

Association Between Gender and Depression Among College Students

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Abstract:- The mental health of students is a critical factor for their academic success and achievements . Mental health experts address this matter in schools , colleges and communities to enable individuals in need of preventive and treatment program . Depression affects people of all ages, however it also has an adverse effect on kids and teenagers. This study conducted on depression among educational Undergraduate college students of Solan district from Himachal Pradesh India. Previous studies have shown that the anxiety and depression have an important role in academic achievement of students in respect of their gender. This study is designed to identify the impact of gender on non depressive and depressive college students. The results showed out of 200 sample of college students , 94 (53 females and 41 males) were non depression and 106 (47 females and 59 males) were from depression, having significant association with their gender with chi square value 2.89(p<.10). Researcher findings have significant implications for the field of education.

Keywords:- Depression, Gender, College Students.

I. INTRODUCTION

In psychology, depression is a mood or emotional state characterized by feelings of guilt or poor self-worth as well as a diminished capacity to enjoy life. Feelings of melancholy, hopelessness, or pessimism, low self-esteem and increased self-deprecation, diminished energy and vitality, slowness of thought or action, loss of appetite and disturbed sleep or insomnia are some of the symptoms that a person suffering from depression typically experiences.

A number of symptoms, including melancholy and "a loss of interest in everyday activities," are characterized as depression (American Psychiatric Association). Depression is a mental health condition affecting the body, mind, and emotions. Prolonged melancholy often results in excessive crying , people may even neglect their personal hygiene and attractiveness. Work ethic and housework decrease when the grief takes over. "A diminished ability to function in demanding and occupational roles" is one of the additional characteristics of depression, according to the American Psychiatric Association (1994). If severe depression does not pose a threat, it can result in suicide. College students have an elevated suicide rate. This study has shown that depression in college students is a contributing factor to

suicide rates. However, even when parents try their hardest to supply and shield their children, they might still experience letdowns, annoyances, or genuine heartache. Children may experience moments of sadness and need. On the other hand, some kids and teenagers appear to be depressed, hopeless, and powerless all the time. Depression is a medical condition in which a child or adolescent's functioning is interfered with by persistent depressive moods. (www.aacap.org, AACAP 2008). In the past 20 years, adolescent depression has become a significant psychological issue. Numerous prevalence studies show that a significant portion of teenagers in the general population experience depression, with rates ranging from 8% to 20% and linked to severe depression in adulthood, substance misuse, scholastic failure, bad peer connections, suicide, and other mental co-morbidities. Suicide, the third greatest cause of death for teenagers, is, of course, the most tragic result of caring for adolescent depression.

A chronic mood problem plus at least four of the following criteria are required for its definition. sleep disturbance, modifications in psychomotor activity, weariness, a loss of interest and pleasure, guilt or worthlessness sentiments, trouble focusing, and obsession with death or a desire to die (American Psychiatric Association, 1987) It has an impact on one's self- perception and increases the risk of low self-esteem. People who are sad may also have changes in their diet and sleeping habits. It could be difficult for him or her to get out of bed and go to sleep too much. If left untreated, symptoms may persist for months or even years. A person experiencing hopelessness may find it difficult to focus and make decisions. Depression and self-criticism are prevalent. People may experience thoughts of self-destruction when their depression is more severe.

A person with depression may experience sadness for no apparent reason. When someone is depressed, it affects the things they enjoy doing. When one is depressed, fatigue and irritability are common emotions.

According to certain research, academic achievement is significantly impacted by the time spent outside of school and may even be influenced more by events that take place there than in the classroom. Lower student achievement is a result of a number of factors, including disengaged parents, poor quality child care, and a lack of extracurricular activities like summer school and before- and after-school

programs. On the other hand, numerous studies have examined the relationship between mental illnesses and obstacles to academic success. According to these research on significant emotional disturbance, social, cognitive, and emotional functioning are all significantly hampered by any diagnosable mental illness. Research conducted over the past ten years has demonstrated that adolescents with serious mental illnesses, either in high school or college, do not perform as well academically as their peers who are not affected by these conditions. These illnesses include depression, anxiety disorders, suicidal thoughts and behaviors, psychosocial stress, substance abuse, and post-traumatic stress disorder (President's New Freedom Commission on Mental Health, 2003).

Examining the research on mental illness and academic difficulties among students, we find that a few of them documented a mutual relationship between mental illness and academic success. It appears that poor academic performance exacerbates behavioral issues or mental disorders which regrettably, starts a vicious cycle.

