	7.7
6-11	50	48.1
12-16	27	26.0
above 16	19	18.3
Total	104	100
Education		
Bachelors	26	25.0
M.Phil./MS	44	42.3
PhD scholar	23	22.1
PhD	11	10.6
Total	104	100
Department		
Pharmacy	30	28.8
Allied health sciences	13	12.5
Engineering	6	5.8
Literature	2	1.9
Art and humanities	7	6.7
Social sciences	8	7.7
BBA	15	14.4
Computer sciences	9	8.7
Other	14	13.5
Total	104	100
Designations		
Lecturer	34	32.7

Senior lecturer	24	23.1
Assistant professor	30	28.8
Associate professor	8	7.7
Professor	6	5.8
HOD	1	1
Research associate	1	1
Total	104	100
Salary		
less than 45k	6	5.8
45k-65k	32	30.8
65-85k	31	29.8
85-105k	16	15.4
above 105k	19	18.3
Total	104	100
Marital status		
Married	72	69.2
Unmarried	32	30.8
Total	104	100
Credit hours		
6	14	13.5
12	53	51.0
16	20	19.2
18	6	5.8
>18	11	10.6
Total	104	100

Table 2. Mean, Standard Deviation and t Values of Gender on Study Variables (n=104)

Variables	male(n=42)		female (n=62)		T	P	CI 95%	
	M	SD	M	SD			LL	UL
Depression	2.4286	1.17167	2.3871	1.46382	0.153	0.878	-0.49524	0.57819
Anxiety	2.6667	1.39103	3.1290	1.41981	-1.643	0.103	-1.02061	0.09588
Stress	<u>1.7857</u>	<u>1.07149</u>	<u>2.1129</u>	<u>1.24275</u>	<u>-1.391</u>	<u>0.167</u>	<u>-0.79371</u>	<u>0.13933</u>

Note: M=mean, SD=standard deviation, T= mean difference, p= significance, LL= lower level, UL= upper level

Table 3. The relationship between the demographic characteristics and level of depression, anxiety and stress

		level of depression					level of anxiety					level of stress				
		N	M	MO	S	ES	N	M	MO	S	E	N	M	MO	S	ES
Age	25-35	23	13	13	7	7	20	3	15	10	15	29	13	12	8	1
	36-45	11	6	8	3	2	4	6	13	3	4	20	3	3	3	1
	46-55	2	2	3	1	2	1	0	6	2	1	3	1	5	0	1
	56-65	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0
P value		>0.05					>0.05					>0.05				
Gender	Male	12	9	14	5	2	13	5	12	7	5	24	8	5	5	0
	Female	25	12	10	6	9	13	4	22	8	15	29	9	15	6	3
P value		>0.05					>0.05					>0.05				
Years of experience	1-5	1	2	1	4	0	2	1	2	2	1	1	2	1	4	0
	6-11	16	9	14	3	8	10	4	15	6	15	16	9	14	3	8
	12-16	9	8	8	1	1	9	3	8	6	1	9	8	8	1	1
	>16	11	2	1	3	2	5	1	9	1	3	11	2	1	3	2
P value		0.005					>0.05					>0.05				
Education	Bachelors	12	3	4	5	2	6	4	8	2	6	12	5	4	5	0
	M.Phil./MS	11	13	12	2	6	8	0	21	5	10	19	10	11	3	1
	PhD scholar	8	4	7	3	1	8	4	4	5	2	15	1	4	3	0
	PhD	6	1	1	1	2	4	1	1	3	2	7	1	1	0	2
P value		>0.05					0.049					0.047				
Department	pharmacy	12	7	6	2	3	10	3	7	5	5	18	3	8	1	0
	allied health sciences	3	1	4	1	4	3	0	4	2	4	5	2	2	3	1
	engineering	0	2	2	2	0	2	0	2	2	0	2	1	2	1	0
	literature	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0
	art and humanities	1	3	3	0	0	0	2	4	0	1	3	2	1	1	0
	social science	5	1	0	2	0	2	1	2	2	1	5	2	0	1	0
	business	4	5	3	1	2	3	0	7	2	3	7	3	3	1	1
	computer science	4	1	2	2	0	2	3	0	1	3	3	3	2	1	0
	Other	8	0	4	1	1	4	0	7	1	2	9	1	2	1	1
P value		>0.05					>0.05					>0.05				

