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A Study on Depression in Relation With Academic Achievements in Adolescents in Neyveli Township for the School Students

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ABSTRACT

The present study aims to know the Depression In Relation With Academic Achievements In Adolescents In Neyveli Township For The School Students. The study objectives was. To find out the Level of academic achievement of higher secondary adolescent. To find out significant difference in the Academic achievement of Higher secondary adolescent with its sub samples. The present study is confined only to the 150 high adolescent. The academic achievement and depression of higher secondary adolescent is determined by several factors. The present study is limited only to a few factors like, Gender, Age, no. of family members, residential area, Fathers occupation, Type of family, Father‘s education, Mother‘s education, Father‘s occupation, Mother‘s occupation, Parent‘s income and interests of the adolescent.

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INTRODUCTION

Depression is the principal cause of illness and disability in the world. Studies charting the prevalence of depression among children and adolescents report high percentages of youngsters in both groups with depressive symptoms. Depression in adolescence is a common mental health disease with a prevalence of 4–5% in mid to late adolescence. It is a major risk factor for suicide and can also lead to social and educational impairments. Consequently, identifying and treating this disorder is crucial.

It is vital to make a timely and accurate diagnosis of depression in adolescence and a correct differential diagnosis from other psychiatric disorders, due to the recurrent nature of this condition and its association with poor academic performance, functional impairment and problematic relationships with parents, siblings and peers. Furthermore, depression at this age is strongly related to suicidal ideation and attempts.

TYPES OF DEPRESSION

There are many different types of depression. First one is Major Depression, Persistent Depressive Disorder, Seasonal Affective disorder, Psychotic Depression, Per partum Depression, Situational Depression, Atypical Depression, Treatment Resistant Depression. Events in our life cause some and a chemical change in our brain causes some to others.

MAJOR DEPRESSION

Major depression disorder also called as clinical depression. Major depression disorder diagnosed when an individual has a persistently low or depressed mood anhedonia or decreased interest in pleasurable activities, feeling of guilt or worthlessness lack of energy, poor concentration, appetite changes, agitation sleep disturbance or suicidal thoughts. In 2008according to World Health Organization announce that major depressive disorder has been ranked as a third cause of the burden of disease worldwide. It is also believed to bemulti factorial, including biological genetic, environment and psychosocial factors.

CAUSES FOR DEPRESSION AMONG ADOLESCENT :

Mental health is a crucial component to overall health and well-being and mental health among children and adolescents continues to be a significant public health concern.

- **Brain chemistry.** Neurotransmitters are naturally occurring brain chemicals that carry signals to other parts of your brain and body. When these chemicals are abnormal or impaired, the function of nerve receptors and nerve systems changes, leading to depression.
- **Hormones.** Changes in the body's balance of hormones may be involved in causing or triggering depression.
- **Inherited traits.** Depression is more common in people whose blood relatives — such as a parent or grandparent — also have the condition.

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- **Early childhood trauma.** Traumatic events during childhood, such as physical or emotional abuse, or loss of a parent, may cause changes in the brain that increase the risk of depression.
- **Learned patterns of negative thinking.** Teen depression may be linked to learning to feel helpless — rather than learning to feel capable of finding solutions for life's challenges.
- severe life stress
- other mental health disorders, like anxiety
- inequities, including those related to poverty, race, or gender
- experiences of loss or grief
- family conflict
- chronic illness
- significant life changes, like moving or parental divorce

Research has shown that the brains of adolescents are structurally different from the brains of adults. Teens with depression can also have different hormones and different levels of neurotransmitters. Neurotransmitters are key chemicals in the brain that affect how brain cells communicate with one another. They play a vital role in regulating moods and behavior of a person. The neurotransmitters that are important to our understanding of depression are serotonin, dopamine, and norepinephrine.Low levels of these neurotransmitters may contribute to depression.

Traumatic events held in their life may affect them and this may be another reason for depression among adolescents. A traumatic event can leave a lasting impression. Loss of parent or physical, emotional or sexual abuse can have lasting effects on a child‘s brain that could contribute to depression. Teens regularly exposed to pessimistic thinking, especially from their parents, can also develop depression. They may be lacking positive examples of how to overcome challenges.

REVIEW OF LITERATURE

Wang and Gu (2017) conducted a study that investigated how recent high school graduates perceived online social capital, peer relationships, and academic identity during high school. The study had 1,286 Chinese high school graduate that participated in a survey. The results form the study were that there was an association between social capital and academic identity He also suggested that the implications of the study were that the results for research and practice were discussed.

