

The Moderating Role of Resilience in Role-Based Stress as a Predictor of Depression among Teachers

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Abstract

This study investigated the moderating role of resilience on role-based stress as predictors of depression among Teachers. One hundred (100) teachers comprising 87 females and 13 males, with a mean age of 40.83 and S.D of 9.04 were selected as participants with the aid of multi-stage simple sampling techniques from secondary schools in Enugu South Local Government Area of Enugu State. Radloff's (1977) Centre for Epidemiological Studies Depression scale (CES-DS), Kaln et al (1964) Job stress scale, and Connor and Davidson's (2003), Connor-Davidson Resilience Scale (CD-RISC) were used for data collection, cross-sectional survey design and moderated multiple regression with the aid of S.P.S.S version (23), was applied as a statistic to analyze the data to test the hypotheses. The result shows that resilience and role-based stress, together did not predict depression among teachers, however, only resilience predicted depression among teachers. Finally, resilience failed to moderate the relationship between role-based stress and depression among teachers all at $p < .05$. Teachers should learn to develop a strong resilience to assist them to cope with daily stress in the workplace that may induce depression stressors.

Keywords: Moderating Role of Resilience, Role Based Stress, Depression and Teachers.

Introduction

Depression is a state of low mood and aversion to activity (National Institute of Mental Health. 2016). Classified medically as a mental and behavioural disorder (Sartorius, Henderson, Strotzka, Lipowski, Yu-cun, You-xin, et al 2021), the experience of depression affects a person's thoughts, behaviour, motivation, feelings, and sense of well-being (de Zwart, Jeronimus & de Jonge, 2019). The core symptom of depression is said to be anhedonia, which refers to a loss of interest or a loss of feeling of pleasure in certain activities that usually bring joy to people (Gilbert 2007). Depressed mood is a symptom of some mood disorders such as major depressive disorder or dysthymia (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) American Psychiatric Association. 2013). It is a normal temporary reaction to life events, such as the loss of a loved one; and it is a symptom of some physical diseases and a side effect of some drugs and medical treatments. It may feature sadness, difficulty in thinking and concentration and a significant increase or decrease in appetite and time spent sleeping. People experiencing depression may have feelings of dejection, hopelessness and suicidal thoughts. It can either be short-term or long-term. Life events and changes that may influence depressed moods include childbirth, menopause, financial difficulties, unemployment, stress (such as from work, education, family, living conditions etc.), a medical diagnosis (cancer, HIV, etc.),

bullying, loss of a loved one, natural disasters, social isolation, rape, relationship troubles, jealousy, separation, or catastrophic injury (Mata, Ramos, Bansal, Khan, Guille, Di Angelantonio & Sen 2015; NIMH 2020).

Although depression has such a high magnitude and burden, individuals with depression had a low level of professional help-seeking behaviour (Reiss & Dombek, 2007, & Wolpert, 2001). Depression affects more than 300 million people worldwide (World Federation for Mental Health 2012) and is the second leading cause of the global burden of diseases, which is also projected to be the first by 2020. Depression constitutes 40% of the diagnosis of mental illnesses (Lewinsohn, 1974). The lifetime prevalence ranges from 11 to 15% and its 12 monthly prevalence is about 6% in the global setting (World Health Organization. 2013). Moreover, people with depressive disorders have a 40% greater chance of premature death and less quality of life than the general population (World Health Organization. 2013). Mostly, individuals with depression are reluctant to seek help from mental health professionals; rather they seek informal help from friends, family, and traditional healers before getting professional help as the problem gets more complicated (World Health Organization. 2013). Various factors were indicated to be significantly associated with depression. Among those factors, stress has been identified to be a predictor of depressive disorders. Research conducted by Shakerinia, and Mohammadpour, (2010) provided empirical support for this. Their findings showed that effective management of stress had a significant impact on reducing the level of depression. This means that stress is positively correlated with depression.

