A Study On Depression, Anxiety And Stress Among Higher Secondary School Students

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Abstract

Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. This transitional period can bring up issues of independence and self –identity. Peer groups, romantic interests and appearance tend to naturally increase in importance for some time during a teens journey towards adulthood. World health organisation (WHO 2017) estimates that a total of 300 million people living in this world suffer from depression. Similar is the case of anxiety, which affects 264 million or 3.6% of the global population. similar number of individuals suffer from a range of anxiety disorders. Nearly half of the individuals affected live in the South-East Asian region and the Western pacific, which includes India. The present study aims to describe the socio demographic characters, depression, anxiety and stress among higher secondary girl students. Descriptive research design was adopted. The universe of the present study was the girl students from a higher secondary in Ernakulum district Kerala. From the universe of the study by adopting disproportionate stratified simple radom sampling method data, was collected from 100 students. The researcher adopted questionnaire which consisted of personal data and DASS scale was to measure depression, anxiety and stress. Nearly half of the respondents (49%) experienced severe level of depression, anxiety and stress. More than one fourth (26%) of the respondents experienced mild level and one fourth (25%) experienced moderate level of depression, anxiety and stress.As per the findings Suitable suggestions were made.

Keywords: Depression, Anxiety, Stress, Adolescence.

Introduction

Adolescence is a transitional stage of physical and psychological human development generally occurring between puberty and cultural expression can begin earlier and end later.In adolescence cognitive development result in greater awareness of others and their thoughtsand judgement, the ability to think about abstract, future possibilities and the ability to consider multiply possibilities at once. As a result adolescents experience a significant shift from the simple, concrete and global self-descriptions typical of young children; as children, they identified themselves with physical traits whereas as adolescents, they define themselvesbased on their values, thoughts and options. The competitive nature of present day educational system has great influence on the youngsters. Every student is faced with a high demand to surpass oneself. Failure to do so may often be considered as a mark of the failure of ones existence by the youngster, whose limited life experience does not permit him/her to seek an alternative. Home and school are the centres of these problems. Most of the conflicting issues arise because of the fear of loss of friends and parents. They become entangled in the grip of insecurity .most

of the time they have this fear that if they are not able to meet expectations of their dear and near ones then he or she will lose them. The additional burden of general expectation of parents, friends, teachers etc. stresses the youngsters and when confronted with failure hurts their self-esteem. Adolescents thus see themselves in highly conflicting situations, as they often expect to perform their best in the academic field. They often get frustrated, anxious and stressed that suicide becomes their only escape. It is important to realize that stress affects memory and the psychological wellbeing of students. Academic stress particularly among students has been assessed as one the most important causal factors for adolescent's depression. Studies show that depression and anxiety afflict a large extent of the student population. These illness among student population can significantly impair their scholastic performance.The researchers has tried to understand various dimensions of depression stress anxiety affected to higher secondary school students. The specific knowledge accrued through this study will contribute to the existing body of knowledge and will be helpful for social work practitioners , psychologists, counsellors, medical practitioners, policy makers, and general public.

Review of Related Literature

1. **Bares, C. B., Andrade, F., Delva, J., & Grogan-Kaylor, A. (2011).** The co- occurrence of emotional disorders among adolescents has received considerable empirical attention. This study aims to contribute to the understanding of co-occurringanxiety and depression by examining the factor structure of the Youth Self-Report used with a sample of low-income adolescents from Santiago, Chile. Data from two independent, randomly selected subsamples were analysed using exploratory and confirmatory factor analyses. Results indicate the best fit for the data is a two-factor model of anxiety and depression symptoms, which factors anxiety and depression intoseparate latent constructs. Because the findings show that anxiety and depression are not measured by the same factor in this international sample, the results imply that a valid and useful distinction exists between these constructs. That these constructs are found to be separate factors suggests that anxiety and depression may have separate etiologies and consequences, which might be best addressed by separate intervention components. These findings are consistent with the viewpoint that anxiety and

depression constructs have similar emotional features and, despite sharing a common underlying internalizing disorder, distinct items capture aspects of each construct.

