

DEMOGRAPHIC VARIABLE AND JOB STRESS AS PREDICTORS OF DEPRESSION AMONG PRIMARY SCHOOL TEACHERS IN LAGOS STATE OF NIGERIA

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ABSTRACT: *Issues of increase rate of sick leave, mood swing, fatigue and decreased energy, Feelings of worthlessness and helplessness which could be responsible for discontent and poor morale, low teaching efficiency, poor relationships with pupils, parents and subordinate, premature retirement, more internal conflicts and dysfunctional workplace climate among primary school teachers which can also be link with their wellbeing attracted the attention of this study. This study adopted cross sectional research design and Questionnaires were used to gather data from the primary school teachers. Purposive sampling technique was used to select two hundred primary school teachers who participated in the study. Data collected was analyzed using version 20.0 of statistical package for social sciences. The findings of this study revealed that that there is no significant difference in the depression of female teachers compare to male teachers among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria ($t(198)=-1.249, p>.05$). it was also discovered that that out of the socio-demographic variable, only monthly income made significant independent contribution to depression among primary school teachers ($\beta=-0.227; t = -2.780; p<0.05$). The result also revealed that primary school teachers with high stress reported higher depression than their counterpart with low stress ($t(198)=-12.41, p<.05$). Further analysis revealed that job stress and working experience had no significant joint influence on depression ($F(5,194)=2.975; p>0.05; R=0.171, R^2=0.029$), and also showed that job stress made significant independent contribution to depression ($\beta=0.162; t = 2.287; p<0.05$) while working experience had no significant independent contribution to depression ($\beta=-0.077; t = -1.091; p>0.05$). The study concluded that there is significant influence of job stress and monthly income on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria and recommend that government, stakeholders and investors in the field of education should review the job roles of primary school teacher as this study discovered that many of their roles constituted stress and result to depression.*

KEYWORDS: Socio-Demographic Variables, Job Stress, Depression, Primary School, Teachers.

INTRODUCTION

Among the most important contributors to the global burden of disease and disability is Depression (WHO, 2012). Mental and behavioural disorders are estimated to account for 12% of disability adjusted life years lost globally and 31% of all years lived with disability at all ages and in both sexes, according to year 2000 estimates (WHO, 2012). It was observed that depression, anxiety and somatoform disorders are begin to increase among primary school

teachers in Nigeria with little or no studies conducted to examine it influencing factors. Among these stated disorders, depression is a serious health issue that require attention as it's not a sign of weakness or a problem that can just be willed away. People who have a depressive disorder cannot just neglect without proper treatment because depressive symptoms can last for months or even years and can worsen. Research postulated that depressive disorders are medical illnesses related to changes and imbalances in brain chemicals called neurotransmitters that help regulate mood and can be trigger by psychological influence (WHO, 2001). If education in Nigeria will fulfil major purposes, mental health of the teachers needed serious attention most especially primary school teachers that uphold the foundation of the education system.

However, depression is a psychological disorder that affects millions of people worldwide and in addition to causing both emotional and physical distress, depression also cited as one of the leading causes of disability (WHO, 2001). Depressive symptoms may include mood disturbances, anhedonia, changes in weight, appetite or sleep patterns, low energy, psychomotor disturbances, feelings of guilt or worthlessness, poor concentration and recurrent thoughts of death or suicide (NIMH, 2011). Symptoms of depression can range from mild to severe, have varying impacts on daily functioning and have different temporal characteristics. A depressive state can transpire in reaction to an acute stressor, multiple stressors, or no apparent cause, producing a brief disturbance in mood, cognitions and behaviour. However, a mood disturbance may be classified as a disorder if it remains unresolved over time and is coupled with multiple depressive symptoms. Studies have shown that the etiology of depression is complex, varied and not yet fully understood. Biological and psychosocial factors are both implicated in the development of depression, yet these factors may vary between individuals and types of depression. Many theories of depression propose a diathesis-stress model, in which a stressor interacts with an individual's biological or cognitive vulnerability to produce a depressive reaction. The severity and temporal characteristics of the stressor(s), as well as the individual's biological and genetic makeup (Caspi et al., 2003), use of coping skills (Matheson & Anisman, 2003), cognitive style (Alloy et al., 2000), and degree of social support (George, Blazer, Hughes, & Fowler, 1989), may contribute to the development of depression. Several psychosocial factors have been associated with a higher risk of depression, including gender, socioeconomic status, marital status, social support and age, in Western, Asian and other part of the world but little has been done in African to examine the influence of all these stated psychosocial factors and job stress on depression and this attracted the attention of this research study.

