Abstract
Depression is considered to be a serious problem amongst university teachers, who perform their job in various environments. Therefore, their psychological problems caused by work conditions, their perception of work environment and how they cope-up with these problems differ. The present study intended is to determine the level of depression of university teachers caused by the work done in different environments and the managerial skills used to cope with this depression. Significant difference between male and female university teachers in their level of depression managerial skills the reason can be similar kinds of limited facilities available to both and no significant relationship exists between level of depression and managerial skills of male university teachers. Similar results are found in case of female university teachers as well. It is due to the fact that depression and managerial skills are two different streams of mind, flowing in two different directions.

I. INTRODUCTION
The number of universities is increasing tremendously over the past few years. Due to the competitive pressure on the management, the academic staff is eventually bearing difficulty in executing their job. The primary duty of the university teachers is to teach and to prepare
Faculty members are also expected to support an educational environment which stimulates inquiry and a shared sense of responsibility for the education of a "whole man". The duties of faculty members are many and varied. Like every profession, teaching job requires satisfaction in the job and commitment towards this noble profession on the part of teachers. Unless a teacher feels satisfied and is professionally committed in his job, he will not be able to discharge his duties and responsibilities intelligently and effectively. In addition to classroom teaching, faculty members are expected to carry out a variety of duties, viz. advising students and student organizations; accompanying students on field trips and other educational excursions, including attendance in professional meetings; directing independent study and research projects; supervising honors theses; supervising academic year and summer research projects; engaging otherwise in a significant amount of teaching that takes place outside the usual boundaries of the classroom.

The university teachers also face many problems due to work load, excessive pressure from higher authorities, low salary, non availability of resources and cut throat competition, which results in non satisfaction of job and finally results in depression among teachers. Teacher depression has been documented by a number of researchers over the years. Researchers have identified depression in the university setting such as relationship with students, colleagues, parents and administrators, time pressures, workload, excessive societal expectations and feelings of isolation in the class. In addition, there are professional issues that impact teacher depression such as low salary concerns, departmental and college policy problems, demands from continuing education or training for recertification and lack of opportunities for part time employment.

Depression is one of the many reasons teachers leave their job. Unfortunately, our universities often cannot find sufficient replacements and frequently face severe teacher shortages. Across the nation, one out of every five full-time teachers leave their teaching profession to pursue a career outside the education field (National Center for Education Statistics, 1998).

Teacher depression is defined by Kyriacou (1987) as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher”

Teacher burnout is defined by Kyriacou (1987) as “the syndrome resulting from prolonged teacher stress, primarily characterized by physical, emotional and attitudinal exhaustion”.

In order to be an effective teacher, it is necessary to possess many skills. These common skills include problem solving, organizational, interpersonal and communication skills. Teachers can do miracles and shape the destiny of children.

According to Lavingia (1979), a teacher who is happy with his work, finds satisfaction in his life and plays a pivotal role in the uplift of society. Such a teacher can do justice to his work and is highly accepted personality among students. The styles of managing learning situations largely determine the effectiveness of teachers as managers. The recently established teaching and learning development units in universities should adopt a more
realistic approach towards promoting high teaching standards, since teaching constitutes only one aspect of the teachers', lecturers' and trainers' daily activities as they go about managing learning situations and all that they entail. Thus to get rid of depression one needs to come out of it and apply the managerial skills efficiently to make a mark in profession.

Schonfeld (1991) revealed that teachers in most difficult schools showed an increase in depressive symptoms and that the relationship between working conditions and depressive symptoms is strong. Teachers in the most adverse school environments exhibit the most depressive symptoms. It was also found that adverse school conditions may have detrimental effects on mental health and that more benign work environments may be related to better mental health. Semra and Unal (2000) stated that teachers do not differ according to variants as gender, age, working environment, weekly lesson load in regard with stress indicators and coping techniques. In order to decrease stresses of teachers within obtained results, it was recommended to improve their working conditions, decrease their weekly lesson loads to get them work more efficiently, to promote sports activities, to integrate them in social and cultural activities and to improve their financial opportunities.