2. **Salguero, J. M., Palomera, R., & Fernández-Berrocal, P. (2012).** In recent years, emotional intelligence has appeared as a predictor of adults' mental health, but little research has examined its involvement in adolescents' psychological adjustment. In this paper, we analysed the predictive validity of perceived emotional intelligence (attention to feelings, emotional clarity, and emotional repair) over psychological adjustment in an adolescent sample at two temporal stages with a 1-year interval. At Time 1, the results indicated that adolescents with high scores in attention to feelings and low scores in emotional clarity and repair display poorer psychological adjustment, concretely, higher levels of anxiety, depression, and social stress and lower levels of general mental health. At Time 2, attention to feelings and emotional repair significantly predicted adolescents' psychological well-being, even when the effects of previous psychological adjustment were controlled for. The findings suggest that perceived emotional intelligence is a stable predictor of adolescent adjustment and may serve as a useful resource for preventive interventions.

3. **Konishi, C., & Hymel, S. (2014).** Extending John Bowlby's hypothesis that dysfunctional anger is a predictable outcome of insecure attachments to parents, this study investigated the relationship between current parent-adolescent attachment and both the experience and expression of anger. Participants included 776 students (379 boys and 397 girls) in grades 8-12. As predicted by attachment theory, results of structural equation modelling analyses indicated that adolescents' self-reported attachment anxiety and attachment avoidance toward both mother and father figures were positively related to the adolescents' greater levels of self-reported anger intensity. In turn, greater intensity of

anger was associated with higher levels of both internalizing (anger-in) and externalizing (anger-out) expressions. In addition, there was a direct effect of attachment anxiety on internalized but not externalized anger. This study highlights the importance of differentiating anger dimensions and the critical role of anger intensity as a mediator of the relationship between insecure attachment and anger expressions.

Materials and Methods

The main aim and objective of the study is to know the socio demographic characteristics of the higher secondary school students, to study the level of depression anxiety and stress among the higher secondary schoolstudents and to suggest suitable measures to reduce depression anxiety and stress among the higher secondary school students.The research hypotheses are; 1.There is a significant relationship between age and depression, anxiety and stress of the higher secondary school students.2.There is a significant relationship between number of siblings and depression, anxiety and stress of the higher secondary school students.3.There is a significant difference between grade level and depression, anxiety and stress of the higher secondary school students.4.There is a significant difference between domicile and depression, anxiety and stress of the higher secondary school students.5.There is a significant difference among type of group and depression, anxiety and stress of the higher secondary school students.6.There is a significant difference between religion and depression, anxiety and stress of the higher secondary school students.7.There is a significant difference between extracurricular activities and depression, anxiety and stress of the higher secondary school students.Descriptive research design was adopted. Universe of the study comprised of 200 students from an aided higher secondary school plus one and plus two students from Sree Narayana Higher Secondary School, Okkal in Kerala.The researcher selected 100 samples from the Universe by disproportionate stratified simple random sampling method. Hence the researcher adopted disproportionate simple random sampling for the present study.A self-prepared questionnaire was used for collecting the personal details of the higher secondary school students.DASS scale was used to find out the extend of depression anxiety and stress experienced by the higher secondary school students.

Results and Findings

Socio demographic characteristics of the respondents:

One fourth (25%) of the respondents belonged to commerce, (25%) another one fourth of the respondents belonged to Biology ,(25%) another one fourth of the respondentsbelonged to Computer Science a n d (25%) another one fourth of the respondents belongs to Humanities. More than one fifth (22%) of the respondents were in the age group of 16, (42%) more than one third of the respondents were the age group of 17 and (36%) more than one third of the respondents were the age group of 18.Cent percentage(100%) of the gender are female.Majority (68%) of the respondents belonged to Hindu religion,(15%) more than one tenth of the respondents belonged to Muslim religion, and (17%) less than one fifth of the respondents belonged to Christian religion.With regard to the educational status more than majority of the respondents (74%) were in 11th grade and more than one fifth of the respondents (26%) were in 12th grade.Vast majority of the respondents (91%) belonged to nuclear family and nearly one tenth of the respondents (9%) belonged to joint family.(16%) less than one fifth of the respondents have no sibling,(69%) more than majority of the respondents have one sibling, (15%) more than one tenth of the respondents have two siblings.More than majority of the respondents (70%), were living in rural and one third (30%) of the respondents were living in urban.(19%) less than one fifth of the respondents were interested in Arts ,(11%) more than one tenth of the respondents were interested i n sports,(24%) nearby one fourth of the respondents were interested in Music and (46%) less than half of the respondents were interested in other extra-curricular activities