Thus, Shakerinia and Mohammadpour, (2010) posited that a role is the manifestation of behaviour appropriate to an individual's position. In an organization, an individual's role stress refers to the stress formed by the combined expectations of an individual's behaviour from all circles. While facing role stress, an individual may produce unfavourable behaviour to an organization, such as performance reduction, job burnout, and resignation, which deserve to be taken seriously. Ugwu, Okonkwo, & Ngwoke, (2020) defined role-based stress as the feelings of tension, discomfort, uncertainty, indecisiveness and distress that a worker experiences as a result of the social and physical circumstances of the work setting. Ugwu, Okonkwo, & Ngwoke, (2020) theorized that role stress is the stress experienced by the persons because of their role (job) in the organization. Role-based stress is the stress emanating from the demands of the job (Ugwu, Okonkwo, & Ngwoke, 2020). They assume a role based on the expectation of the self and others in the workplace. In the role theory, Van, Brief and Schuler (1981) divided role stress into two types: role conflict and role ambiguity. Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) further separated role overload from role conflict, so there are three types of role stress, which are role ambiguity, role conflict, and role overload (Piko 2006). Bernard, Whitaker, Ray, Rockich, Barton-Baxter, Barnes, Boulanger, Tsuei and Kearney (2006), on the other hand, asserted that role stress is composed of five constructs, including role ambiguity, role overload, role conflict, role incongruity, and role incompetence or role over-qualification. Studies have revealed

that through the experience of a stressful event and overcoming it with resilience, individuals emerged stronger, performed better, and became more confident and self-efficient (Hodges, Troyan, & Keeley, 2010; Li, Cao, Cao, & Liu, 2015; Pines et al., 2012). A study by Hjemdal, Vogel et al (2011) showed that stress is positively associated with depression and anxiety symptoms and negatively related to resilience. Hjemdal, Aunte et al, (2007) posited that resilience negatively predicts depression. This means that the higher the resilience, the lower the depression, García-León, Pérez-Mármol, Gonzalez-Pérez, García-Ríos, and Peralta-Ramírez, (2019) theorized that low resilience showed higher scores in perceived stress level, went further to state that resilience seems to be determinant in perceived stress, the number of current life events, the intensity of stressful events, chronic stress, obsession and compulsions, interpersonal sensitivity, phobic anxiety and depression symptoms, and psychopathological severity index. While Hjemdal, Vogel, et al, (2011) in their research found out that perceived stress was positively associated with depression, resilience negatively correlated with perceived stress and depression, and resilience partially mediated the relationship between perceived stress and depression, however, resilience did not moderate the influence of perceived stress on depression.

Resilience has thus been studied as a health consequence of trauma or a stressful life event (Sheerin, Lind, Brown, et al. 2018). Resilience refers to the ability of people to 'bounce back' when they encounter difficulties (Southwick & Charney, 2018). These difficulties can range from adversities to traumas, tragedies, and threats; these can even be significant sources of stress, such as family and relationship problems, serious health problems, or workplace and financial stresses. Resilience is also recognized as competence, as the capacity to handle significant changes and to assume responsibility by rebounding from adversity, uncertainty, and negativity or even positive changes. It is a positive, developable capacity that changes over time (Ahern, Kiehl, Lou Sole, & Byers, 2006; Craparo, Magnano, Zapparrata, Gori, Costanzo, Pace, et al. 2018; Magnano, Craparo, & Paolillo, 2016). Resilience exists when the person uses mental processes and behaviours in promoting personal assets and protecting himself from the potential negative effects of stressors (Robertson, Cooper, Sarkar & Curran, 2015). Resilience is what gives people the psychological strength to cope with stress and hardship (Walker, Pfingst, Carnevali, Sgoifo & Nalivaiko 2017). It is the mental reservoir of strength that people can call on in times of need to carry them through without falling apart (Cherry 2021). Dealing with change or loss is an inevitable part of life. At some point, everyone experiences varying degrees of setbacks. Some of these challenges might be relatively minor (not getting into a class you wanted to take or being turned down for a promotion at work), while others are disastrous on a much larger scale (hurricanes and terrorist attacks) (Cherry 2021). How we deal with these problems can play a significant role in not only the outcome but also the long-term psychological consequences (Cherry 2021).