Designation	Lecturer	14	4	7	2	7	8	4	10	4	8	15	7	6	5	1
	senior lecturer	7	7	5	3	2	5	1	10	3	5	13	5	4	2	0
	assistant professor	10	8	8	2	2	9	1	11	3	6	16	3	5	4	2
	associate professor	3	1	2	2	0	4	2	1	1	0	7	0	1	0	0
	professor	3	1	1	1	0	0	1	2	3	0	2	2	2	0	0
	HOD	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0
	research associate	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0
	P value	>0.05					>0.05					>0.05				
Salary	<45k	1	1	2	2	0	0	1	4	0	1	4	1	1	0	0
	45k-65k	10	5	7	3	7	6	3	10	5	8	11	7	9	5	0
	65-85k	12	9	6	3	1	10	2	8	4	7	18	4	5	3	1
	85-105k	7	4	4	0	1	5	1	6	3	1	9	2	3	2	0
	>105k	7	2	5	3	2	5	2	6	3	3	11	3	2	1	2
	P value	>0.05					>0.05					>0.05				
marital status	Married	27	13	20	6	6	21	8	23	10	10	41	12	12	5	2
	Unmarried	10	8	4	5	5	5	1	11	5	10	12	5	8	6	1
	P value	>0.05					>0.05					>0.05				
credit hours	6	3	2	6	3	0	4	1	5	3	1	9	1	4	0	0
	12	17	11	10	5	10	13	4	15	8	13	22	11	10	7	3
	16	9	5	3	2	1	2	3	9	2	4	12	2	4	2	0
	18	3	1	2	0	0	3	0	1	1	1	3	1	1	1	0
	>18	5	2	3	1	0	4	1	4	1	1	7	2	1	1	0
	P value	>0.05					>0.05					>0.05				

Table 4. Correlation between dass-21 and mental health variable

		Correlations							
		level of depression	level of anxiety	level of stress	you generally enjoyed the things you used to enjoy doing?	how much of the time have you been a very nervous person	how much of the time have you been in firm control your behaviour	did you ever think about taking your own life	how often did you feel isolated from others
Level of depression	Pearson Correlation	1							
	Sig. (2-tailed)								
level of anxiety	Pearson Correlation	.606**	1						
	Sig. (2-tailed)	<.001							
level of stress	Pearson Correlation	.620**	.688**	1					
	Sig. (2-tailed)	<.001	<.001						
you generally enjoyed the things you used to enjoy doing?	Pearson Correlation	-.267**	-.355**	-.299**	1				
	Sig. (2-tailed)	.006	<.001	.002					
how much of the time have you been a very nervous person	Pearson Correlation	.357**	.460**	.380**	.231*	1			
	Sig. (2-tailed)	<.001	<.001	<.001	.019				
how much of the time have you been in firm control your behaviour	Pearson Correlation	.171	.096	.165	.319**	-.196*	1		
	Sig. (2-tailed)	.082	.332	.095	<.001	.046			
did you ever think about taking your own life	Pearson Correlation	-.100	-.130	-.073	-.050	.233*	-.005	1	
	Sig. (2-tailed)	.311	.187	.461	.617	.018	.960		
how often did you feel isolated from others	Pearson Correlation	.370**	.386**	.357**	.383**	.306**	-.243*	.287**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.002	.013	.003	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

DISCUSSION

A higher percentage of university teachers experience moderate to severe levels of anxiety (66.3%) and depression (44.3%) compared to the estimates from WHO of 3.6% for anxiety and 4.4% for depression (17). According to the studies conducted among seventeen Australian universities 43% of academic staff was experiencing occupational stress (18), while the results from study carried out in China revealed that 58.9% of university teachers were suffering from depressive symptoms (19). The rate of anxiety (66.3%) is also higher than the average among the general Pakistani population, which is 34%. However, the prevalence of moderate to extreme stress (32.7%) among these teachers is relatively lower when compared to the reported rate of 59% for stress among the working population (17).