Table :1 DISTRIBUTIONS OF THE RESPONDENTS BY THEIR PERCEIVED LEVEL OF DEPRESSION, ANXIETY AND STRESS

S.NO	DASS	Number of respondents N=100	Percentage
1.	**Depression**		
	Mild	31	31
	Moderate	19	19
	Severe	50	50
2.	**Anxiety**		
	Mild	27	27
	Moderate	26	26
	Severe	47	47
3.	**Stress**		
	Mild	26	26
	Moderate	35	35
	Severe	39	39
4.	**Overall DASS**		
	Mild	26	26
	Moderate	25	25
	Severe	49	49

Nearly half of the respondents (49%) experienced overall severe level of depression, anxiety and stress. More than one fourth (26%) of the respondents experienced overall mild level and one fourth (25%) experienced overall moderate level of depression, anxiety and stress.

Table:2 KARL PEARSON'S CO-EFFICIENT OF CORRELATION BETWEEN RESPONDENTS' AGE AND DEPRESSION, ANXIETY AND STRESS

S.No	DASS	Correlation value	Statistical Interface

1.	Age and Depression	0.183	P > 0.05 Not Significant
2.	Age and Anxiety	0.008	P > 0.05
3.	Age and Stress	0.149	P > 0.05
4.	Age and Overall DASS	0.149	P > 0.05 Not Significant

The above table shows that there is no significant correlation between age of the respondents and their depression, anxiety and stress.

Table : 3 KARL PEARSON"S CO-EFFICIENT OF CORRELATION BETWEEN RESPONDENTS" NUMBER OF SIBLINGS AND DEPRESSION, ANXIETY AND STRESS

S.No	DASS	Correlation value	Statistical Interface
1.	Number of siblings and Depression	(-)0.113	P > 0.05 Not Significant
2.	Number of siblings and Anxiety	0.192	P > 0.05 Not Significant

3.	Number of siblings and Stress	0.075		P > 0.05 Not Significant
4.	Number of siblings and Overall DASS	0.059		P > 0.05 Not Significant

The above table shows that there is no significant correlation between number of siblings of the respondents and their depression, anxiety and stress.

Table :4 „t‟ TEST BETWEEN THE RESPONDENTS‟ GRADE LEVEL AND DEPRESSION, ANXIETY AND STRESS

S.No	DASS	_X	S.D	Statistical Inference
1.	**Depression** Nuclear (**N:91**) Joint (**N:09**)	 10.4615 7.1111	 7.25306 3.29562	t =1.367 df=98 p > 0.05 Not Significant
2.	**Anxiety** Nuclear (**N:91**) Joint (**N:09**)	 13.9670 12.5556	 6.45575 5.45690	 t =0.633 df=98 p > 0.05 Not Significant
3.	**Stress**			

	Nuclear (**N:91**)	13.8352	5.79897	t =1.258 df=98 p > 0.05 Not Significant
	Joint (**N:09**)	11.2222	7.36169	

	Overall DASS			
4.	Nuclear (**N:91**)	38.2637	14.88611	t =1.419 df=98 p > 0.05 Not Significant
	Joint (**N:09**)	30.8889	14.72620	

t-test was applied to test the difference between the respondents' grade level and depression, anxiety and stress. The above table shows that there is no significant difference between the respondents' grade level and depression, anxiety and stress.

