



Original

Prevalence and risk factors of common mental disorders among teachers



Mary Sandra Carlotto^{a,*}, Sheila Gonçalves Câmara^b

^a Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil

^b Universidade Federal de Ciências da Saúde de Porto Alegre, Porto Alegre, Brazil

ARTICLE INFO

Article history:

Received 14 April 2014

Accepted 13 April 2015

Available online 26 September 2015

Keywords:

Common mental disorders

School teachers

Occupational health

ABSTRACT

This study aimed at identifying the prevalence of Common Mental Disorders (CMDs) in teachers and at analyzing associations between sociodemographic, occupational, and psychosocial factors and CMDs. This was a cross-sectional study with a random sample of 679 teachers, distributed in 37 elementary schools located in a city in the metropolitan area of Porto Alegre (in the state of Rio Grande do Sul, Brazil). The instruments used were the Self-Reporting Questionnaire (SRQ-20); the Battery of Psychosocial Risk Assessment to evaluate role ambiguity, social support, self-efficacy, autonomy, interpersonal conflicts, role conflict, and overload; and a questionnaire to assess sociodemographic and occupational variables. Results showed a 29.7% prevalence of CMDs. Three-stage hierarchical logistic regression was performed. Having role ambiguity, overload, low level of social support, and low perceived self-efficacy were associated with CMDs. Greater attention should be given to psychosocial threats in the school context, since these kinds of variables were associated with CMDs in teachers.

© 2015 Colegio Oficial de Psicólogos de Madrid. Published by Elsevier España, S.L.U. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Prevalencia y factores de riesgo de trastornos mentales comunes en profesores

RESUMEN

Este estudio tuvo como objetivo identificar la prevalencia de trastornos mentales comunes (TMC) en profesores y analizar las asociaciones entre factores sociodemográficos, ocupacionales y psicosociales y TMC. Fue realizado un estudio transversal con una muestra aleatoria de 679 profesores distribuidos en 37 escuelas de enseñanza primaria localizadas en una ciudad de la región metropolitana de Porto Alegre (Estado de Rio Grande do Sul, Brasil). Los instrumentos utilizados fueron el Self-Reporting Questionnaire (SRQ-20), la Battery of Psychosocial Risk Assessment para evaluar ambigüedad de rol, apoyo social, auto-eficacia, autonomía, conflictos interpersonales, conflictos de rol y sobrecarga y un cuestionario para evaluar variables sociodemográficas y ocupacionales. Los resultados demostraron una prevalencia de TMC de 29.7%. Fue realizado un análisis de regresión logística. Ambigüedad, sobrecarga, bajo nivel de apoyo social y baja percepción de auto-eficacia se asociaron a los TMC. Una mayor atención debe prestarse a las amenazas presentes en el contexto escolar una vez que esa clase de variables se asociaron a los TMC en profesores.

© 2015 Colegio Oficial de Psicólogos de Madrid. Publicado por Elsevier España, S.L.U. Este es un artículo Open Access bajo la licencia CC BY-NC-ND (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Palabras clave:

Trastornos mentales comunes

Profesores de enseñanza primaria

Salud ocupacional

* Corresponding author: Pontifícia Universidade Católica do Rio Grande do Sul – PUCRS. Programa de Pós-Graduação em Psicologia. Av. Ipiranga, 6681 – Prédio 11 – Sala 933. Porto Alegre/RS – Brasil – CEP: 90619-900.

E-mail addresses: mcarlotto@pesquisador.cnpq.br, mcarlotto@gmail.com (M.S. Carlotto).

Common Mental Disorders (CMDs) are a group of distress states manifesting with anxiety, depressive, and unexplained somatic symptoms (Goldberg & Huxley, 1992). Mental disorders are a major source of disability, accounting for approximately 12% of the global burden of diseases (Vos et al., 2012). A systematic review and meta-analysis performed by Steel et al. (2014), evaluating the period from 1980 to 2013, found that 29.2% (25.9–32.6%) of the respondents

were identified as having experienced a common mental disorder at some time during their lifetimes. Common mental disorders are highly prevalent globally, affecting people across all regions of the world.

From a public health perspective, depression and anxiety disorders are the most important among these disorders, due to their prevalence in the general population. Although CMDs are characterized as types of psychic suffering, they are regarded as having a non-psychotic nature and do not constitute a diagnostic category (Goldberg & Huxley, 1992). Even though some investigations reveal that CMDs represent between 20% and 40% of primary care consultations (Bhui, Stansfeld, McKenzie, Karlsen, & Scott Weich, 2001; Goldberg & Huxley, 1992), they are generally not the main reason for seeking medical attention (Risal, 2011).

According to the World Health Organization, one in every four people develops one or more mental disorders at some stage in life (WHO, 2001). Studies conducted among the Western population have pointed out a variation of prevalence from 7% to 26% for CMDs (Lopes, Faerstein, & Chor, 2003). A systematic review of the literature of Brazilian studies developed from 1997 to 2009, held by Santos and Siqueira (2010), identified a variation between 20% and 56%, depending on the population under investigation.

