

A Study on Depression and Academic Achievement of Higher Secondary School Students

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Abstract: The purpose of the study is to find out the level of depression and academic achievement among higher secondary school students with respect to Gender, Locality, Medium of Instruction and Type of management. Survey method was adopted to collect the relevant data for the present study. Depression Inventory developed and standardized by the Beck *et al.*, (1961) and it was used to collect data for the present study. The Investigator randomly Selected 310 Higher Secondary students studying in Government and Private schools in and around Tiruvallur District of Tamilnadu. For analyzing the data mean, standard deviation and ‘t’-test are used. The major findings of the study are: The most of higher secondary students have moderate level of depression and academic achievement. With regard to gender, the female higher secondary students have higher depression compared to male students but there is no significant difference in academic achievement with respect to gender. The rural higher secondary students have higher depression compared to urban students. The urban higher secondary students have higher academic achievement compared to rural students. The Government higher secondary students have higher depression compared to private school students. The study reveals that the private higher secondary students have higher academic achievement compared to government students. The study results show negative relationship between depression and academic achievement of higher secondary students.

Keywords: Depression, Academic Achievement, Higher Secondary Students, Sadness, Pessimism, Sense of failure, Dissatisfaction.

INTRODUCTION

Depression is the most common psychiatric disorder. It is a disabling condition that adversely affects a person's family, work or school life, sleeping and eating habits, and general health. Incidence of depression has increased every year in the past century, and now one out of six people will experience a depressive episode [1]. Depression is a mental state in which one suffers sadness; it's a common but major cause of mental illness like depression and academic stress. Depression interrupts an individual's thoughts processes, emotional response and daily life activities [2, 3]. There are many causes that contribute to depression such as destructive thoughts, cognition, loneliness, social isolation, and lack of peer support. If parents ignore that all things become students getting serious mental condition.

Depression is a common but serious illness (National Institute of Mental Health). The Depressed mood is not necessarily a psychiatric disorder. It may be a normal reaction to certain life events, a symptom of some medical conditions, or a side effect of some drugs or medical treatments. The Depressed mood is also a primary or associated feature of certain psychiatric

syndromes such as clinical depression. Some people, particularly if they have depression over a long period of time may learn to put on a ‘mask’, to present a lighter, brighter face to others than they actually feel inside. This may be because they feel they ‘can’t’ or ‘shouldn’t’ show their real selves to others; that they may be rejected if they do so. This can make it very hard for individuals to ask for help, and make it difficult for others to recognize that you need help and support. In major depressive disorder, four of the following additional symptoms may be experienced by the individual: (1) Changes in appetite, weight, sleep, and psychomotor activity; (2) decreased energy; (3) feelings of worthlessness or guilt; (4) difficulty thinking, concentrating, or making decisions; (5) recurrent thoughts of death or suicide; (6) suicide plans or attempts.

Depressed students of any age may display depressive and negative thinking about their school performance; meaning that they have pessimistic views of their abilities to produce quality work. Schools have the capacity to begin building protective factors as early as elementary school that help children long-term in the areas of positive behavior, social skills, academic

achievement, and emotional well-being [4]. At its worst, depression can lead to suicide. Almost 1 million lives are lost yearly due to suicide, which translates to 3000 suicide deaths every day. For every person who completes a suicide, 20 or more may attempt to end his or her life [5].

NEED AND SIGNIFICANCE OF THE STUDY

Current study has many valuable advantages in various arenas of social science. Many adolescents who are depressed are not aware that depression is the basis for the changes in their emotions, ability to interact with others and school performance. These changes can have serious, life-altering consequences that increase the risk for future depressive episodes, especially if the depression is not recognized or treated. Adolescents who are depressed are at increased risk for the following problems: Difficulty with school work and relationships with parents and peers, decreased interest and involvement in daily activities and responsibilities, health complaints such as, abdominal pain, fatigue and headaches. The depression is a serious matter of concern among higher secondary students academic achievement so that the depression level reduced among the students, academic achievement definitely increasing in the future. Hence the present study is need of the hour.

REVIEW OF RELATED LITERATURE

Gouri Sharma and Deepak Pandey (2017) conducted a study on Anxiety, Depression, and Stress in Relation to Academic Achievement among Higher Secondary School Students. Psychological disorders like anxiety, depression and stress significantly exacerbate the pressure on students to perform better. The factors collectively hamper their performance leading to low academic achievement. In Chhattisgarh state few studies have looked especially in the field of mental health and academic achievement of the students in last decades. This study aimed to fill that gap and find out the relationship among anxiety, stress, depression and academic achievements. For this purpose 120 (60 boys & 60 girls) students of 11th standard studying in government schools located in rural area of Mahasamund district of Chhattisgarh state were taken randomly. The ADSS (anxiety, depression and stress scale) was used to measure the anxiety, depression and stress among students. To analysis data Correlational research design will be used. Hierarchical multiple regression analysis revealed significant negative association between depression and, anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement found to be significant positive association with each other. It is concluded that mental health condition of the students affect academic achievements.

