



## Distress and Depression among Adolescents in context to Educational State

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**Abstract:** *The present study is an attempt to explore the relationship between depression and distress among adolescents in context to educational state. For this research work 200 adolescent ( 100 boys and 100 girls) were selected randomly from the higher secondary schools of Varanasi city. Beck Depression Scale (Beck et al.1988), and Adolescent Stress Questionnaire (Ghent et. al. 2011) were used for data collection. Data were analysed using the appropriate statistics. Results of the present study shows that adolescent girls had higher educational stress than boys. It is evident that educational state significantly influence the depression and self expectation. There is negative correlation between academic achievement and depression whereas academic achievement positively correlated with self expectation.*

**Key Words:** :Adolescent, Depression, Stress, Educational State, depression, academic,achievement.

**Introduction-** In this time, individuals are effortlessly presented to gloom in light of the different upsets from life improvement undertakings and psychosocial changes. In this way, preventive intercessions, which can help undergrads change early and keep up emotional wellness, are significant. Specifically, instructive trouble for understudies in medicinal services related majors, who need to take a national board assessment, would be relied upon to be higher. The examination investigated sorrow, confidence, scholastic pressure, and the elements influencing depression in understudies. An examination found that school understudies with extreme instructive pressure should be recognized right on time as mediations to diminish instructive pressure is probably going to influence the event and seriousness of misery (P. Jayanthi et al., 2015).

Depression is a significant issue that influences the personal satisfaction by causing physical, enthusiastic, intellectual, and conduct changes. It is one of the top issue that undermine human life in the twenty-first century, alongside heart issue and automobile collisions. The rate of depression is fundamentally extraordinary by sexual orientation. Sorrow in understudies can proceed into adulthood and if side effects are bothered, day by

day life can get troublesome and suicide can even happen (Cho et al., 2002). The effect of melancholy shows the significance and seriousness of sadness in this time of life. Particularly a nearby association among depression and suicide has been accounted for in different investigations. Present study is to investigate the connection among depression and educational distress among young people. The outcomes can be utilized for advancement of acceptable grounds life and avoidance of anticipated issues by understanding the reasons for the downturn. Furthermore, by making conditions for expanded insightful accomplishment, understudies would be able to design and plan for what's to come.

**Objectives-** The main objectives of the present study is to find out the relationship between depression and distress among adolescents (boys & girls) in context to educational state.

**Hypothesis- 1-** Try to find out, the relationship between depression and distress among adolescents (boys & girls) in context to educational state.

2- It is hypothesised that there would no any significant difference between adolescent boys and girls on Depression Scale and Adolescent Stress Scale in context of educational state.

### Methods-



**Sample-** The present study was conducted on the adolescents of different higher secondary schools of Varanasi city. 100 boys and 100 girls were sampled in this study ,using random sampling technique. Thus the total sample consisted of 200.

**Psychological Measure-**

**1. Beck Depression Scale (Beck et al, 1988) :** Beck Depression Inventory (BDI) is a 21 items, self-report rating inventory that measure characteristic attitudes and symptoms of depression. BDI psychometrically sound measure for screening depression among adolescents was administered to all the group. BDI was used specifically to classify these adolescents into minimal, mild, moderate and severe depression. BDI with alpha coefficients of .86 and .81 respectively.

**2. Adolescent stress Scale (ASQ) (Ghent et. al. 2011) :** Adolescent stress scale was assessed with the ASQ. This ASQ assesses subjective stressor load, covering the broad domains of adolescent stressor exposure. 56 items on this checklist were grouped into 10 stress component scales. These ten stress components are as such school performance, school attendance, home life stress, peer pressure, romantic relationship, teacher interaction, school/ leisure conflict, financial pressure, future uncertainty and emerging adult responsibility. All these items were ordered randomly. Responses were asked on Likert's 5 point scale. On this scale (1) mark given for option "not at all stressful"(is irrelevant to me); (2) for "a little stressful"; (3) for "moderately stressful" ; (4) for "quiet stressful";(5) for "very stressful".

**Results-** Statistical analysis was performed using the Statistical Package for Social Sciences Programme (SPSS) version 7.0. Descriptive statistics such as Student's independent t-test was used for analysis.

**Table-1 :** Mean, SD and 't' values for boys and girls on Beck Depression Inventory (BDI) measure.

| Sub-Scale | Group | N   | Mean  | SD   | t value |
|-----------|-------|-----|-------|------|---------|
| BDI       | Boys  | 100 | 34.22 | 5.44 |         |
|           | Girls | 100 | 36.30 | 5.98 | 3.16*   |

\*p<.01

Table no. 1st shows the Mean, SD, and 't' value of both groups on the Beck Depression scale. The result indicates that the adolescent girls are scored higher in comparison to adolescent boys. The Mean and S.D. of Boys and girls are presented respectively - Mean-34.22 ,S.D. 5.44; Mean -36.30 ,S.D.5.98 and 't'=3.16\*. The differences between the means of the both groups were found highly significant i.e. .01 level of the confidence. This statistical analysis allowed to say that both the groups of students i.e. boys and girls have showed highly significant difference on Depression scale.

**Table-2 :** Mean, SD and 't' values for boys and girls on Adolescent Stress Questionnaire (ASQ) measure.

| Sub-Scale | GROUP | N   | Mean  | SD   | t value |
|-----------|-------|-----|-------|------|---------|
| ASQ       | Boys  | 100 | 39.86 | 6.66 |         |
|           | Girls | 100 | 42.58 | 5.35 | 4.50*   |

\*p<.01

Table no. 2 presents the comparison between the two groups of adolescent boys and adolescent girls on the ASQ measures. The table has clearly shown that both the groups of students have difference on stress score. Mean and S.D. of both groups were found respectively-Mean=39.86, S.D.=6.66;Mean=42.58, S.D.=5.35. The 't' value was found 4.50\*. The differences between the means of the both groups were found highly significant i.e. .01 level (4.50\*).

**Discussion-** The findings of present study revealed that the adolescent girls and adolescent boys are scored differently on both the scales. The results indicate that on the Depression scale adolescent girls have performed poorly in comparison to adolescent boys. Result presents the fact that the adolescent girls have experienced severe educational stress in comparison to adolescent boys. Although the stress was also found in boys but they experienced mild academic stress. In the case of Depression it is also evident that adolescent girls experienced more depression in comparison to adolescent boys. It clearly indicates that academic achievement significantly correlated with



depression and self expectations. It is also suggested that Adolescents with severe academic stress need to be identified at the school level to provide the intervention tools to reduce the educational stress which would definitely help to reduce the incidence of suicide among adolescents. Parents and teachers expectations were the main source of educational stress among adolescents. The current examination is restricted in light of young people ailment, non-attendance, reluctance, deficient polls, and absence of coordinating. The discoveries inferred that scholastic pressure is related with wretchedness among youths. Young people with serious scholastic pressure must be recognized early, and brief intercessions will probably forestall sadness. Understudies ought to be advised for trouble factor by school advisor or school health nurture. Young people with extreme instructive pressure should be recognized ahead of schedule as intercessions to decrease instructive pain is probably going to influence the event and seriousness of despondency. Parent and educators desires were the principle wellsprings of instructive worry among youths. Juvenile young ladies had higher instructive worry than young men, like a past Indian examination (Deb S et. al., 2014).

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