There is variety of sources responsible for primary school teachers' stress. Important among them are work overload or job overload which is found to be one of the most prominent causal factors of primary school teachers' stress. A major observable factor related to work-load is role-overload, which was observed to takes place when teachers have to cope with a number of competing roles within their job. Another important source of stress among primary school teachers includes constant changes of job roles within the profession and lack of information as to how changes are to be implemented. Also, the sources of primary school teacher stress include pupils' misbehaviour, pupils' absenteeism, negative attitude of pupil towards learning, poor working conditions, time pressure, large classes which usually result to too much correction work, lack of encouragement, feeling of failure, non-cooperative parents, job insecurity, lack of public esteem, poor colleagues relationships, criticism by colleagues, lack of control over the job, delayed salaries, duties other than teaching, political interference, negative community attitude towards teaching (Gmelch1983). Undoubtedly, teaching has become a very stressful profession in the present time. Thus their job stress could affects their

mental health and in turn affects their teaching efficiency which may have significant influence on the pupil.

Moreover, studies has revealed that job stress is known as stress at work which occurs when there is a discrepancy between the demands of the workplace and that of individual's (Tsutsumi et al., 2009). Job stress, also known as occupational stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Job stress in the human service professions, particularly in teachers, has been a focus of study in the last decades. Most surprisingly, school teachers have been considered to be under stress undergoing the process of burnout or suffering from depressive symptoms (Beer & Beer, 1992). There exists a substantial body of literature describing teaching as stressful occupation and suggesting that teacher stress appears to be an increasing problem (Antoniou et al., 2006). In recent time, several studies have examined occupational stress in the teaching profession. Studies have suggested that teachers experience disproportionately high level of stress (Adeyemo & Ogunyemi, 2005). A study in Bahrain by Al-Khalefa (1999) observed work conditions, salaries, bonuses and allowances, status of physical education, supervision, school facilities, workload and career development to be the major causes of stress for physical education teachers. Primary school teachers who become burned out may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequent emotional or physical exhaustion, may feel anxious, irritable, depressed, and in general, may feel less committed and dedicated to their work (Farber & Miller, 1981). this make it imperative to examine the influence of job stress on depression with aim of proffering actionable recommendation that will be of help to primary school teachers and schools board. Furthermore, Farber (1984) assessed the sources of stress of sub-urban teachers in the United States and found that excessive paperwork, unsuccessful administrative meetings and the lack of advancement opportunities in teaching were related to stress. Workload, lack of resources, poor professional relationships with colleagues, inadequate salary, pupil misbehaviour, difficult interactions with parents and expectations of other staff have been identified as sources of stress in many studies (Borg, Riding & Falzon, 1991; Boyle, et al., 1995; Pierce & Molloy, 1990). Negative self-perception, negative life experiences, low morale, and a struggle to maintain personal values and standards in the classroom all take their toll (Goodman, 1980). Stressed teachers had more illness, medicine intake, anxiety and sexual passivity. More psychological and psychosomatic symptoms were reported by teachers experiencing high burnout (Bauer et al., 2006).

Some studies conducted by Western and Asian researchers has relate depression with some socio-demographic variables like gender, marital status, household composition, living arrangements, ethnicity, education and occupational class to examine whether there is significant relationship or not. Worthy to mention is a research conducted which suggested that gender may be an important demographic characteristic to be considered in the experience of depression (Jick & Mitz, 1985). Mondal et al. (2011) found a significant difference in depression between male and female teachers, with male teachers having more depression than the female teachers (Rosenblatt et al., 1999). Moreover, males were observed to have higher depression than the females (Cheng, K.-L., Kelly, 1993). Quite contrary to this, female teachers tended to complain more of been depressed than male teachers (Bhadoria & Singh, 2010). Some researchers also fail to advocate any significant result to support a gender difference in their studies regarding level of depression and gender (Siong & Yet, 2003). However, majority

of these findings may not be able to generalise to this part of the world (Nigeria) because of some factors like cultural differences, economy differences and climate to mention but few.