We conducted an analysis to investigate the potential variations in the prevalence of depression, anxiety, and stress between males and females. The results were presented in Table 2. The statistical analysis revealed that there was no statistically significant difference between males and females, as indicated by a p -value > 0.05 which was also supported by previous findings by Alvi et al., 2022 (20). As we have done correlation between depression, anxiety, stress and mental health inventory variables table 4 shows there was negative correlation between the level of enjoyment of previously enjoyed activities and the levels of anxiety. This finding suggests that individuals who report higher levels of anxiety tend to experience a reduction in their ability to derive enjoyment from activities they previously found pleasurable which is also supported by previous findings that an anxiety is related to anhedonia (21). In other words, individuals experiencing anxiety might also experience a reduced ability to find enjoyment in activities they once enjoyed. The positive correlation between feeling isolated and level of depression anxiety and stress shown in Tables 3 and 4. This implies that individuals who report higher levels of isolation are also more likely to experience higher levels of depression, anxiety, and stress in other words isolation is a key driver of isolation and depression (22).

It was reported in table 3 there was statistically significant association between education and

stress. In previous findings it was reported that there was higher level of stress among people with lower level of education.

Table 3 shows there was no significant relation between salary and anxiety or depression prevalence, as it was also reported by Zelekha, et al in year 2020 (23) that absolute income have no significant association with depression or anxiety. Table 5 shows significant association between conflict with colleagues and anxiety which is also reported in another study that staff who had conflict with colleagues are more likely to develop anxiety (24).

STUDY LIMITATIONS

The present study bears certain limitations that warrant acknowledgment. Furthermore, our investigation was confined solely to the city of Islamabad in Pakistan. Therefore, we cannot generalize the findings of this study for whole country. In addition, DASS 21 instrument is only used for screening purpose, and it can be useful to identify individuals who are at risk of being affected by these conditions, so it is impractical to use for formal diagnosis using this instrument. Another limitation of our study was that our study was comprised of small sample size. Our sample size consisted of only 104 participants and most of them were females. We should have used larger sample size with equivalent number of male and female participants for better results.

Practice Implications and Future Studies

As it was reported in our studies that there is higher level of moderate to severe depression, stress and anxiety among university teachers that is why universities should take preventative measurements for it like establishing mental health support programs which include counselling services, workshops on stress management, and awareness campaigns to reduce stigma associated with seeking help. Universities should implement more reasonable workloads and foster a supportive work environment that can alleviate stress and promote better mental wellbeing. While this study was performed only in Islamabad, it is recommended to carry out the study in other cities and provinces of Pakistan having larger sample size for thorough and generalized approach. Furthermore, the advancement of diagnostic tools remains a crucial area for future exploration. Developing more refined and contextually relevant instruments for the accurate identification of

depression, anxiety, and stress could refine our understanding of these conditions and guide the tailoring of interventions more precisely.

CONCLUSION

In conclusion, our research has shed a revealing light on the mental well-being of university teachers, exposing a concerning prevalence of moderate to severe anxiety, depression, and stress, these rates surpass the thresholds established by the WHO, indicating a critical concern within the academic community in Islamabad. Our research data revealed that 66.3% of university teachers exhibited moderate to extremely severe level of anxiety, 32.7% of stress and 44.3% of depression in moderate to extremely severe range which is higher than expected. This analysis suggests that more research on this topic is necessary in order to better understand the epidemiology of work-related stress, anxiety, and depression as well as the risk factors. Intervention studies are also strongly advised because the prevalence of these conditions in the current study is high and calls for immediate intervention. Authorities must to be made aware of the findings and motivated to lessen stress, anxiety, and melancholy associated with their jobs. Requesting that the appropriate authorities raise pay to reflect living expenses, and committee should be established to evaluate teachers' levels of stress, anxiety, and depression and offer coping mechanisms. Management and teachers should have informal group meetings on a regular basis to foster communication and provide a sense of accomplishment through rewards, recognition, and appreciation for completed tasks.

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None

DECLARATIONS

Authors' contributions

NS and FJ designed study and prepared and reviewed the questionnaire. LI and AN collected the data. RK, KI and AS analyzed the data and wrote the manuscript. All the authors contributed equally and approved the final manuscript.

Ethical Approval

The study was ethically approved by Research Ethics Committee (REC) of The University of Lahore, Islamabad Campus.

Conflict of interest

The authors declared no conflict of interest among them.

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