II. REVIEW OF LITERATURE

A critical evaluation of the literature helps the researcher to develop new concepts, theories, and explanations by delving deeper into the subject matter and making it more broadly applicable. Ultimately, we can state that the purpose of the reviewed literature is to provide additional context and an empirical foundation for the particular research topic. The researcher is in a better position to evaluate the significance of his own findings after studying related literature. Finding out the recommendations made by earlier researchers for additional research that they have included in their studies is the last and particular justification for reading related literature. The quantity of pertinent articles and the goal of the research report will determine the length of the review. A literature review is not meant to be a simple synopsis of other people's writing. The investigator reviewed several studies with their criteria in mind for the current investigations.

Girls experience depression more frequently than boys do, whether the depression is brought on by a diagnosis of a depressive disorder or by a person's degree of depressive symptoms. This finding is consistent with previous research. According to Weisman & Olfson (2016), 10% of men and 20% of women will experience depression at some point in their lives.

In a study conducted in Finland by Fröjd et al. (2016) The target group consisted of students in the 7th and 9th grades who were attending secondary school in Pori and were between the ages of 13 and 17. The study found that the rate of depression was 18.4% for girls and 11.1% for boys. The 13- item R-Beck Depression Inventory (BDI), a Finnish adaptation of the BDI, was used to measure depression. Another independent study with students from secondary schools in the eighth and ninth grades in two regions of Finland (the Vaasa region and Pirkanmaa) found that 17.2% of the participants had at least mild depression. It was

discovered that the prevalence rates of mild depression and moderate depression were 11.2% and 5.9%, respectively for girls and boys, 4.6% and 9.0%, and 2.1% and 1.5%, respectively, for boys and girls.

As per the review article authored by Sprock and Yoder (2015), women are diagnosed with major depression two to four times more frequently than men. The gap in gender between junior and senior high school is growing.

Gender differences exist in the clinical presentation of depressive symptoms, according to Crowe et al. (2014). The three most prevalent symptoms among the boys in a Swedish high school study were depression, suicidal thoughts, and crying. Girls were found to have symptoms like shame, suicidal thoughts, self-dislike, feeling unattractive, and fear of failing.

In Bangalore, R.M. Parikh and associates (2013) carried out research. They examined the incidence of depression among students. Depression was found to be 20.7% common students group, which is strikingly similar to the prevalence seen in Chinese Americans.

A study by Ross, C. E. (2012) looked at how marital status affected happiness. Examine Four levels on a continuum of social attachment are compared using data from a national probability sample of 2,031 adults, ages 18 to 90 no partner, partner outside the household, living with partner in the household and living with married partner in the household. When age, sex and race were taken into account then results showed that psychological distress decreased with increasing social attachment, though there was no discernible difference between living with a partner and being married. Widows found that social attachment, emotional support, and financial support significantly reduced distress and explained the beneficial effects of marriage and the detrimental effects of singledom or divorce on psychological well-being.

III. METHODOLOGY

The simple random sampling method used for present study existing data collected by descriptive survey of college

➤ Aim

Impact of gender on depressed and non depressed college students.

➤ Objective

Association between gender and depression status.

➤ Hypothesis

There is a significant association between depression status of students with sex .

➤ Population

The study's participants were students from College of Solan.

➤ *Sample*

Undergraduate students made up the 200 as sample for this investigation and data has been collected by Simple random sampling technique.

➤ *Tool Used*

Instrument utilized for gathering data is a standardized test known as the Beck Depression Inventory (original BDI, Beck et al., 1961) was used by the researcher to gather data in order to diagnose depression and determine its severity. Above the first page of the questionnaire were some demographic questions intended to gather information about students. There are at least four different, varying degrees of difficulty answer options for every question. mood, pessimism, sense of failure, self-dissatisfaction, guilt, punishment, self-dislike, self-accusation, suicidal thoughts, crying, irritability, social withdrawal, indecisiveness, change in body image, difficulty at work, insomnia, fatigability, loss of appetite, weight loss, somatic preoccupation, and loss of libido are among the items on this 21-item scale. The 21-item scale measures a variety of psychological traits, such as mood, pessimism, sense of failure, self-dissatisfaction, guilt, punishment, self-dislike, self-accusation, suicidal thoughts, crying, irritability, social withdrawal, indecision, change in body image, difficulty at work, insomnia, fatigability, loss of appetite, weight loss, somatic preoccupation, and loss of love. It should be noted that the researcher did not tamper with the self-observations on the BDI, the instrument utilized in the study. Each response on the test is given a number between 0 and 3, and the total score is compared to a key to ascertain the severity of the depression. The following are the typical cut-offs: A person's score ranges from 0 to 9 denotes no depression, 10 to 18 mild to moderate depression, 19 to 29 moderate to severe depression, and 30-63 severe depression. Severe depressive symptoms are indicated by higher total scores.