Table :5 „t" TEST BETWEEN THE RESPONDENTS" DOMICILE AND DEPRESSION, ANXIETY AND STRESS

S.No	DASS	_X	S.D	Statistical Inference
1.	**Depression** Rural (**N:70**)	9.5571	6.40117	t =1.312

	Urban **(N:30)**	11.5667	8.30738	df=98 p > 0.05 Not Significant
	Anxiety			

2.	Rural **(N:70)**	14.2571	6.23382	t =1.002 df=98 p > 0.05 Not Significant
	Urban **(N:30)**	12.8667	6.65263	
3.	**Stress** Rural **(N:70)**	13.4000	5.95734	t =0.511 df=98 p > 0.05 Not Significant
	Urban **(N:30)**	14.0667	6.03972	
4.	**Overall DASS** Rural **(N:70)**	37.2143	15.07555	t =0.392 df=98 p > 0.05 Not Significant
	Urban **(N:30)**	38.5000	14.86433	

The above table shows that there is no significant difference between domicile of the of the respondents and their depression, anxiety and stress.

Table :6 ONE WAY ANALYSIS OF VARIANCE AMONG THE RESPONDENTS"

TYPE OFGROUP WITH REGARD TO DEPRESSION, ANXIETY AND STRESS

S.NO	Source	Df	SS	MS	$\overline{X}$	Statistical Inference
1.	**Depression**					
	Between Groups	3	770.960	256.987	G1=11.4800	**F=5.956**
	Within Groups	96	4142.480	43.151	G2=14.0800	P < 0.01
					G3=7.5600	**Significant**
					G4=7.5200	
2.	**Anxiety**					
	Between Groups	3	217.520	72.507	G1=11.3600	F=1.838
	Within Groups	96	3787.920	39.457	G2=15.2400	P > 0.05
					G3=14.4400	Not Significant
					G4=14.3200	
3.	**Stress**					
	Between Groups	3	87.120	29.040	G1=12.6800	F=0.813
	Within Groups	96	3428.880	35.718	G2=15.1600	P > 0.05
					G3=13.2800	Not Significant
					G4=13.2800	
4.	**Overall DASS**					

	Source	Df	SS	MS		Statistical Inference
	Between Groups	3	1579.840	526.613	G1=35.5200	F=2.461
					G2=44.4800	P > 0.05
	Within Groups	96	20544.160	214.002	G3=35.2800	Not Significant
					G4=35.1200	

G1= Commerce
G2= Biology
G3= Computer Science°
G4= Humanities

One way analysis of variance was applied to test the difference among the type of group with regard to depression, anxiety and stress of the respondents. The table depicts that there is no significant difference among the type of group with regard to depression, anxiety and stress of the respondents.

Table :7 ONE WAY ANALYSIS OF VARIANCE AMONG THE RESPONDENTS‟ RELIGION WITH REGARD TO DEPRESSION, ANXIETY AND STRESS

S.NO	Source	Df	SS	MS	$\overline{X}$	Statistical Inference
1.	**Depression**					
					G1=10.0441	F=0.127
	Between Groups	2	12.808	6.404	G2=11.0000	P > 0.05

	Within Groups	97	4900.632	50.522	G3=9.8824	Not Significant
2.	**Anxiety**					
	Between Groups	2	48.384	24.192	G1=13.6912 G2=15.4000	F=0.593 P > 0.05
	Within Groups	97	3957.056	40.794	G3=13.0588	Not Significant
3.	**Stress**					
	Between Groups	2	75.062	37.531	G1=13.1324 G2=15.6000	F=1.058 P > 0.05
	Within Groups	97	3440.938	35.474	G3=13.7059	Not Significant

4.	**Overall DASS**					
	Between Groups	2	342.309	171.154	G1=36.8676 G2=42.0000	F=0.762 P > 0.05

	Within Groups	97	21781.691	224.554	G3=36.6471	Not Significant

G1= Hindu

G2= Muslim

G3= Christian

One way analysis of variance was applied to test the difference among the respondents' religion with regard to depression, anxiety and stress of the respondents. The table depicts that there is no significant difference among the respondents' religion with regard to depression, anxiety and stress.