Environmental factors can have direct effects on these processes (Goldberg & Huxley, 1992). In Brazil there is a variety of factors that contribute to the high prevalence of stressful life events and of mental disorders in the population, such as accelerated processes of urbanization and industrialization, unequal access to health care, inadequate living conditions, income inequality, unemployment, high violence, and crime rates (Lopes et al., 2003).

In Brazil, in 2011, according to data from the *Ministério da Previdência Social do Brasil - MPS [Ministry of Social Welfare]* (2011), mental and behavioral disorders, listed in chapter V of the International Classification of Diseases (ICD-10), were the third cause for the granting of disability pensions due to incapacity to work. These circumstances tend to increase.

Although they do not have an effect on workers' survival rates, they may keep them from their activities (Porto et al., 2006). CMDs have been one of the major causes of long-term absences from work (Stansfeld, North, White, & Marmot, 1995) and have great socioeconomic impact, mainly because of lost workdays (Rai, Skapinakis, Wiles, Lewis, & Araya, 2010), amount of disability benefits (Mykletun et al., 2006), and increase in the demand for health services (Broadhead, Blazer, George, & Tse, 1990; Goldberg & Huxley, 1992). Workers with a previous episode of absence due to a CMD are at greater risk of absence due to recurrent illness with common mental disorders in a period of three years (Koopmans et al., 2011).

A meta-analysis of the literature performed by Stansfeld and Candy (2006) identified consistent evidence that the combination of high demand and low decision-making power and of high effort and low rewards are potential risk factors for common mental disorders. In another review of literature, developed by Sanderson and Andrews (2006), one of the results was that workers exposed to adverse psychosocial environments have increased risk of developing CMDs.

Brazilian studies with teachers of private schools found prevalence proportions of CMDs between 20.1% (Araújo et al., 2003) and 41.5% (Delcor et al., 2004). In public education the prevalence was 50.3% (Gasparini, Barreto, & Assunção, 2006). In Germany, a study with teachers identified that 29.8% of the sample had significant mental health problems (Bauer et al., 2007).

In teaching, the consequences of new requirements in the process of school and teaching work are the intensification of work in at least two aspects: intensification due to the expansion of professional demands in teachers' lives, driven from an administrative and bureaucratic perspective, and self-intensification due

to the exploitation of the teachers' sense of professionalism and their self-images based on the care and attention that historically characterize childhood education (García & Anadon, 2009). The anachronism present on the public educational system, which combines students of the 21st century, schools with structures of the 19th century, and teachers who graduated in the 20th century, have been producing direct effects in the implementation of activities, which affect the professionals' health (Leão, Oliveira, & Aparecida, 2012).

A study developed by Juncá, Cordeiro, Moraes, Pessanha, and Oliveira (2010), which aimed at developing a profile of the teachers and of the activities in which they were involved, analyzing the relation between their occupation and health conditions, identified that 76.4% of the interviewees thought that the practice of teaching could compromise the professionals' health. Their main complaints regarding health were headaches and migraines, depression, stress, nervousness, irritability and mood swings, insomnia, discouragement and lack of motivation to work, mental fatigue, forgetfulness, and difficulty to concentrate.

The health of the workforce is inextricably linked to its productivity and to the health of the nation's economy. It also shows that employers increasingly recognize this link and are interested in improving workers' health by expanding workforce health protection and health promotion programs (Hymel et al., 2011). Therefore, employers, government bodies, and policy makers are interested in reducing the incidence and prevalence of mental health problems at work.

Thus, numerous studies were conducted with the intention of identifying work factors that increase employees' risk of developing mental health problems (Hilton & Whiteford, 2010). And, in this perspective, the present study, which has an observational epidemiological cross-sectional delineation, aims at identifying the prevalence of CMDs in teachers and at verifying the existence of associations between sociodemographic, occupational and psychosocial variables.

Method

Participants

This cross-sectional study was conducted with a calculated random sample of the population of 1,250 teachers distributed in all 37 elementary schools located in a large city in the metropolitan area of Porto Alegre (in the state of Rio Grande do Sul, Brazil). The parameters for sample size calculation were the 50.3% prevalence (Gasparini et al., 2006), 5% error, 80% effect power, and 20% potential losses. The final sample consisted of 713 teachers. The collected sample consisted of 679 teachers, with a loss of 34 participants.

Most participants were women (91.8%), with a partner (60.8%) and children (68.6%). Their average age was 42 years ($SD=9$) and their salaries were higher than three minimum wages, a reference in Brazil (51.2%). Most participants have a post-graduate degree (61.8%). The majority of the professionals work exclusively at the school under investigation (74.2%). Participants have an average of 17 years of professional experience (range = 1–47, $SD=8.9$, Mode = 15) and 8.8 years of professional experience at the school ($SD=7.2$). The workload varies between 16 and 57 hours a week, with an average of 34 hours a week ($SD=11.6$, Mode = 40). The amount of students they work with per day ranges between 7 and 500, with an average of 77 students per day ($SD=74$, Mode = 60).

Instruments

Data were collected using a questionnaire that was specifically designed to investigate some sociodemographic factors (gender,

Download English Version:

<https://daneshyari.com/en/article/895316>

Download Persian Version:

<https://daneshyari.com/article/895316>

[Daneshyari.com](https://daneshyari.com)