Wu, Pei-Chen; Kuo, Shin-Ting [6] conducted a study on Academic Achievement, Self-Concept and Depression in Taiwanese Children: Moderated

Mediation Effect. The primary purpose of this study was to utilize a multidimensional perspective to examine whether children's self-concept served as a mediator between academic achievement and depression, and to further investigate whether this mediation effect was moderated by the ages of children. The participants consisted of 632 Taiwanese children in the grades 3 to 6. In the mediation analyses, results found that self-concept, representing a multifaceted and hierarchical structure, was intermediate in the relationship between academic achievement and depression. In further moderated mediation analyses, results indicated that the mediation effect of academic achievement on depression was moderated by the ages of children, with a higher effect for younger children (grades 3-4) than older children (grades 5-6). Finally, this study discussed several empirical and methodological implications of the findings.

Matthew Owens [7] examined Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. Anxiety and depression are linked to lower academic performance. It is proposed that academic performance is reduced in young people with high levels of anxiety or depression as a function of increased test-specific worry that impinges on working memory central executive processes. Participants were typically developing children (12 to 13-years-old) from two UK schools. The study investigated the relationship between negative affect, worry, working memory, and academic performance using self-report questionnaires, school administered academic test data, and a battery of computerized working memory tasks. Higher levels of anxiety and depression were associated with lower academic performance. There was support for a mediation hypothesis, where worry and central executive processes mediated the link between negative affect and academic performance. Further studies should test these hypotheses in larger longitudinal samples. Implications for school psychology practice and interventions in schools are discussed.

OBJECTIVES OF STUDY

1. To find out the level of depression among higher secondary students.
2. To find out the level of academic achievement among higher secondary students.
3. To find out the significant difference in depression among higher secondary students with respect to
 - Gender
 - Locality
 - Type of Management
4. To find out the significant difference in academic achievement among higher secondary students with respect to
 - Gender
 - Locality
 - Type of Management

- To find out the significant relationship between the depression and academic achievement of higher secondary school students.

HYPOTHESES OF STUDY

- There is no significant difference in depression among higher secondary students with respect to
 - Gender
 - Locality
 - Type of Management
- There is no significant difference in academic achievement among higher secondary students with respect to
 - Gender
 - Locality
 - Type of Management
- There is no significant relationship between the depression and academic achievement of higher secondary school students.

METHODOLOGY

Method of the Study

The researcher adopted the Survey method to collect the relevant data from desired areas.

Tools Used for the Study

The investigator has used the following tools for collecting the data.

- For collecting data, the researcher has used a standardized test called Beck Depression Inventory [8] for diagnosis of depression and its levels.
- Academic Achievement: The higher secondary students obtained total marks in the half yearly examination considered as academic achievement.

Population

The population of the study constituted higher secondary school students of Tiruvallur District in Tamilnadu.

Sample

The sample for the present study includes the higher secondary students from Government and Private schools of Tiruvallur District in Tamilnadu.

Sample size

In the present study includes 310 higher secondary school students.

Sampling Technique

The researcher used Simple random sampling technique for selecting the sample.

STATISTICAL TECHNIQUES USED

For analyzing the data mean, standard deviation and ‘t’-test are used.

DATA ANALYSIS AND INTERPRETATION

Table-1: The level of Depression of Higher Secondary School Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Depression	55	17.74	201	64.83	54	17.41

From the above table 1 reveals that 17.74 % of higher secondary school students have low, 64.83% of them have moderate and 17.41% of them have high

level of Depression. Hence, the most of the higher secondary students have moderate level of depression.

Table-2: The level of Academic Achievement of Higher Secondary School Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Achievement	45	14.51	214	69.03	51	16.45

From the above table-2 reveals that 14.51 % of higher secondary school students have low, 69.03% of them have moderate and 16.45% of them have high

level of Academic Achievement. Hence, the most of the higher secondary students have moderate level of academic achievement.

Table-3: Depression among Higher Secondary Students with respect to Gender

Variable	Male (N= 124)		Female (N= 186)		Calculated ‘t’ Value	Level of Significance
	Mean	SD	Mean	SD		
Depression	31.52	11.473	35.61	11.493	3.077	0.01

Since the calculated value of 't' is greater than the table value (2.58) at 1% level, the null hypothesis is rejected. Hence, that there is a significant difference between male and female Higher Secondary school students with respect to Depression.

Since the calculated value of 't' is lesser than the table value (1.96) at 5% level, the null hypothesis is accepted. Hence, that there is no significant difference between male and female Higher Secondary school students with respect to Academic Achievement (Table-4).