McManaman (2004) asserted that the cause of this dramatic increase in teacher depression can be attributed to the changes in education that have accompanied changes in government over the years, what it refers to as the "education wars" of the last decade. These changes include the new curriculum, cutbacks, increased paperwork, stressed students and concerned parents.

Mustafa and Jaseena (2008) concluded that teachers above ten years experience were found highly satisfied in their job than the teachers belonging to the category below ten years experience. Trained teachers were highly satisfied in their job in comparison to untrained teachers as they are able to easily cope up with the situations by using their interpersonal skills. From all studies it is indicated that untrained teachers were rated lowest in response to administrative problems while trained teachers were rated lowest in response to teacher related problems. Increase in anxiety will ensure in depression and approximately one out of ten individuals working in the education sector will have depression over the course of a year. Depression causes limitation in the type or amount of work that can be done. It may lead to complete withdrawal from the labor force. It also indicated that leadership behaviors and skills are the most important factors for the success of quality management plans in universities. A person with strong managerial skills will be able to adapt and overcome any and all obstacles that the work environment throws their way.

All studies have indicated mostly the depression in teachers related to students, colleagues, parents and administrators, time pressures, workload, excessive societal expectations and feelings of isolation in the class. In addition, there are professional issues that impact teacher depression such as low salary concerns, departmental and college policy problems, demands from continuing education or training for recertification and lack of opportunities for part time employment but a very few studies has been done in the area of depression in relation to managerial skills of university teachers. That is why the investigator felt tempted to study the depression among university teachers in relation to their managerial skills.
II. OBJECTIVES OF THE STUDY

The study was conducted with following objectives:
1. To explore the depression of male and female university faculty members.
2. To explore the managerial skills of male and female university faculty members.
3. To find out the significant difference between male and female university teachers in their level of depression.
4. To find out significant difference between male and female university teachers in relation to their managerial skills.
5. To find out the relationship between depression and managerial skills of the male university teachers.

III. HYPOTHESES

1. The depression among more experienced male university teachers is less than the less experienced male university teachers.
2. There is significant difference of depression among more experienced female university teachers and less experienced female university teachers.
3. There is no significant difference in the depression between the female university teachers and male university teachers.
4. There is significant difference in the managerial skills among more experienced male university teachers and less experienced male university teachers.
5. There is significant difference in the managerial skills among more experienced female university teachers and less experienced female university teachers.
6. There is no significant difference in the managerial skills between the female university teachers and male university teachers.
7. There is no significant relationship in the managerial skills and depression between the female and male university teachers.

IV. RESEARCH METHODOLOGY

The study was descriptive survey type.

4.1 Population and Sample: The present study was conducted on Lovely professional university teachers. Total 100 university teachers were taken as sample for the present study of which equal number of male and female university teachers was included in the sample. Keeping in mind the nature of the problem, purposive random sampling technique was used.

4.2 Tools: In order to collect data the following tools were used.

4.3 Data Collection: Data was collected from 100 university teachers and collected data was analyzed keeping in view the objectives and hypotheses of study by applying correlation and z-test. In z-tests the observed values were compared with critical values at 0.05 and 0.01 levels to know whether the results are significant or not.
V. ANALYSIS AND INTERPRETATION OF DATA

1. Results pertaining to depression among university teachers

In order to study depression among university teacher’s data was collected and scores were tabulated and interpreted in the light of the following hypothesis:

**Hypothesis 1:** There is no significant difference between male and female university teachers in their level of depression. Results pertaining to depression among university teachers are shown in table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Z Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>50(Male)</td>
<td>18.52</td>
<td>7.95</td>
<td>1.021</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Depression</td>
<td>50(Female)</td>
<td>16.62</td>
<td>7.099</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is revealed from table 1 that the value for mean turned out to be 18.52 for male whereas for female it is 16.62. It shows the average level of depression of university teachers. The S.D for male university teachers is 7.95 whereas for female university teachers are 7.099. The z statistics regarding their depression level turned out to be 1.021 which is insignificant. Hence the hypothesis namely there is no significant difference between male and female university teachers in their level of depression is found to be accepted in the light of above evidences.