Statement of Problem

Issues of increase rate of sick leave, mood swing, Fatigue and decreased energy, Feelings of worthlessness and helplessness which could be responsible for discontent and poor morale, low teaching efficiency, poor relationships with pupils, parents and subordinate, premature retirement, more internal conflicts and dysfunctional workplace climate among primary school teachers which can be link with their wellbeing attracted the attention of this research study. Well-being of the teachers was observed to have significant influence on the knowledge they will pass to the pupils and their productivity as a whole. Previous studies have neglected this and concentrated on the curriculum and the factors that have to do with the pupils themselves such as their intelligence quotient, emotional intelligence, study habit, learning styles etc. This is the gap that this study wants to fill.

More so, it was observed that primary school teachers in Nigeria face issues of work role-overload, which takes place when teachers have to cope with a number of competing roles within their job, and some other issues like pupils' misbehaviour, negative student attitude towards learning, poor working conditions, time pressure, large classes which usually result to too much correction work, lack of encouragement, feeling of failure, non-cooperative parents, job insecurity, lack of public esteem, criticism by colleagues, lack of control over the job, delayed salaries, duties other than teaching and negative community attitude towards teacher which constitute job stress and could have significant influence on both the psychological and physical wellbeing of both the teachers and the pupils because if it affects mental health of the teacher, it will in turn affects the teaching efficiency. Although studies has been conducted in this area but majority of the studies were conducted in Western and Asian part of the world while little or no studies has being conducted to examine socio-demographic factors and job stress as a predictor of depression among primary school teachers in Nigeria. Therefore, this present study will examine the influence of socio-demographic factors and job stress on depression among primary school teachers in kosofe Local Government Area of Lagos State, Nigeria.

Purpose of the Study

The main purpose of this research is to investigate the influence of socio-demographic factors and job stress on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. The specific objectives of this study include;

- i. To examine the influence of socio-demographic factors on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.
- ii. To investigate the influence of job stress on depression among among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria
- iii. To determine the joint and independent influence of socio-demographic factors and job stress on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.
- iv. Proffer credible and actionable recommendations to identified problems.

Research Hypotheses

- i. Female teachers will report higher depression compare to male teachers among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.
- ii. There will be significant joint and independent influence of socio-demographic variable (age, educational attainment, religion, marital status, monthly income) on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.
- iii. Teachers with high stress will report higher depression compare to teachers with low stress among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.
- iv. There will be significant joint and independent influence of job stress and working experience on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria

METHODOLOGY

Research Design

This study utilized cross sectional research design with the use of structured questionnaires. This is because these variables of interest (socio-demographic factors, job stress and depression) had already happened or occurred in nature prior to the commencement of the study. The independent variables were the socio-demographic factors and job stress while the dependent variable was depression.

Research Setting

The study was conducted among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. Kosofe Local Government Area have it headquarters in the town of Kosofe with an area of 81 km² and a population of 665,393 at the 2006 census. The postal code of the area is 100 and one of the major settlements in Kosofe is Ikosi situated within Lagos state.

Participants

The participants of the study were primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. A total number of two hundred (200) primary school teachers were selected and used for the study. A total of 128 (64%) were male while 72 (36%) of them were female. Purposive sampling technique was adopted. The selection of the subjects was done in a way that cut across both gender.

Sampling Technique

The sampling techniques used in selecting the samples for the study were non-probability sampling technique. In this technique, normal distribution of the population is not assumed unlike the probabilistic sampling. In this present study, for the purpose of clarity, purposive or judgmental sampling which is one form of non-probabilistic techniques was used. It involves

the use of participants that were available during the time or period of research investigation. Purposive sampling is widely accepted and used mainly in exploratory or field research survey (Babbie, 1998, 195).