Table-4: Academic Achievement among Higher Secondary Students with respect to Gender

Variable	Male (N= 124)		Female (N= 186)		Calculated 't' Value	Level of Significance
	Mean	SD	Mean	SD		
Academic Achievement	50.81	12.681	50.98	14.673	0.102	NS

Table-5: Depression among Higher Secondary Students with respect to Locality

Variable	Rural (N= 159)		Urban (N= 151)		Calculated 't' Value	Level of Significance
	Mean	SD	Mean	SD		
Depression	35.35	11.385	32.52	11.769	2.151	0.05

Since the calculated value of 't' is greater than the table value (1.96) at 5% level, the null hypothesis is rejected. Hence, that there is a significant difference between Rural and Urban area Higher Secondary school students with respect to Depression.

Since the calculated value of 't' is lesser than the table value (1.96) at 5% level, the null hypothesis is accepted. Hence, that there is no significant difference between Rural and Urban area Higher Secondary school students with respect to Academic Achievement (Table-6).

Table-6: Academic Achievement among Higher Secondary Students with respect to Locality

Variable	Rural (N= 159)		Urban (N= 151)		Calculated 't' Value	Level of Significance
	Mean	SD	Mean	SD		
Academic Achievement	50.53	13.588	51.31	14.235	0.491	NS

Table-7: Depression among Higher Secondary Students with respect to Type of Management

Variable	Government (N= 155)		Private (N= 155)		Calculated 't' Value	Level of Significance
	Mean	SD	Mean	SD		
Depression	35.77	11.615	32.17	11.423	2.751	0.01

Since the calculated value of 't' is greater than the table value(2.58) at 1% level, the null hypothesis is rejected. Hence, that there is a significant difference between Government and Private Higher Secondary school students with respect to Depression.

Since the calculated value of 't' is greater than the table value (1.96) at 5% level, the null hypothesis is rejected. Hence, that there is a significant difference between Government and Private Higher Secondary school students with respect to Academic Achievement (Table-8).

Table-8: Academic Achievement among Higher Secondary Students with respect to Type of Management

Variable	Govt. (N= 155)		Private (N= 155)		Calculated 't' Value	Level of Significance
	Mean	SD	Mean	SD		
Academic Achievement	49.18	12.248	52.65	15.200	2.210	0.05

Table-9: Relationship between the Depression and Academic Achievement of Higher Secondary school students

Variables	Number	Correlation
Depression Vs Academic Achievement	310	-0.681

From the above table, it is observed that there is a negative relationship between Depression and Academic Achievement of Higher Secondary school students. Therefore the null hypothesis is rejected.

MAJOR FINDINGS OF THE STUDY

- The findings of the study reveals that most of the higher secondary students have moderate level of depression
- The result of the study reveals that most of the higher secondary students have moderate level of academic achievement.
- With regard to gender, the female higher secondary students have higher depression compared to male students but there is no significant difference in academic achievement with respect to gender.
- The rural higher secondary students have higher depression compared to urban students.
- There is no significant difference in academic achievement with respect to locality.
- The Government higher secondary students have higher depression compared to private school students.
- The study reveals that the private higher secondary students have higher academic achievement compared to government students.
- The study result shows negative relationship between depression and academic achievement of higher secondary students.

EDUCATIONAL IMPLICATIONS

Depressed students of any age may display depressive and negative thinking about their school performance, meaning that they have pessimistic views of their abilities to produce quality work. This negative thinking can lead to students who are capable of doing their schoolwork presenting with “won’t do” tendencies. In response to negative feelings about their abilities, including their schoolwork, depressed teens may refuse to complete work. Verboom *et al.*, [9] found an inverse correlation between depressive symptoms and academic performance. As depressive symptoms increased, academic performance decreased. Jaycox *et al.*, [10] found that depressed teens reported significantly lower levels of academic engagement and academic efficacy and significantly lower grade point averages than did teens who were not depressed.

Moreover, teenagers, may display depression through self-destructive tendencies in school such as increased attendance issues, impaired school performance, increased behavior problems, poor attention in class, and decreased participation in activities. School counselors and school psychologists can be utilized to help children and adolescents experiencing depression when it is clear that an outside professional will not be contacted. School psychologists are trained to provide mental health services in the schools.

CONCLUSION

Prevalence rates of depression and mental health issues in childhood and adolescence are higher than ever. Research has identified consistent and tragic links between youth depression and later negative life consequences. There is no better place to identify young people with depression and provide intervention than in the schools. A comprehensive mental health program is necessary within the school system that includes a continuum of services with universal supports to all students, supplemental supports for students at-risk for depression and intensive supports for students suffering from an episode of depression or depression. The present study reveals that higher level of depression leads to poor academic performance among the school students. Therefore, the educational policy makers and higher authorities should organize the workshops and seminars, counseling classes for reducing the students’ depression this sort of efforts automatically improve the students’ performance.

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