

EFFECT OF DEPRESSION ON EMOTIONAL STABILITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT--The present study was carried out to find out the effect of Depression, Gender and Faculty on Emotional Stability of adolescent students. The study was conducted on a sample of 450 students (225 boys & 225 girls) of higher secondary students of Kanpur. The data were analyzed with the help of Three-way ANOVA followed by t- test. The result of study revealed that Students belonging to Science Faculty were found to have significantly better Emotional Stability than those of Arts and Commerce Faculty. Males were found have significantly higher Emotional Stable than Females. Emotional Stability of subjects belonging to different Depression levels was found to be similar. Emotional Stability of Males and Females belonging to different Faculties were found to be of same degree. Emotional Stability of Arts, Science and Commerce students belonging to different levels of Depression were found to be of same degree. Emotional Stability of Male and Female students belonging to different levels of Depression were found to be of same degree. Emotional Stability of Male and Female students belonging to different Faculties and levels of Depression were found to be of same degree. Thus, it shows that students belonging to Science Faculty were found to have significantly better Emotional Stability than those of Arts & Commerce Faculty. It might possible Science students thinks scientifically or practically thus could be more Emotional Stable. It was also found that Emotional Stability of Boys was higher than that of Girls. This might be because boys are generally more emotional stable than girls. But here Emotional stability at various Depression levels are found at par, it might possible that Depression levels i.e. High, Moderate or Low throws an equal impact on Emotional Stability.

Keywords—depression, emotional, higher, secondary, students.

I. INTRODUCTION

Emotional stability is a desirable trait. It means you can withstand difficult situations, handle adversity, and remain productive and capable throughout.

Some people get to a certain point in their lives when they realize that they are not as emotionally stable as they would like to be. If you get really angry at unfortunate times, fall into deep sadness, or find yourself so disgusted that you can't participate in normal everyday things, then you might be one of those people who can benefit from an emotional overhaul.

To become emotionally stable, you must be willing to drive headlong in the opposite direction of becoming emotionally expressive, if only temporarily.

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Emotional instability is caused by a lifetime of trying to control your emotions. Controlling your emotions, tamping them down or limiting yourself to short periods of expression, for years or decades causes emotions to back up. Humans require regular emotional hygiene, and if you haven't been doing that kind of thing, then you are probably backed up emotionally.

Present age where the humans are surrounded by so many social and individual complexities is very rightly said, 'The age of depression'. This phenomenon has powerful influence in our society. Today it has become dominant factor in modern civilization seems to be present in each and every individual to an extent. The changing family structure, academic pressures, unrealistic expectations of parents and new socio-economic trends are sowing seeds of depression among children. Depression exemplifies a mental disorder largely marked by alterations in mood and thought. It causes pain and sufferings not only to those who have a disorder, but also to those who care about them. Depression is a psychological condition that changes our thinking & feeling and also affects our social behavior and sense of physical well being.

Mental Health is a state of successful performance of mental functions resulting in productive activities, fulfilling relationships with other people and the ability to adapt, to change and to cope with adversity. Both Mental Health and Depression are inversely related to each other. Depression is a kind of disorder in Mental Health. The greater the degree of Depression, the lesser will be the Mental Health of the individual and vice-versa.

Educationists advocate approaches to teaching which will promote transfer, stimulate curiosity and activate problem solving rather than implanting of information and drilling of skills. But Depression affects the students in attaining goals of life. Depression blocks child's ways of progress in achievements. Depression leads to aggression which is followed by destructiveness and hostility. These depressed children should be provided with reinforcement like praise rewards etc. They are generally found under achievers at school level as measured by standardized tests. A depressed child does not achieve according to his mental abilities and capacities and thus show poor academic performance.

II. OBJECTIVES

To study the effect of Depression on Emotional Stability.

To study the effect of Gender on Emotional Stability.

To study the effect of Faculty on Emotional Stability.

To study the effect of Interaction among Faculty, Gender and Depression on Emotional Stability.

III. HYPOTHESES

There is a no significant effect of Depression on Emotional Stability.

There is a no significant effect of Gender on Emotional Stability.

There is a no significant effect of Gender on Emotional Stability.

There is a no significant effect of Interaction among Faculty, Gender and Depression on Emotional Stability.

IV. SAMPLE

For the present investigations a sample of 450 students has been taken. This is based on combination of the three moderate variables.

1. Depression Levels - High, Moderate and low
2. Gender - Boys and Girls
3. Faculty - Arts, Science and Commerce

The various combinations and no. of students in each have been presented in the following table.