Research Instruments

Questionnaires were used to collect relevant information from the participants of the study. The questionnaire was divided into three segments with each of the segments tapping information based on the identified variables of interest. It comprised of three sections; A, B and C. The structure of the questionnaire is outlined below.

Section A: Socio-demographic Variables

In this section of the questionnaire, demographic information of the participants were captured ranging from age to their working year(s). This section consisted of variables such as age, gender, marital status, and educational status.

Section B: Job Stress Scale

Job Stress Scale is 5-items designed to measure the stress that employee experience on job, developed by Lambert, Hogan, Camp & Ventura (2006). The scale is measure on a 4-point likert response option ranging from “strongly agree” to “strongly disagree”. The alpha coefficient of this scale was 0.86. In this study, the researcher reported reliability coefficient of .73 as cronbach alpha for the entire scale.

Section C: Zung Self-Rating Depression Scale (SDS)

The 20 items version of Zung Self-Rating Depression Scale (SDS) was developed by Zung was used to measure depression among the respondents, it was anchored on 4-point Likert format with response option ranging from Most or all of the time (4) to Little or none of the time (1). High scores on the scale suggest severe depression. Internal consistency of the Zung Depression scale is excellent (Cronbach’s alpha =0.81). In this study, the researcher reported reliability coefficient of .73 as cronbach alpha for the entire scale.

Procedure for Data Collection

Permission was sought from Lagos State Universal Basic Education Board, SUBEB and Kosofe Local Government Area of Lagos state, Nigeria and approval was given by both the Director of Lagos State Universal Basic Education Board, SUBEB and the Chairman of Kosofe Local Government before the administration of the questionnaires. The purpose of the research work was explained to the participants and the researchers then gave copies of the questionnaire to the respondents after explaining the instruction on how to fill the questionnaire. Confidential treatment of information was assured. In all, two hundred questionnaires were distributed (100%) with the help of research assistant, two hundred questionnaires were retrieved (100%), number of questionnaire not use is 0 (0%), No of questionnaires actually used for data analysis was 200 (100%).

Statistical Design

Descriptive statistics such as mean, standard deviation, frequency and percentage were used to analyze the socio-demographic characteristics of the participants. Inferential statistics were

used to test hypotheses stated in the study. T-test for independent samples was used to test the first, third hypothesis and multiple regression was used to test the second and fourth hypothesis.

RESULTS

Hypothesis one which stated that female teachers will report higher depression compare to male teachers among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria was tested using t-test for independent measure. The result is presented in Table 1 below;

Table 1: Summary Table of t-test for independent measures showing comparison of gender with depression

	Gender	N	Mean	SD	df	T	P
Depression	Male	48	44.50	9.71	198	-1.249	>.05
	Female	152	46.59	10.25			

From Table 1, the result shows that there is no significant difference in the depression of female teachers compare to male teachers among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria [t(198)=-1.249, p>.05]. From the table above, female teachers had a mean score of 46.59 on depression, while male teachers had a mean score of 44.50 with a mean difference of 2.09 but not statistical significant. Therefore, the hypothesis was disconfirmed.

Hypothesis two predicted that there will be significant joint and independent influence of socio-demographic variable (age, educational attainment, religion, marital status, monthly income) on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria was tested using multiple regression analysis. The result is presented in table 2 below.

Table 2: Multiple-regression analysis of independent and joint prediction of socio-demographic variable on depression

Predictor	Beta (β)	t-value	Sig	R	R ²	F	P
Age	0.028	0.343	.732	0.25	0.060	2.061	>0.05
Educational attainment	0.078	1.057	.292				
Religion	0.070	0.985	.326				
Marital status	0.106	1.465	.145				
Monthly income	-0.227	-2.780	.006				

Table 2 shows that socio-demographic variable yielded a coefficient of multiple correlations (R) of 0.25 and multiple correlations square of 0.06. This shows that about 25% of the total variance of depression was accounted for by the linear combination of the socio-

demographic variable while the remaining 75% could be assigned to other estranged factors not considered in this study. The table also indicated that socio-demographic variable had no significant joint influence on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria [$F(5,194)=2.061$; $p>0.05$; $R=0.025$, $R^2=0.060$].

