



## **Impact of depression on the academic achievement of higher secondary school students**

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### **ABSTRACT**

Psychological disorders significantly exacerbate the pressure on students to score better. The factors collectively hamper their performance leading to low

academic achievement. This study aimed to find out the relationship between Depression and Academic Achievement. For this purpose 500 (250 boys and 250 girls) students of 12th standard studying in urban area of Durg district of Chhattisgarh state taken randomly. The ADSS (anxiety, depression and stress scale) was used to measure the depression among the students. To analyse data 't-test' will be used. Furthermore depression and academic achievement was found to be significant negative association with each other.

**Keywords:** Depression, academic achievement, student's, performance, classroom environment

### **1. INTRODUCTION**

School students have been found to have high prevalence of mental health problems across the country. Our state C.G. has limited resources to cure or to deal with mental health problems. Counselling to a great extent help the students to manage their level of Depression. There are very few studies found in region about the context; so to bridge the gap and to find out the impact of depression on academic achievement, the present study is undertaken. Literature have documented a number of inputs that have impact on student's academic performance. These include classroom environment(Sharma, Mitra and Jha, 2014), teacher support(Sharma, 2014, parent's education(Sharma and Jha, 2016), locale

and sex(Sharma,2016). Present study is focussing on another aspect that influence of Depression on Academic Achievement.

**Academic Achievement:** Academic Achievement can be defined as what a student does or achieve at school, college or university, in class in laboratory, library or project work. Academic Achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts good academic performance is very important not only to students and their parents but also to institutions of educations, educationists and for any progress. According to Liu and Lu, 2012- Impracticable belief and demands of guardians and teachers leads to poor academic performance and poor study.

**Depression:** 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 thought processes, emotional response and daily life activities (Williams, 1984, Farby 1980). There are many causes that contribute to depression such as destructive thoughts, cognition, loneliness, social isolation and lack of peer support. Depression often results in impaired functioning which has an impact on all aspects of an individual's life and family, affecting multiple areas of education, marriage, work and social life. These in turn lead to loss of productivity, increased health care costs and significant emotional suffering.

## 2. RELATED STUDY

**Mishra, Satwana, Gopal Chandra and Chicholika, K.L,** study of relationship of academic achievement to aptitude, attitude and anxiety of M.Ed students studying under Dr. Baba Saheb Ambedkar Marathwada University Jurisdiction. It was found that anxiety is negatively correlated to academic achievements. It was found that teaching aptitude and attitude is not related to gender but anxiety level is significantly different among male and female students'.

**Kamaruddin Rafidal, Azizah, Aris Norzaid Daud Mohd (2009),** " The impact of perceived stress & stress factor on academic performance on pre diploma students". The result indicates that on an over all the students experience modrate level of stress and none of the stress factors significantly affect the academic performance of students'. There is significant difference in the level of perceived stress between the beginning and middle of the semester but not significant between the middle and end of semester.

**Adewuya et al.(2006)**, prevalence of depression among Nigerian students using interview instrument, Mini International Neuropsychiatric, there was a significant difference between the sexes in rates of depression among university students with scales in female students two times greater than male student. A number of studies have indicated a high prevalence of mental health problems among students, including depression compared to the rest of the population(Yusoff et al.,2013).

**Dahlin et.al.(2005) and Ceyhan, Ceyhan and Kurtyilmaz (2009)**, pointed out that female students had a greater risk of depression compared to male students.

**Pomerantz E.M, Altermatt, E.R. and Saxon . J.L (2002)**, “A study of gender differences in academic performances and internal distress”, Journal of education psychology. Girls outperform boys in school particularly in stereotypically feminine subject.

### **3. OBJECTIVES & HYPOTHESIS**

**Objectives:-** The objectives of the present study are:

1. To study the impact of High and Low Depression on the Academic Achievement of Higher Secondary School Students.
2. To study the impact of High and Average Depression on the Academic Achievement of Higher Secondary School Students.
3. To study the impact of Average and Low Depression on the Academic Achievement of Higher Secondary School Students.