Besides, people who remain calm in the face of disaster have what psychologists call resilience. Resilient people can utilize their skills and strengths to cope and recover from

problems and challenges. These problems may include (Cherry 2021): Job loss, financial problems, Illness, Natural disasters, Medical emergencies, Divorce, Death of a loved one. Instead of falling into despair or hiding from problems with unhealthy coping strategies, resilient people face life's difficulties head-on. This does not mean that they experience less distress, grief, or anxiety than other people do (Cherry 2021). It means that they use healthy coping skills to handle such difficulties in ways that foster strength and growth. In many cases, they may emerge even stronger than they were before (Cherry 2021). Those who lack this resilience may instead become overwhelmed by such experiences (Cherry 2021). They may dwell on problems and use unhelpful coping mechanisms to deal with life's challenges. Disappointment or failure might drive them to unhealthy, destructive, or even dangerous behaviours (Cherry 2021). These individuals are slower to recover from setbacks and may experience more psychological distress as a result (Lee, Blackmon, Cochran, Kar, Rehner & Gunnell 2018). Resilience does not eliminate stress or erase life's difficulties. People who possess this quality don't see life through rose-coloured lenses; they understand that setbacks happen and that sometimes, life is hard and painful (Cherry 2021). They still experience the negative emotions that come after a tragedy, but their mental outlook allows them to work through these feelings and recover (Cherry 2021). Resilience gives people the strength to tackle problems head-on, overcome adversity, and move on with their lives. In the wake of traumas of teachers' problems such as the 9/11 attacks, Hurricane Katrina disaster, managing home circumstances with work e.t.c, many individuals demonstrated the behaviours that typify resilience—and they experienced fewer symptoms of depression as a result (Lee, Blackmon, Cochran, Kar, Rehner & Gunnell 2018). Even in the face of events that seem utterly unimaginable, resilience allows people to marshal the strength to not just survive but to prosper (Cherry 2021).

However, currently, the evidence indicates that there exists a complicated interaction between resilience; stress (Li, & Hasson, 2020). Resilience is considered to be a context- and time-specific dynamic process. Some studies have shown that resilience seems to be the determinant factor of perceived stress and the intensity of stressful events (Garcia-Leon, Perez-Marmol, Gonzalez-Perez, et al. 2019). The performance of resilience under highly stressful conditions has been a matter of particular concern in recent years. It has been discovered that the positive effect of resilience seems to be weakened in high-stress situations. Findings indicate that resilience factors tend to decrease with an increase in environmental adversity (Garcia-Leon, Perez-Marmol et al, 2019). In other words, under high-stress levels, the positive effect of resilience will be restrained. Resilience has also been examined in the context of failure and setbacks in workplace settings (Linnenluecke, 2017 & Hartmann, Weiss, Newman & Hoegl, 2019). Feder and Horn, (2018) found that resilience, influenced by the positive response, played partly a mediating role in the effect of depression on perceived stress-related growth; research by Hjemal, Vogel et al, (2011) found that resilience partially mediated the relationship between stress, and symptoms of anxiety, and depression. Effects of stress were negatively associated with resilience and

positively associated with symptoms of anxiety and depression. In a differential moderator effect, resilience moderated the relationship between stress and symptoms of depression but not stress and symptoms of anxiety.