Table 1: Showing the sample size of the present study-

Boys & Girls D.L.	Boys of Arts Faculty A1B1	Boys of Science Faculty A2B1	Boys of Commerce Faculty A3B1	Girls of Arts Faculty A1B2	Girls of Science Faculty A2B2	Girls of Commerce Faculty A3B2	Total
H.D.L (D1)	25	25	25	25	25	25	150
M.D.L (D2)	25	25	25	25	25	25	150
L.D.L (D3)	25	25	25	25	25	25	150
	75	75	75	75	75	75	450

*150 students in each Depression level

*225 students in each Gender

*150 students in each Faculty

Total sample size of 450 students

V. TOOLS

- “Depression Scale” developed by Dr. Shamim Karim and Dr. Rama Tiwari is used for measuring depression level in adolescents.
- “Mental Health Battery” developed by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta is used to measure the status of Emotional Stability of adolescents. Emotional Stability is one of the dimensions used in ‘Mental Health Battery’.

VI. PROCEDURE OF DATA COLLECTION

Data were collected from the various schools of Kanpur. “Depression Scale” was first administered to draw out the students of various depression levels. Then they were sorted out accordingly, from all the three faculties

and both the genders. In the second round the “Mental Health Battery” was given to them. In this way, data have been collected for the present study

VII. DATA ANALYSIS

The data were analyzed with the help of Three Way ANOVA followed by t-test.

VIII. RESULTS AND CONCLUSIONS

In the present study, the effect of Depression on Emotional Stability of the male and the female students of the various faculties i.e. Arts, Science and Commerce of the higher secondary education have been studied.

Table 2: Summary of Three Way ANOVA of Mental Health’s dimension -Emotional Stability (ES)

Source of Variance	Df	SS	MSS	F-value
Faculty(A)	2	34.72	17.36	5.16 **
Gender(B)	1	52.02	52.02	15.45 **
Depression(C)	2	19.39	9.70	2.88
A x B	2	5.32	2.67	0.79
A x C	4	4.98	1.25	0.37
B x C	2	2.52	1.26	0.37
A x B x C	4	22.36	5.59	1.66
Error	432	1454.88	3.37	
Total	449			

** Significant at 0.01 Level

Effect of Faculty on Emotional Stability (ES)

The F-value for Faculty is 5.16 which is significant at 0.01 level with $df = 2/432$ (vide Table 2). It shows that the mean scores of Emotional Stability of subjects belonging to Arts, Commerce and Science Faculty differ significantly. Thus, there was significant effect of Faculty on Mental Health’s dimension - Emotional Stability of subjects. In this context the null hypothesis that there is no significant effect of Faculty on Emotional Stability is rejected. In order to know which groups’ mean score is significantly higher than the other, the data were further analyzed with the help of t-test and the results are given in Table 3.

Effect of Gender on Emotional Stability (ES)

The F-value for Gender is 15.45 which is significant at 0.01 level with $df = 1/432$ (vide Table 2). It shows that the mean scores of Males and Females differ significantly. Thus, there was a significant effect of Gender on Emotional Stability of subjects. In this context, the null hypothesis that there is no significant effect of Gender on Emotional Stability is rejected. The mean score of Emotional Stability of Males is 10.38 which is significantly higher than that of Females whose mean score of Emotional Stability is 9.7. It may therefore, be said that the Males were found have significantly higher Emotional Stable than Females

Effect of Depression on Emotional Stability (ES)

The F-value for Depression is 2.88 which is not significant (vide Table 2). It shows that the mean scores of Emotional Stability of subjects belonging to High, Moderate and Low level of Depression did not differ significantly. Thus, there was no significant effect of Depression on Emotional Stability is not rejected. So there was no significant effect of Depression on Emotional Stability. It may therefore, be said that the Emotional Stability of subjects belonging to different Depression levels was found to be similar.

Effect of Interaction between Faculty and Gender on Emotional Stability (ES)

The F-value for interaction between Faculty and Gender is 0.79 which is not significant (vide Table 2). It shows that the mean scores of Emotional Stability of Males and Females belonging to different Faculties did not differ significantly. Thus, there was no significant effect of interaction between Faculty and Gender on Emotional Stability of subjects. In this context, the null hypothesis that there is no significant effect of interaction between Faculty and Gender on Emotional Stability is not rejected. It may, therefore, be said that the Emotional Stability of Males and Females belonging to different Faculties were found to be of same degree.

Effect of Interaction between Faculty and Depression on Emotional Stability (ES)

The F-value for interaction between Faculty and Depression is 0.37 which is not significant (vide Table 2). It shows that the mean scores of Emotional Stability of Arts, Science and Commerce students belonging to different levels of Depression did not differ significantly. Thus, there was no significant effect of interaction between Faculty and Depression on Emotional Stability of subjects. In this context, the null hypothesis that there is no significant effect of interaction between Faculty and Depression on Emotional Stability is not rejected. It may therefore, be said that the Emotional Stability of Arts, Science and Commerce students belonging to different levels of Depression were found to be of same degree.