**Hypotheses:**

1. There is no significant impact of High and low Depression on the Academic Achievement of Higher Secondary school Students.
2. There is no significant impact of High and Average Depression on the Academic Achievement of Higher Secondary school Students.
3. There is no significant impact of Average and Low Depression on the Academic Achievement of Higher Secondary school Students.

### **4. SAMPLE**

In this study all the students of Durg District of CG framed the population of the study. In order to collect the data 30 Higher Secondary Schools were selected through deliberate random sampling technique of which 250 boys and 250 girls were taken randomly as the subjects of the present investigation.

Tool: This study consists of one predicting variable viz. depression and one criterion variable i.e, academic achievement (secondary data).

1. Academic Achievement- To access academic achievement of the participants marks obtained by their class 11<sup>th</sup> annual examination was taken as secondary data.
2. ADS Scale (by Pallavi Bhatnagar)- To access Depression, ADS scale is used. The reliability and validity were high at 0.72 which is significant at level 0.01of significance.

### Statistical Techniques-

The mean and standard deviation were calculated from the raw score to convert them into standard score using t-score norms.

- a) Mean- It is commonly taken as arithmetic average

$$X = \frac{\sum x}{N}$$

- b) Standard Deviation (SD)- It is used as measure of the spread of scores in a distribution.

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

- c) T-test: - This test is applied to test the significance of the difference between the two mean.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

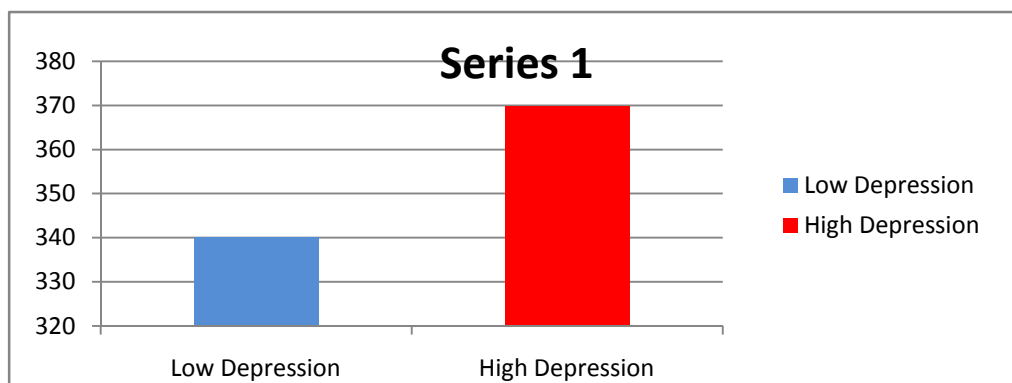
## 5. RESULT ANALYSIS

**Table 5.1:** Statistical impact of High and Low Depression on the Academic Achievement of Higher Secondary School Students

S. No.	Depression	N	Mean	SD	Sed	t-value	DF	Significance level	
1	High	119	340.12	24.21	3.56	8.314	285	0.05 =1.92	H1 Rejected
2	Low	168	369.72	36.20				0.01=2.58	

The above table shows that the obtained t-value that is 8.314 is more than the table value with df 285 at 0.05 level that is 1.96 and 0.01 level that is 2.58. IT means there is impact of High and Low Depression on the Academic Achievement of Higher Secondary School Students. Hence the hypothesis “There is no significant impact of High and Low Depression on the Academic Achievement of Higher Secondary School Students” is rejected.