Conceptual Framework

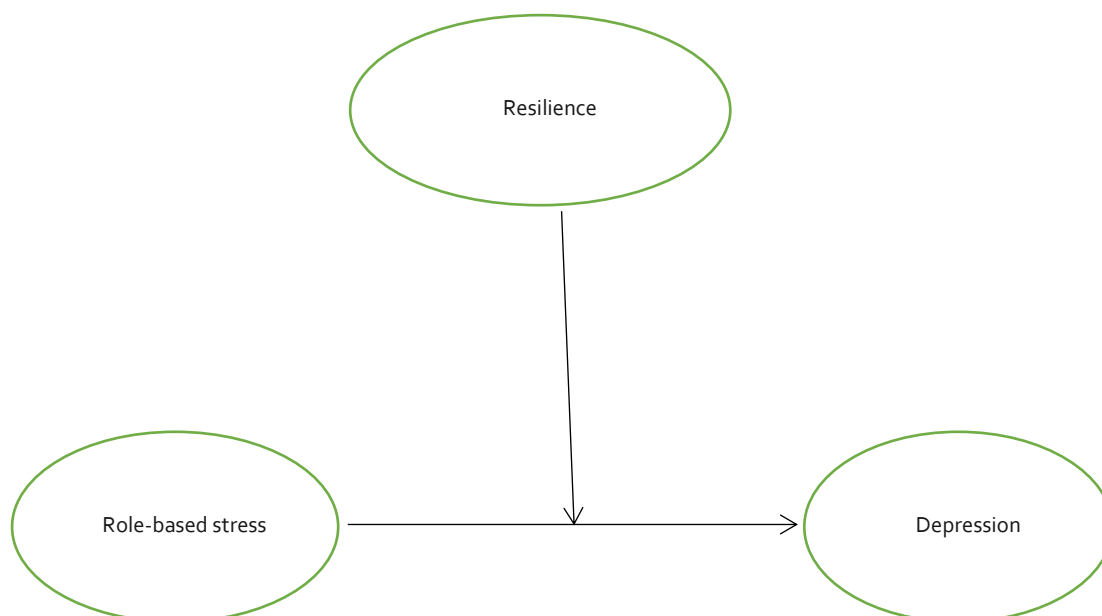


Fig 1: The above conceptual framework shows the moderating role of resilience in role-based stress and depression.

Theoretical framework

The cognitive theory of depression (Beck, 1967) is adopted as the theoretical framework because it emphasized people's beliefs system rather than their behaviour. The theory postulated that the meaning individual gives to events matters a lot if a positive meaning is perceived a less stressful situation will be experienced but if in the reverse a negative interpretation is perceived then depression might set in. Also, resilience is a thing of the mind, if one feels motivated and believes that he or she can survive or recover on time from any setback, it will assist the teacher in the role he or she plays in the job which will help to cushion depression.

Statement of the Problem

Teaching has been proven as a stressful job, it is expected that teachers not only spend time on instructional activities such as lesson planning, classroom teaching, and grading homework, but also on tasks such as running co-curricular activities, attending or facilitating professional development activities, and engaging parents and the community. Further, teachers are also expected to engage in administrative duties related to teaching and learning such as filling out student report cards and tracking student attendance in class, which can cause role-based stress that, might degenerate into depression. Teachers

should also engage in activities that will boost their resilience. To this end, the present study has focused on the moderating role of resilience in role-based stress as a predictor of depression. Therefore, the purpose of this study was specifically to investigate whether:

1. Role-based stress will significantly predict depression
2. Resilience will predict depression
3. Resilience will moderate the prediction of depression by role-based stress. It was hypothesized that 1. Role-based stress will significantly predict depression. 2. Resilience will significantly predict depression and 3. Resilience will moderate the prediction of depression by role-based stress.

Method

Participants

One hundred (100) teachers comprising 87 females and 13 males with the age range of 27 to 60 years, a mean of 40.83 and S.D of 9.04 were selected as participants with the aid of multi-stage (cluster, simple and purposive) sampling techniques from Enugu South Local Government Area of Enugu State. The teachers were clustered according to their schools, (balloting) was applied to select the schools, while purposive sampling techniques were adopted to select participants from (29) Army day secondary, (31) Command Children school, (27) Army children School and (13) Queen's comprehensive School.

Instrument

Questionnaire comprising demographic information such as age, sex, educational qualification, marital status, religion affiliation, working years and three scales categorized into three sections (A, B, C) for easy administration and scoring were administered

The following instruments were used:

- i. Radloff (1977) Centre for Epidemiological studies Depression scale (CES=DS)
- ii. Kaln et al (1964) Job stress scale, and
- iii. Connor and Davidson (2003). Connor-Davidson Resilience Scale (CD-RISC)

The Centre for Epidemiological Studies Depression Scale (CES-DS) (Radloff (1977))

This comprised 20 items developed by the American Institute of Mental Health designed to measure symptoms of depression in the general population. The scale has 20 items designed to determine the presence or absence of depressive symptoms among teachers in secondary and primary schools. However, the scale was scored on a four-point scale ranging from 1-4 for example rarely =1, sometimes = 2, often = 3, and always = 4. But items 4, 8, 12 and 16 reflect positive outcomes and are scored in the reverse order, for example, rarely = 4, sometimes = 3, often = 2 and always = 1. The remaining 16 items reflect a negative outcome. The participants were instructed to report the frequency with which the 20 items were experienced within the previous 6 months. If any participants scored above 20, that indicated the participant had experienced depression. The choice of epidemiological

studies depression scale was because the researcher was not interested in participants diagnosed as depressed. To test for reliability, the researchers carried out a pilot study with thirty participants from the Central school and model secondary School in Agbani Nkanu West Local Government Area of Enugu State with the aid of purposive sampling techniques which yielded a Cronbach Alpha of .990.