Table :8 ONE WAY ANALYSIS OF VARIANCE AMONG THE RESPONDENTS" EXTRA- CURRICULAR ACTIVITIES WITH REGARD TO DEPRESSION, ANXIETY AND STRESS

S.NO	Source	Df	SS	MS	$\overline{X}$	Statistical Inference
1.	**Depression**				G1=9.5263	**F=4.601**
	Between Groups	3	617.695	205.898	G2=17.1818	P < 0.05
	Within Groups	96	4295.745	44.747	G3=8.7917	**Significant**
					G4=9.4565	
2.	**Anxiety**				G1=13.0526	**F=4.044**
	Between Groups	3	449.441	149.814	G2=8.1818	P < 0.05

	Within Groups	96	3555.999	37.042	G3=15.0417 G4=14.8913	**Significant**
3.	**Stress**					
	Between Groups	3	36.016	12.005	G1=14.4211 G2=13.5455	F=0.331 P > 0.05
	Within Groups	96	3479.984	36.250	G3=14.1250 G4=13.0000	Not Significant
4.	**Overall DASS**					
	Between Groups	3	31.698	10.566	G1=37.0000 G2=38.9091	F=0.046 P > 0.05
	Within Groups	96	22092.302	230.128	G3=37.9583 G4=37.3478	Not Significant

G1= Arts

G2= Sports

G3= Music

G4= Others

One way analysis of variance was applied to test the difference among the respondents extra- curricular activity with regard to depression, anxiety and stress of the. The table depicts that there is no significant difference among the respondents extra-curricular activity with regard to depression, anxiety and stress.

Socio-demographic findings

- One fourth of the respondents(25%) belongs to commerce, one fourth of the respondents(25%) belongs to Biology , one fourth of the respondents(25%) belongs to Computer Science and one fourth of the respondents(25%) belongs to Humanities.

- More than one third of the respondents(42%) were the age group of 17

- Cent percentage (100%) of the gender is female.

- More than significant (82%)   of the respondents SSLC mark is above 80%.

- Nearly significant(68%) of the respondents belongs to Hindu religion

- More than majority of the respondents(74%) are in 11th grade

- Vast majority of the respondents(91%) belongs to nuclear family

- Nearly significant(69%) of the respondents have one sibling

- More than majority of the respondents(70%),are living in rural

- Nearly half of the respondents (49%) experienced overall severe level of depression, anxiety and stress.

Findings related to hypotheses:
o There is no significant difference between respondents' age and depression, Anxiety andstress.so research hypothesis is rejected and null hypothesis is accepted.

o There is no significant difference between respondents' number of siblings and depression,Anxiety and stress.so research hypothesis is rejected and null hypothesis is accepted.

o There is no significant difference between respondents' grade level and depression, Anxietyand stress.so research hypothesis is rejected and null hypothesis is accepted.

o There is no significant variance among the respondents' domicile with regard to depression,Anxiety and stress.so research hypothesis is rejected and null hypothesis is accepted.

o There is no significant variance among the respondents' type of group with regard to depression, Anxiety and stress.so research hypothesis is rejected

and null hypothesis is accepted.

o   There is a significant variance among the respondents' religion with regard to depression, Anxiety and stress so research hypothesis is rejected and null hypothesis is accepted.
o   There is no significant variance among the extracurricular activities with regard to depression, Anxiety and stress. So research hypothesis is rejected and null hypothesis is accepted.

Suggestions:

- Professional counselors should be appointed in schools

- Individual and group counselling can be rendered to the students undergoingdepression ,anxiety and stress

- The intervention techniques such as psychotherapy, individual therapy, family therapyand crisis intervention will be beneficial to the students facing high level of stress.

- Training on coping strategies should be provided in order to assist the students toovercome depression, anxiety and stress.

CONCLUSION:-

The present descriptive study on Depression, anxiety and stress among higher secondary school students was taken with a view to understand the socio-demographic profile and overall depression ,anxiety and stress of the respondents. It was found that almost half of the students are at Severe level of DAS.

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