Albano & Detweiler, (2001) reported thatIn childhood, social anxiety can be expected in the face of certain experiences. However, the presentation of intense levels of social anxiety can cause negative impacts on social functioning in some children and adolescents which can result

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in emotional well being issues, difficulties in dealing with fears, academic difficulties and a greater degree of subjective discomfort.

In the longitudinal survey by Miers et al. (2013), it was found that the trajectory of social anxiety duringadolescence was influenced by variables related to both cognition (self-reported negative interpretations and self-centered attention) and social competence (worse social skills assessed by observers during a speech task and greater social problems) at school, assessed by the teacher. Still with regard to this set of studies, it is worth noting that not all studies specified the types of negative cognition homogeneously.

According to Isolan, Pheula, &Manfro (2007), the onset of social anxiety disorder was between eight and 15 years of age in 75% of the individuals who present this issue. This disorder usually starts in the children's history of difficulties in social interactions with peers and/or adults, manifesting itself as social inhibition and shyness (Souza, 2017). In this context, the importance of conducting literature review studies that link social skills and social anxiety in childhood and adolescence is emphasized.

NEED AND IMPORTANCE OF THE STUDY

The purpose of this study is to help understand the consequences and effects of depression on adolescents‘ academic achievement. This study will focus on identifying the implications of depression regarding how adolescents are impacted academically. It is essential to understand if depression is a significant contributor to poor academic achievement among adolescents, and if so, how depression is impacting school performance. For the present study the investigator is interested to study the interests, behaviour and depression of adolescence adolescent in relation to their academic achievement.

OBJECTIVE OF THE STUDY:

1. To find out the Level of Problems Of Adolescence adolescent.
2. To find out the Level of academic achievement of higher secondary adolescent.
3. To find out significant difference in the Problems Of Adolescence adolescent with their sub samples.
4. To find out significant difference in the Academic achievement of Higher secondary adolescent with its sub samples.
5. To find out whether there is any significant relationship between Problems Of Adolescence due to depression and academic achievement of higher secondary adolescent.

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HYPOTHESIS OF THE STUDY:

The following null hypothesis have been formulated on the basis of objective of the present study,

1. The Problems Of Adolescence due to depression are high.
2. The academic achievement of adolescentsis low.
3. Higher secondary and secondary adolescent do not differ significantly in their Problems Of Adolescence with respect to their sub sample.
4. Higher secondary and secondary adolescent do not differ significantly in their Academic achievement with respect to their sub sample.
5. There is no significant relationship between problems of Adolescence due to depression and their academic achievements.

METHOD OF THE STUDY

It is quite important to select an appropriate method of study, since Normative survey method has been used for the present study. The normative survey method was used to find out the effects of independent variables namely Gender, Fathers occupation, Residential Area, Nature of family, Father‘s education, Mother‘s education, Father‘s occupation, Mother‘s occupation, Parent‘s income, interests and depression on dependent variable Academic achievement of adolescent.

TOOLS USED

Behavioural rating scale has been prepared and validated by the investigator to find out the interests and depression of secondary and higher secondary adolescent. Academic achievement is determined by the marks secured in quarterly or half yearly examinations. It is taken from the school register. The tool was administered to a random sample of 150 secondary or higher secondary adolescent.

The scoring of the tools has been done according to the instruction given in the manual. The data has been subjected to statistical techniques like descriptive analysis, differential analysis and correlation analysis.

LIMITATIONS OF THE STUDY

The present study is confined only to the 150 high adolescent. The academic achievement and depression of higher secondary adolescent is determined by several factors. The present study is limited only to a few factors like, Gender, Age, no. of family members, residential area, Fathers occupation, Type of family, Father‘s education, Mother‘s education, Father‘s occupation, Mother‘s occupation, Parent‘s income and interests of the adolescent.

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THE SAMPLE

The application of sampling statistics depends upon certain conditions of sampling. There are 34 schools in Neyveli Township.Out of these 34 schools, 3 schools are selected at random. The following tableshows that the stratification of the sample of 150 according to the population.