Kaln et al (1964) Job stress scale

The job stress scale was developed by Kaln et al (1964). The 15-item inventory is designed to access the nature, causes and consequences of two aspects of organizational stress which are defined as the feelings of tension, discomfort, uncertainty, indecisiveness and stress that a worker has as a result of the social and physical circumstances of the work setting. The inventory assesses two components of organizational stress role conflict and role ambiguity. Sheridan and Vredenburg (1978) and Oseghare (1988) reported a coefficient alpha of .87 and .39 respectively. The researchers carried out a pilot study with thirty participants from a Central school and model secondary School in Agbani Nkanu West Local Government Area of Enugu State which yielded a Cronbach Alpha of .959.

Connor-Davidson Resilience Scale (CD-RISC)

Connor and Davidson (2003) Connor-Davidson Resilience Scale; CD-RISC measuring the level of resilience of an individual, the CD-RISC consists of 25 items which are evaluated on a five-point Likert form scale ranging from 0-4; not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4) – these ratings result in a number between 0-100, and higher scores indicate higher resilience.

Cronbach's α for CD-RISC was 0.97. CD-RISC associated with the depressive symptoms ($r_s = -0.18$), family harmony ($r = 0.20$), family functioning ($r = 0.27$) and was not associated with alcohol consumption ($r = 0.05$). The mean score for the CD-RISC is 59.99 (SD = 13.92). Men, younger individuals, and those with higher education or higher household income reported higher resilience levels. The researchers carried out a pilot study with thirty participants from a Central school and model secondary School in Agbani Nkanu West Local Government Area of Enugu State which yielded a Cronbach Alpha of .966.

Procedure

A letter of introduction was obtained from the Head of Psychology Department to the selected schools' Principals and Headmasters for identification and approval to go ahead with the research in their schools. The participants who are teachers were selected with the aid of multi-stage (cluster, balloting and purposive) sampling techniques from Enugu South Local Government Area of Enugu State. Out of the above-listed schools in Enugu south local government, I was able to use only four (4) for this work. The schools listed below were used. The teachers were clustered according to their schools, before sample sampling techniques (balloting) were applied to select the schools, while purposive sampling

techniques were adopted to select participants from (29) Army day secondary, (31) Command Children school, (27) Army children School and (13) Queen's Comprehensive School. The researchers employed the help of research assistants whom are National Youth Service Corps (NYSC) members serving in the various schools in administering and collecting the instruments, the participants who are teachers were selected with the aid of purposive sampling techniques; because being a teacher qualified them to participate in the research, and the selected schools were visited in the morning from the hours of nine to twelve from Tuesdays to Thursdays for six weeks days, then the selected ones were asked to respond to the items by shading one of the boxes in front of the statements which best reflects to what degree they agree or disagree with the statement. one hundred and thirty copies of questionnaire were distributed, one hundred and fourteen copies were returned back of which twenty-five copies were wrongly responded to, five copies were not returned, and the wrongly responded once were discarded; leaving only one hundred copies properly responded to which was used for analysis.

Design/Statistics

A Cross-sectional survey design was adopted based on coverage of a wide range of the population and also because of different categories of teachers across different sub-population as the target. Thus, multiple regressions with the aid of the S.P.S.S version (23), were applied as a statistic to analyze the data to test the hypothesis.