IV. RESULTS

Out of 200 samples ,we have taken 100 males and 100 females. Table 1 represent gender frequency distribution of college students and Fig 1 represent graphical presentation of table 1 data

Table 1 Represent Gender Frequency Distribution of College Students

Gender	Frequency	Percentage
Female	100	50%
Male	100	50%
Total	200	100%

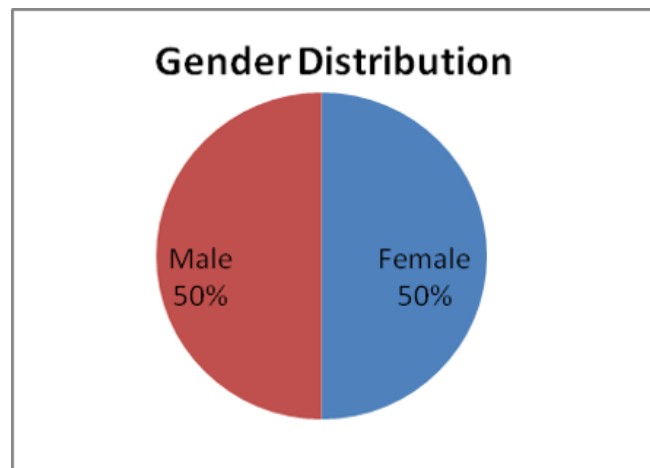


Fig1 Gender Distribution

Table 2 Showed Depression Status of College Students

Depression in Students	Male	Female	Chi Square
Non- Depressed Students	41	53	2.89
Depressed Students	59	47	
Total	100	100	

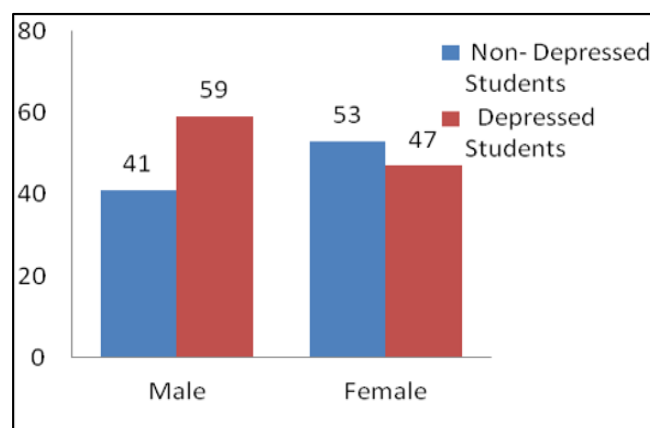


Fig 2 Showed Depression Status of College Students

Table 2(Fig 2) showed depression status of college students in relation to gender .Out of 200 (100 male,100 female) sample of college students, out of 94 (53 females 41 males) were from Non depression and out of 106 (47 females and 59 males) were from depression. Table 2 demonstrates that a greater proportion of college students experience depression(53%) than do non-depressed students. The college students who are not depressed showed number is higher for female students 53 than for male students 41. It indicates that a larger proportion of female students than male students are not depressed. The depressed students among male students is 59, while female students is 47. This indicates that a higher proportion of male students than female students suffer from depression. At a significant level(.10), the chi-square value is 2.89 (p<.10) showed significant association between gender and depressed/non depressed students .

V. CONCLUSION

It is suggested that in addition to academic achievements, the development of mental health in educational environments should be prioritized through the implementation of strategies like educational advice and counseling, instruction in life skills, and psychotherapy. It was concluded that there is an urgent need to pay more attention to the anxiety and depression of students.

RECOMMENDATIONS

Recommendation for assessment, prevention, and intervention of depression in the colleges. It is recommended that some efforts should be done for assessment, prevention, and intervention strategies of depression in colleges. Since depression can be reliably diagnosed and treated in primary care, it is suggested that the counseling centers should be established in colleges for students who suffer from depression and other mental disorders combined with depression, like anxiety and substance abuse. Since majority of depressed students had low educated parents and depression had a negative effect on academic achievement among students who had highly educated parents, some action about education and awareness campaigns on depression and other mental disorders in parents should also be promoted, specially in mothers. Teachers should also be made aware about depressed students and how to behave with them to reduce stresses.

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