DATA PROCESSING

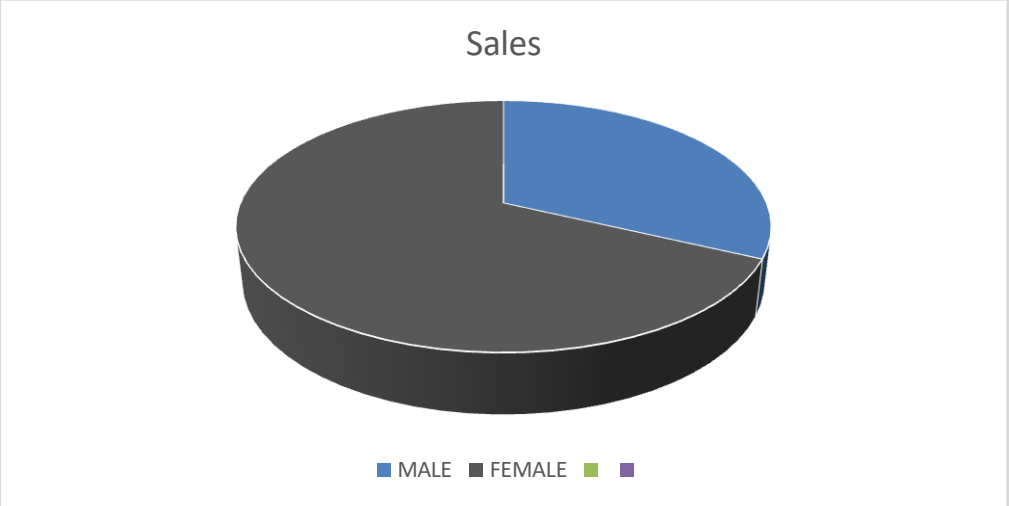
The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as mean and S.D, SE_M, t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of product moment correlation, ANOVA were computed.

RESULT DISCUSSION

TABLE 1 GENDER WISE DISTRIBUTION OF THE SAMPLE

S.No	GENDER	NO. OF ADOLESCENT	PERCENTAGE
1	MALE	48	32
2	FEMALE	102	68
	TOTAL	150	100

FIGURE 1



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TABLE-2

The table showing mean _t' value and level of depression on the academic achievement of adolescent on the basis of gender.

VARIABLS	MEAN	S.D	't' VALUE	SIGNIFICANT LEVEL
Boys	141.53	20.45	0.115	Not Significant
Girls	141.13	7.99		

The calculated _t' value 0.115 is not significant at 0.05 level since it is more than table value of 1.96 for df 78. Therefore the null hypothesis ―There is no significant difference in the effect of depression on the academic achievement of adolescent on the basis of gender‖ is accepted.

TABLE-3

The table showing mean _t' value and level of depression on the academic achievement of adolescent of Government schools and Aided schools.

VARIABLS	N	MEAN	S.D	't' VALUE	SIGNIFICANT LEVEL
Govt. school adolescent	40	140.50	19.23	0.637	Not Significant
Aided school adolescent	40	142.43	10.35		

The calculated _t' value 0.637 is not significant at 0.05 level since it is more than table value of 1.96 for df 78. It shows that there is no significant difference in the effect of depression on the academic achievement of adolescent on the basis of type of school. So the null hypothesis is accepted.

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TABLE-4

The table showing mean ‗t' value and level of depression on the academic Achievement of adolescent on the basis of locality.

VARIABLS	N	MEAN	S.D	't' VALUE	SIGNIFICANT LEVEL
Rural	40	140.95	8.33	0.383	Not Significant
Urban	40	141.83	11.71		

The calculated ‗t' value 0.383 is not significant at 0.05 level since it is more than table value of 1.96 for df 78. Hence the null hypothesis ―There is no significant difference in the effect of depression on the academic achievement of adolescent on the basis of locality‖ is accepted.

FINDING OF THE STUDY

1. No Significant difference was found in the effect of depression on the basis of gender.
2. No Significant difference was found in the effect of depression on the academic achievement of adolescent on the basis of type of school.
3. No significant difference was found in the effect of depression on the academic achievement of student on the basis of parent's educational qualification.

CONCLUSIONS

Every one of us has gone through the various phases of education from the childhood to profession. The educational systems have got a tremendous responsibility in modification of behaviours. The education in the present trend does not mean the more text book learning. It aims at giving complete life to the pupils. From the result of the study, the investigator, identified the effect of depression on the academic achievement of adolescent have wide significance from the view point of adolescent, teachers and parents side also.

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