2. Results pertaining to managerial skills among university teachers

In order to study managerial skills among university teacher’s data was collected and scores of managerial skills were tabulated and interpreted in the light of the following hypothesis

**Hypothesis 2:** There is no significant difference between male and female university teachers in their managerial skills. A result pertaining to managerial skills of university teachers is shown in table 2.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Z Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial skills</td>
<td>50(Male)</td>
<td>109.5</td>
<td>23.09</td>
<td>1.08</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Managerial skills</td>
<td>50(Female)</td>
<td>117.62</td>
<td>23.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 2 that the value for mean turned out to be 109.5 for male whereas for female it is 117.62. It shows level of managerial skills of female university teachers is more. The S.D for male university teachers is 23.09 whereas for female university teachers is 23.72. The z statistics regarding their depression level turned out to be 1.08 which is insignificant. Hence the hypothesis namely there is no significant difference between male and female university teachers in their managerial skills is found to be accepted in the light of above evidences.

3. Relationship between depression and managerial skills among male university teachers.

In order to assess relationship between depression and managerial skills among university teachers, collected data were scored and tabulated to test the following hypothesis.
Hypothesis 3: There is no significant relationship between level of depression and managerial skills of the male university teachers. Results pertaining to relationship between depression and managerial skills of male university teachers are shown in table 3

Table 3: Level of depression and managerial skills among male university teachers

<table>
<thead>
<tr>
<th>Computation</th>
<th>Male N=50 (Depression)</th>
<th>Male N=50 (Managerial skills)</th>
<th>Correlation Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>18.52</td>
<td>109.5</td>
<td>0.16</td>
<td>Insignificant</td>
</tr>
<tr>
<td>S.D</td>
<td>7.959</td>
<td>23.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is revealed from table 3 that the value of mean for depression turned out to be 18.52 whereas for managerial skills it is 109.5. It shows more level of managerial skills is used by male university teachers to overcome depression. The S.D for depression of male university teachers is 7.959 whereas for managerial skills is 23.09. The value of correlation turned out to be 0.16 which is insignificant. Hence the hypothesis namely there is no significant relationship between level of depression and managerial skills of the male university teachers is found to be accepted in the light of above evidences.

4. Results pertaining to relationship between depression and managerial skills of female university teachers.

In order to assess relationship between depression and managerial skills among female university teachers, collected data were scored and tabulated. In order to test the following hypothesis, mean and S.D was computed on tabulated data.

Hypothesis 4: There is no significant relationship between level of depression and managerial skills of the female university teachers. Results pertaining to relationship between depression and managerial skills of female university teachers have been shown in table 4.

Table 4: Depression and managerial skills among female university teachers

<table>
<thead>
<tr>
<th>Computation</th>
<th>Female N=50 (Depression)</th>
<th>Female N=50 Managerial skills</th>
<th>Correlation Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>16.62</td>
<td>117.62</td>
<td>0.040</td>
<td>Insignificant</td>
</tr>
<tr>
<td>S.D</td>
<td>7.099</td>
<td>23.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is revealed from table 4 that the value of mean for depression turned out to be 16.62 whereas for managerial skills it is 117.62. It shows more level of managerial skills is used by female university teachers to overcome depression. The S.D for depression of female university teachers is 7.099 whereas for managerial skills is 23.72. The value of correlation turned out to be 0.040 which is insignificant.

Hence the hypothesis namely there is no significant relationship between level of depression and managerial skills of the female university teachers is found to be accepted in the light of above evidences.
5. Results pertaining to relationship between depression and managerial skills of university teachers.