Results

Table 1: Summary Table of Descriptive Statistics and Correlations among the Study Variables (N = 100)

Variables	M	SD	1	2	3	4	5	6	7
1 Depression	40.98	6.12	1						
2 Gender	.15	.36	.08	1					
3 Marital Status	.78	.42	.01	-.25	1				
4 Educational Qualification	.44	.49	-.06	.14	-.02	1			
5 Years of Experience	.51	.50	.01	-.09	.35	.14	1		
6 Resilience	58.45	12.32	-	-.12	-.13	.14	.10	1	
			.48**						
7 Role Based Stress	39.12	8.82	-.01	-.08	.02	-.10	-.12	.11	1

Note: * = $P < .05$ (2-tailed), ** = $P < .001$ (2-tailed). . Gender was coded 0 = Females, 1 = Males; Marital status was coded 0 = single, 1 = married; Years of Experience was coded 0 = Short Years of experience, 1 = Long Years of Experience and Educational Qualification was coded 0 = Low Qualification, 1 = High Qualification

Results in table 1, indicate that all the demographic variables (gender, marital status, educational qualification and years of experience) failed to significantly correlate with the

criterion variables. However, in the predictor variables (Resilience and Role Based Stress) only resilience significantly correlated with depression among teachers of $r = .48, p < .001$. This means that increases or decreases in the predictor variables will be related to increases or decreases in the criterion variable, depression.

Table 2: Summary table of Moderated Hierarchical Multiple Regression Model for Depression among Teachers (N = 100)

Variable	Step 1	Step 2	Step 3
	β	β	β
Gender	.09	.01	.01
Marital Status	.02	-.09	-.09
Educational Qualification	-.07	.01	-.00
Years of Experience	.02	.10	.09
Resilience		-.51**	-.57**
Role Based Stress		.07	.10
Resilience x Role Based Stress			-.12
Adjusted R^2	-.029	.195**	.197
ΔR^2	.012	.232	.009
ΔF	.291	14.25**	1.16

* = $p < .05$, ** = $p < .001$.

Results in Table 2 indicate that the first Moderated Hierarchical Multiple Regression in which depression was the criterion variable, showed that the control variables (gender, marital status, educational qualification and years of experience) entered in step 1 of the equation were unable to explain any significant variance in depression either as a block or as individual variables. In step 2, when resilience and role-based stress were entered as a block, they added 19.5% variance in depression ($\Delta R^2 = .195, p < .001$), with only resilience ($\beta = -.51, p < .001$) contributing significantly in predicting depression. Meaning that increases in resilience will bring about decreases in the depression manifestations among teachers, hence, hypothesis 2 was confirmed whereas hypothesis 1 was not confirmed. Furthermore, the entry of the two-way interaction terms in step 3 revealed insignificant two-way interactions between resilience and role-based stress of teachers, hence hypothesis 3 was not confirmed. Meaning that resilience did not interact with role-based stress and as such, made the relationship between these roles-based stress and depression of teachers much desire.

Summary of Results

Based on the outcomes of this study,

All the control variables did not remarkably predict job depression among teachers.

Also, resilience and role-based stress together did not predict depression among teachers, however, only resilience did predict depression among teachers on individual capacity. Finally, resilience failed to moderate the relationship between role-based stress and depression among teachers.

Discussion

The first hypothesis tested which stated that 'role-based stress will significantly predict depression' was not confirmed, hence the hypothesis was rejected. This work is not in line with the works of Mi-Jeung and Sun-Ju (2020) which investigated job stress's relationship with depression and identify factors that affect depression, and the result indicated that job stress appeared to affect depression. The result obtained means that role-based stress is not a strong predictor of depression among school teachers and this is in tandem with Mgbenkemdi, Omeje and Eze, (2017); it indicated that role-based stress is not a major issue for school teachers. Maybe other factors such as resilience which is the second variable worked on in this research help to cushion the effect of depression among teachers. In addition, maybe the fear of being unemployed and lack or difficulty to get another job due to the high rate of job scarcity in Nigeria might be the reasons why the participants' role-based stress did not affect depression among school teachers. The fear of losing the little job you have will spell doom rather one has to manage. This implies that role-based stress is not school teachers' thing, rather role-based stress happens to bring out the best in them. The research shows that even if they are faced with role-based stress, instead of it weighing them down, rather it helps to motivate and bring out their best. This shows that role-based stress does not affect school teachers to cause or lead to depression, but that does not mean that some of them might not be suffering from depression. According to the result obtained, if any is expressing depression, it is not role-based stress, but rather another factor not worked on by the researchers in this work. It means that role-based stress is not strong enough to cause depression among school teachers, unless there may be a comorbid.

It can then be safe to say that role-based stress is not strongly associated with depression among school teachers, that role-based stress brings out the best, pushes them to bring out the best, or might be the factor that aids them to work hard.