Effect of Interaction between Gender and Depression on Emotional Stability (ES)

The F-value for interaction between Gender and Depression is 0.37 which is not significant (vide Table 2). It shows that the mean scores of Emotional Stability of Male and Female students belonging to different levels of Depression did not differ significantly. Thus, there was no significant effect of interaction between Gender and Depression on Emotional Stability of subjects. In this context, the null hypothesis that there is no significant effect of interaction between Gender and Depression on Emotional Stability is not rejected. It may, therefore, be said that the Emotional Stability of Male and Female students belonging to different levels of Depression were found to be of same degree.

Effect of Interaction among Faculty, Gender and Depression on Emotional Stability (ES)

The F-value for interaction among Faculty, Gender and Depression is 1.66 which is not significant (vide Table 2). It shows that the mean scores of Emotional Stability of Male and Female students belonging to different Faculties and different levels of Depression did not differ significantly. Thus, there was no significant effect of interaction among Faculty, Gender and Depression on Emotional Stability of subjects. In this context, the null hypothesis that there is no significant effect of interaction among Faculty, Gender and Depression on Emotional

Stability is not rejected. It may, therefore, be said that the Emotional Stability of Male and Female students belonging to different Faculties and levels of Depression were found to be of same degree.

Table 3: Faculty-wise Mean, SD and t-values of Emotional Stability

Faculty	Mean	SD	Science	Commerce
Arts	9.92	0.21	2.41*	0.66
Science	10.43	0.21		3.07*
Commerce	9.78	0.21		

* Significant at 0.05 level

From Table 3 it is evident that the t-value of 2.41 is significant at 0.05 level with $df=298$. It shows that the mean scores of Emotional Stability of subjects belonging to Arts and Science Faculty differ significantly. The mean score of Emotional Stability of Students of Arts Faculty is 9.92 which is significantly lower than those belonging to Science Faculty whose mean score of Emotional Stability is 10.43. It means that students of Arts Faculty were found to have low Emotional Stability in comparison to those of Science Faculty.

From Table 3, it is also evident that the t-value is 0.66 which is not significant. It shows that the mean scores of Emotional Stability of subjects belonging to Arts and Commerce Faculty did not differ significantly. It shows that students of Arts Faculty and Commerce Faculty were found to have Emotional Stability to the same extent.

Further, the t-value of 3.07 is significant at 0.05 level with $df=298$. It shows that the mean scores of Emotional Stability of students belonging to Science Faculty and Commerce Faculty differ significantly. The mean score of Emotional Stability of students of Science Faculty is 10.43 which is significantly higher than those belonging to Commerce Faculty whose mean scores of Emotional Stability is 9.78. It means that students of Science Faculty were having better Emotional Stability than those of Commerce Faculty.

On the whole, students belonging to Science Faculty were found to have significantly more Emotional Stable than those of Arts and Commerce Faculty,

The following were the findings of this study:

- Students belonging to Science Faculty were found to have significantly better Emotional Stability than those of Arts and Commerce Faculty.
- Males were found have significantly higher Emotional Stable than Females.
- Emotional Stability of subjects belonging to different Depression levels was found to be similar.
- Emotional Stability of Males and Females belonging to different Faculties were found to be of same degree.
- Emotional Stability of Arts, Science and Commerce students belonging to different levels of Depression were found to be of same degree.

- Emotional Stability of Male and Female students belonging to different levels of Depression were found to be of same degree.

- Emotional Stability of Male and Female students belonging to different Faculties and levels of Depression were found to be of same degree.

In case of Emotional Stability, it was found that students belonging to Science Faculty were found to have significantly better Emotional Stability than those of Arts & Commerce Faculty. It might possible Science students thinks scientifically or practically thus could be more Emotional Stable. It was also found that Emotional Stability of Boys was higher than that of Girls. This might be because boys are generally more emotional stable than girls. But here Emotional stability at various Depression levels are found at par, it might possible that Depression levels i.e. High, Moderate or Low throws an equal impact on Emotional Stability. Target Mary &Fonagy Peter (1994)² studied the efficacy of psychoanalysis for children with emotional disorders and found major reliable improvement in adaptation. Emotional Stability for various interactions were found to be similar.

IX. SUGGESTIONS

On the basis of the present study in the findings of the present study the following suggestions are drawn to promote proper emotional development of depressed children.

a) Psycho- social intervention must be provided to the depressed children to promote emotional development. For instance, group therapy or group intervention with the peer group will give more fruitful ways to learn to control the disturbed behavior.

b) Guidance and counseling programs should be provided not only for the students but also for the parents and care takers to lead a happy life & overcome emotional difficulties.

c) Modern stress Management techniques should be adopted in the academic environment to minimize emotional problem of depressed children.

d) For proper emotional development appropriate recreational skills are very necessary for human beings. For instance, adequate recreational facilities should be provided at school for proper physical and emotional development.

e) Supporting services like medical visiting team, psychotherapist and occupational therapist should be made available in special schools periodically to consult for problems of depressed children.

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