In order to assess relationship between depression and managerial skills of university teachers, collected data were scored and tabulated. In order to test the following hypothesis, mean and S.D. was computed on tabulated data.

Hypothesis 5: There is no significant relationship between level of depression and managerial skills of the university teachers. Results pertaining to relationship between depression and managerial skills of university teachers are shown in table 5.

<table>
<thead>
<tr>
<th>Computation</th>
<th>N</th>
<th>Depression among university teachers</th>
<th>Managerial skills of university teachers</th>
<th>Correlation Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>100</td>
<td>17.58</td>
<td>113.5</td>
<td>0.025</td>
<td>Insignificant</td>
</tr>
<tr>
<td>S.D</td>
<td></td>
<td>7.987</td>
<td>23.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is revealed from table 5 that the value of mean for depression turned out to be 17.58 whereas for managerial skills it is 113.5. It shows appropriate level of managerial skills is used by university teachers to overcome depression. It is 14 for depression and 123 for managerial skills. The S.D for depression of university teachers is 7.987 whereas for managerial skills is 23.75. The value of correlation turned out to be 0.025 which is insignificant. Hence the hypothesis namely there is no significant relationship between level of depression and managerial skills of the university teachers is found to be accepted in the light of above evidences.

V. SUGGESTIONS

On the basis of results and discussion following suggestions were drawn:

- Stress Awareness: Teachers should participate in awareness sessions presented in a non-threatening environment with updated information about the nature, signs, causes, and symptoms of stress which would help to reduce depression.

- Environmental Adjustment: Another major component of successful prevention from depression is the development of situational coping strategies which would help them either change their reaction to specific stressful situations or alter their work environment.

- Training focuses on several mental techniques: Replacing self-defeating, self-limiting beliefs with more constructive, realistic, and empowering ones: learning how to recognize self-doubt in order to coach one into changing these thoughts.

- Identifying barriers: Examining personal values, both work- and non-work related, and setting goals. Through this technique, roadblocks are identified. With training in other techniques such as time management, barriers can be overcome. Activities such as to do lists, weekly schedules, and six month planning calendars can help teachers to focus energy and combat procrastination.
Using problem-solving techniques: Encouraging teachers to analyze, understand, and deal with problem situations rather than avoiding them, blaming others, or feeling helpless.

Handling emotions: looking closely at how emotions such as frustration, anxiety, and fear contribute to ineffective coping strategies; and allowing participants to reassess their feelings and “re-write” effective responses.

Dealing with life changes: Developing counseling skills among teachers in order to help deal with stressful events. This includes listening and empathy; actively listening as well as communicating one’s thoughts effectively; and clarifying one’s personal feelings.

VII. CONCLUSION

The above cited results enabled the researcher to conclude rationally that there is no significant difference between male and female university teachers in their level of depression. The reason can be similar kinds of limited facilities available to both. It may also be due to the same adverse environment in which they work. Further, the lack of respect and recognition from students towards both male and female teachers may be leading to similar levels of depression amongst them. There is no significant difference between male and female university teachers in their managerial skills. Managerial skills are not just honed during learning; they also get imbibed with experience. The reason for similar managerial skills amongst male and female university teachers can be the similar type of formal education system and opportunities provided to them in service. No significant relationship exists between level of depression and managerial skills of male university teachers. Similar results are found in case of female university teachers as well. It is due to the fact that depression and managerial skills are two different streams of mind, flowing in two different directions. Depression sets in not just due to professional reasons, but as a result of many personal experiences as well. Further, depression is within oneself and affects our own life. On the other hand, managerial skills are more to do with the outside world. It is the way how we affect the functioning of others. Depression is a state of working, while managerial skill is an attribute.

VIII. REFERENCES


IX. WEB PAGES

[1] www.agingsoceity.org


[10] file://localhost/D:/depression%20folder/Psych%20Central%20-%20Depression%20Research.mht


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