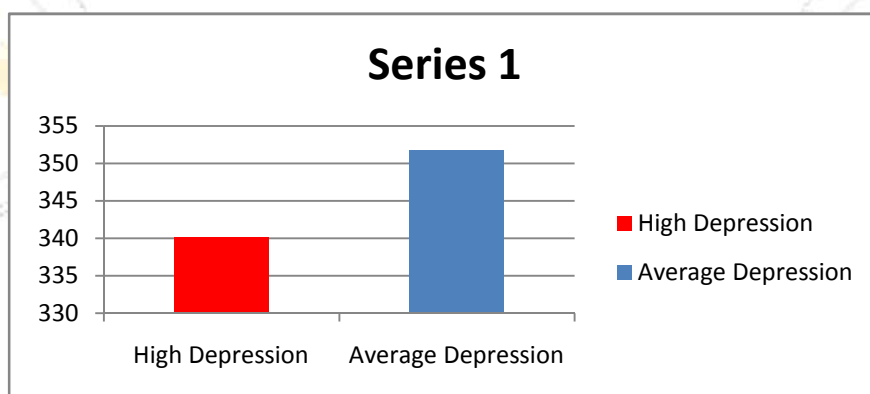




**Table 5.2:** Statistical Analysis of impact of High and Average Depression on the Academic Achievement of Higher Secondary School Students

S. No.	Depression	N	Mean	SD	Sed	t-value	Df	Significance level	
1	High	119	340.12	24.21				0.05 =1.92	H2 Rejected
2	Average	213	351.70	12.35	2.37	4.88	330	0.01=2.58	

The above table shows that the obtained t-value that is 4.88 is more than the table value with df 330 at 0.05 level that is 1.96 and 0.01 level that is 2.58. It means there is impact of High and Average Depression on the Academic Achievement of Higher Secondary School Students. Hence the hypothesis “There is no significant impact of High and Average Depression on the Academic Achievement of Higher Secondary School Students” is rejected.

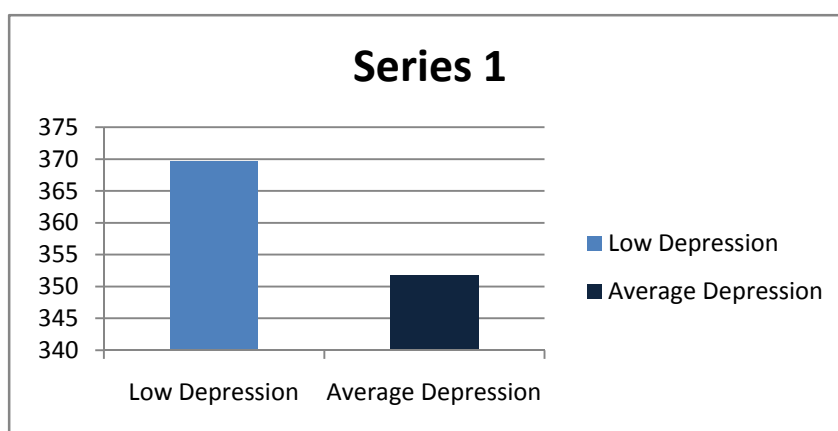


The above table shows that the obtained t-value that is 6.19 is more than the table value with df 379 at 0.05 level that is 1.96 and 0.01 level that is 2.58. It means there is impact of Low and Average Depression on the Academic Achievement of Higher Secondary School Students.

**Table 5.3:** Statistical Analysis of impact of Low and Average Depression on the Academic Achievement of Higher Secondary School Students

S. No.	Depression	N	Mean	SD	Sed	t-value	Df	Significance level	
1	Low	168	369.72	36.20	2.91	6.19	379	0.05 =1.92	H2 Rejected
2	Average	213	351.70	12.35				0.01=2.58	

Hence the hypothesis “There is no significant impact of Low and Average Depression on the Academic Achievement of Higher Secondary School Students” is rejected.



## 6. Conclusion

It has been found that there is significant mean difference in the Academic Achievement of Higher Secondary School Students having High, Average and Low Depression. The Academic Achievement of highly depressed students was lesser than the Academic Achievement of average depressed and low depressed students. Less Depressed students had scored better than highly depressed students.

Students should develop positive thinking which will eliminate their worries and enhances their performance. Teachers should add laughter in their classroom which tends to imply a sense of togetherness in students and helps them to deal with their worries. Parents should not over schedule their children and ensure their right amount of sleep and adequate healthy diet.

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