Also, the table shows that out of the socio-demographic variable, only monthly income made significant independent contribution to depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria ($\beta=-0.227$; $t = -2.780$; $p<0.05$) while the other socio-demographic variable such as age, educational attainment, religion and marital status had no significant independent contribution to depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. Therefore, the hypothesis was partially confirmed.

Hypothesis three which stated that teachers with high stress will report higher depression compare to teachers with low stress among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria was tested using t-test for independent measure. The result is presented in Table 3 below;

Table 4.3: Summary Table of t-test for independent measures showing comparison of stress with depression

	Stress	N	Mean	SD	Df	T	P
Depression	High	188	46.56	9.69	198	2.66	<.05
	Low	12	38.67	14.02			

From Table 3, the result shows that teachers with high stress reported higher depression than their counterpart with low stress among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria [$t(198)=-12.41$, $p<.05$]. From the table above, teachers with high stress had a mean score of 46.56 on depression, while teachers with low stress had a mean score of 38.67 with a mean difference of 7.89. Therefore, the hypothesis was confirmed.

Hypothesis four predicted that there will be significant joint and independent influence of job stress and working experience on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria was tested using multiple regression analysis. The result is presented in table 4.

Table 4: Multiple-regression analysis of independent and joint prediction of job stress and working experience on depression

Predictor	Beta (β)	t-value	Sig	R	R ²	F	P
working experience	-0.077	-1.091	.277				
Job stress	0.162	2.287	.023	0.171	0.029	2.975	>0.05

Table 4 shows that job stress and working experience yielded a coefficient of multiple correlations (R) of 0.171 and multiple correlations square of 0.029. This shows that about 17%

of the total variance of depression was accounted for by the linear combination of the job stress and working experience while the remaining 83% could be assigned to other estranged factors not considered in this study. The table also indicated that job stress and working experience had no significant joint influence on depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria [$F(5,194)=2.975$; $p>0.05$; $R=0.171$, $R^2=0.029$].

Also, the table shows that job stress made significant independent contribution to depression ($\beta=0.162$; $t = 2.287$; $p<0.05$) while working experience had no significant independent contribution to depression ($\beta=-0.077$; $t = -1.091$; $p>0.05$) among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. Therefore, the hypothesis was partially confirmed.

DISCUSSION

Previous studies opined that gender differences in rates or correlates of depression exist but may differ for different countries. In Alexandria, Egypt, the rate of having depressive symptoms in girls was almost double that in boys. In Oman, however, there was no significant difference in depression of both male and female (Afifi 2006). Moreover, age at first onset of depression is similar in males and females (Piccinelli and Homen 1997) but studies has revealed that adolescent girls have been found to be significantly more likely to experience low and moderate levels of depression and anxiety than adolescent boys (Ohannessian, Lerner, von Eye and Lerner 1996). However, research on gender differences in depression levels is largely inconsistent. Some researchers reported no significant differences in depression levels between males and females (Al-Busaidi et al., 2011, Chen et al., 2013). These researchers argued that the absence of any significant gender differences in depression levels may be attributed to the characteristics of the participants themselves as well as the fact that both males and females may now face common stressors. Contrarily, other researchers have described higher levels of depression among males as compared to females (Ceyhan & Ceyhan, 2011; Michael, Huelsman, Gerard, Gilligan & Gustafson, 2006) and have attributed this variation in the outcome to design and process of the data collection strategy. In this case, researchers contended that the method of data collection facilitated greater openness among males and the subsequent revelation of their true psychological state, given that males have an aversion to help-seeking behaviour (Talaei, Fayyazi & Ardani, 2009). Other previous studies showed that females reported higher depression levels than their male counterparts (Al-Khatib, 2013; Bitsika, Sharpley & Melhem, 2010). Numerous theoretical perspectives, including gender role, biological, psychological and socio-cultural, have been used to explain higher levels of depression among females as compared to males (Khawaja & Duncanson, 2008) which give more insight to gender differences in depression. Some previous studies support while some was inconsistent with the finding of this study which revealed that there is no significant difference in the depression of female teachers compare to male teachers among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.