The second hypothesis tested which stated that 'resilience will significantly predict depression was found, hence accepted. This result is in line with the work of Jennifer, Nicola and Einar (2013) and Mgbenkemdi and Eze, (2017). A study on the role of resilience between characteristic effects and symptoms of depression indicated resilience fully mediated the effects of positive effects on change in depression and partly mediated the effects of negative effects on change in depression. This means that resilience is a strong factor that can assist the teachers to withstand any heat that will come out of their daily job activities and not break. The result shows that the ability to bounce back from a stressful event,

situation or circumstance is great which assists school teachers to overcome the stress that comes out of the job.

The third hypothesis tested which stated that 'resilience will moderate role-based stress to predict depression among school teachers' was not confirmed, hence the hypothesis was rejected. The result shows that role-based stress is not a major issue that can lead to depression among school teachers this result is in tandem with Mgbenkemdi, (2014). Findings from this research before show that role-based stress failed to predict depression, indicating that teachers do not perceive role-based stress as an issue, which might be the reason why no moderating result was obtained. It means that teachers did not see the need of deploying resilience to cushion the effect of role-based stress that does not exist before against depression. Though teachers backed on resilience to survive the everyday stressful school activities according to earlier results from findings of this research, in this research, resilience was not found to be about depression nor a moderating factor on role-based stress. Many factors that were not considered in this research might have been responsible. Factors such as job insecurity, difficulty in getting another new job, passion for the job, progression in the carrier ladder and others might have altered the strength of resilience moderating role-based stress to predict depression among school teachers.

The Implication of the Findings

The result obtained is in line with the theoretical framework of the cognitive theory of depression (Beck, 1967) because it emphasized people's beliefs system rather than their behaviour. The theory postulated that the meaning individual gives to events matters a lot if a positive meaning is perceived a less stressful situation will be experienced but if in the reverse a negative interpretation is perceived then depression might set in. Resilience also is a thing of the mind, if one feels motivated and believes that he or she can survive or recover on time from any setback, it will assist the teacher in the role he or she plays in the job which will help to cushion depression.

The result agrees with the empirical reviews such as studies by Catalano, Chan, Wilson, Chiu and Muller (2011) and disagreed with the work of Jennifer, Nicola and Einar (2013), which indicated that the researched variables are relative terms that are subject to change but still retained its meaning. Also, this research has added to existing literature.

The result obtained implies that all the control variables did not remarkably predict job depression, resilience and role-based stress, together did not predict depression, only resilience did predict depression among teachers, finally, resilience failed to moderate the relationship between role-based stress and depression among teachers. This shows the presence of resilience can cause the absence of depression among teachers. Teachers should learn to develop a strong resilience to assist them to cope with daily stress in the workplace.

Conclusion

The study investigated the moderating role of resilience in role-based stress as a predictor of depression among teachers, and the result shows that all the control variables did not remarkably predict depression. Out of resilience and role-based stress, only resilience did predict depression among teachers on individual capacity, finally, resilience failed to moderate the relationship between role-based stress and depression among teachers. This shows the presence of resilience can cause the absence of depression among teachers.

Recommendations

- Teachers should learn to develop a strong resilience to assist them to cope with daily stress in the workplace.
- Given the poor working conditions of teachers and the plights of losing a job and lack of interest in teaching, as well as the scarcity of educational materials and support in this area, government and policymakers should create inclusive educational resources for educators, and teachers to help eliminate the depression and increase the resilience in teachers.
- Government should provide adequate factors such as job insecurity, difficulty in getting another new job, passion for the job, progression in the carrier ladder and others that might alter the strength of resilience moderating role-based stress to predict depression among school teachers.
- It can then be safe to say that role-based stress is not strongly associated with depression among school teachers, that role-based stress brings out the best, pushes them to bring out the best, or might be the factor that aids them to work hard.
- The government should create a unified group-support training programme for teachers to enhance proper teaching. And also, teachers should be paid well; to enable the basic needs of the children to be provided for or thought of by the teachers.
- Future researchers should try to sample participants from other geo-political regions where there is no indiscriminate call to sit at home, to give room for more participants.
- A mixed method approach is advised for the future researchers.

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