Hypothesis two predicted that there will be significant joint and independent influence of socio-demographic variable (age, educational attainment, religion, marital status, monthly income) on depression and the result shows that socio-demographic variable had no significant joint influence on depression. Further analysis revealed that out of the socio-demographic variable (age, educational attainment, religion monthly income and marital status) examined, only monthly income made significant independent contribution to depression while other socio-

demographic variable such as age, educational attainment, religion and marital status had no significant independent contribution to depression among primary school teachers sampled. Contrary to the findings of this study are some findings of previous studies which found that socio-demographic factors such as sex (Chen, et al., 2013), marital status (Talaie, Fayyazi & Ardani, 2009), age (Chen et al., 2013), family type (Barrett & Turner, 2005), ethnicity (Givens, Houston, Voorhess, Ford & Cooper, 2007) and religion (Berry & York, 2011) play a key role on depression.

Hypothesis three stated that teachers with high stress will report higher depression compare to teachers with low stress among primary school teachers and the result shows that teachers with high stress reported higher depression than their counterpart with low stress. This is consistent with the findings of Gardener, (2010) who affirmed that teachers generally experience higher levels of stress and this contributed to higher depression than their counterpart with lower level of stress and that of the general population. Also, the finding of the study is partially supported by study conducted by Morrison & O'Connor (2005) who found that stress is a predictor of depression among teachers and that depression has grave consequences for teachers as well as the wider community. This finding is partially consistent with the finding of a study conducted by Gardener (2010) who found that many causes and symptoms of depression may go largely unrecognized by practicing and prospective teachers but may be attributed to job stress.

Hypothesis four predicted significant joint and independent influence of job stress and working experience on depression among primary school teachers and the result of the findings revealed that job stress and working experience had no significant joint influence on depression and that job stress made significant independent contribution to depression while working experience had no significant independent contribution to depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria. This finding is partially supported by study conducted by Morrison & O'Connor (2005) who found that stress is a predictor of depression among teachers.

CONCLUSION OF THE STUDY

The conclusion is based on findings of this study and made as follow;

Finding of the study revealed that there is no significant difference in the depression of female teachers compare to male teachers. Also, the result shows that socio-demographic variable had no significant joint influence on depression and further analysis revealed that out of the socio-demographic variable (age, educational attainment, religion monthly income and marital status) examined, only monthly income made significant independent contribution to depression while other socio-demographic variable such as age, educational attainment, religion and marital status had no significant independent contribution to depression. Furthermore, the finding of the study revealed that teachers with high stress reported higher depression than their counterpart with low stress.

In addition, this study discovered job stress and working experience had no significant joint influence on depression and that job stress made significant independent contribution to depression while working experience had no significant independent contribution to depression among primary school teachers in kosofe Local Government Area of Lagos state, Nigeria.

RECOMMENDATION

The present research has examined the influence of socio-demographic factors and job stress on depression among primary school teachers in Kosofe Local Government Area of Lagos state, Nigeria. Based on this finding of the study, the following recommendations are made:

It is recommended that government, private schools and investors in the field of education should increase the salary of teachers in Nigeria and also design compensation package or programme that can be of support to the teachers because the findings of this study revealed that monthly income had a significant independent contribution to depression and when they were asked, majority of the teachers said that their monthly income is not encouraging.

Also, it is recommended that government, private schools and investors in the field of education should review the job roles of primary school teacher as this study discovered that many of their roles constituted stress and invariably result to depression. Therefore, the following recommendations are made: primary schools authority should reduce number of children per teacher in classes, work overload of teachers should be reduced in order for them to focus on teaching better and there should be Seminars, workshops, and conferences for primary school teachers on how to improve their mental health.

Limitation of the study.

The study only considered demographic factors and jobs stress as influencing factors of depression among primary school teacher and other factors also needed attention..

Another limitation of this study was the small sample size; 200 primary school teachers in one local governments and one city in Nigeria, so a wider generalization is hindered.

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