

Mental Depression Emerging as an Arduous Challenge Encountered by the Students: A Comprehensive Review of Literature

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Abstract

The aim of this descriptive study is to examine a review of the research related to the challenges faced by the students in terms of dealing with the pressure generated by the system, thereby ultimately leading to mental depression as one of the major challenges. Through the secondary data, the researcher also focuses on exploring the relationship that exists between adjustment and academic achievement. Firstly, the literature shall be explored to identify the lacunae that exist in the education system, and secondly, the present study shall examine the other reasons that are negatively impacting the mental health of the students by examining the articles. The findings and discussions of the current study shall be the takeaway of the research and help to provide the suitable recommendations to combat the challenges.

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In order to identify the research gaps and actual issues pertaining to the research problems an analysis of the relevant literature is essential. The researcher explores reference material to accurately examine the problems and learn about the theoretical components of the situation. A researcher looks into pertinent references from a range of sources, with Ph.D. dissertations serving as the study's main source of data.

Journals, books, study reports, encyclopedias, related studies, dissertations, educational surveys, and other sources of reference material are used in education research. The study of reference material allows for the avoidance of duplication of past research and the provision of data on each area that is directed to the present.

As a result, a researcher's study of primary and secondary sources becomes crucial. It allows an investigator to get access to detailed information maintained at the national and international levels. Furthermore, an investigator learns in which field past relevant research was conducted, in what depth these studies were conducted, and what areas of the subject field remain undiscovered. The examination of reference material gives the investigator a scientific perspective and knowledge to use as a guide.

Asif Jeelani et al. (2022) estimated prevalence of depression and anxiety and its determinants among school-going adolescents in Kashmir valley of India. The Patient Health Questionnaire for Adolescents and Generalized Anxiety Disorder questionnaire were used to screen for depression and anxiety among school-going adolescents aged between 15 and 19 years during January and February 2021. Out of the 439 adolescents who had responded, 426 (97.03%) were included in final analysis. The adolescents had a mean

age of $17.5 + 1.26$ years and comprised of 57% males. The overall prevalence of depression was 16% and was associated with a past history of COVID-19 infection. Anxiety was present in 20% of adolescents. The prevalence was 14% for boys and 27.5% for girls. On logistic regression, anxiety was associated with female gender, past history of personal COVID-19 infection, history of COVID-19 diagnosis in family and hospital admission due to COVID-19 in family.

Devi Sita and Chand Romesh (2019) examined the adjustment among gender and locus control. 200 girls and 200 boys were selected randomly from schools at Mandi, Himachal Pradesh. It was also found that a significant relationship exists between adjustment and academic achievement of both male and female elementary school students. It was found that the adjustment of elementary school students is affected by gender.

Saeideh & Sreedevi, (2017) conducted a study on the problematic use of internet depression and anxiety among Indian college students. The result showed depression is a mental health problem affecting a large population of college students. Since college students are active users of the Internet today, investigating associations between symptoms of depression and Internet usage has been an active area of research. Correlation analysis revealed that internet addiction was positively related to depression, anxiety, and stress. According to path analysis results, depression, anxiety, and stress were predicted positively by internet addiction. The research shows that internet addiction has a direct impact on depression, anxiety, and stress.

Gouri and Pandey (2017) in their study and found that psychological disorders like anxiety, depression, and stress significantly exacerbate the pressure on students to perform better. The factors collectively hamper their performance leading to low academic achievement. In Chhattisgarh's state, few studies have looked especially in the field of mental health and academic achievement of the students in the last decades. This study aimed to fill that gap and find out the relationship between anxiety, stress, depression, and academic achievements. For this purpose, 120 (60 boys & 60 girls) students of 11th standard studying in government schools located in rural areas of Mahasamund district of Chhattisgarh state were taken randomly. The ADSS (anxiety, depression, and stress scale) was used to measure the anxiety, depression, and stress among students. To analysis data, the co-relational research design was used. Hierarchical multiple regression analysis revealed a significant negative association between depression and anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement were found to be significantly and positively associated with each other. It was concluded that the mental health condition of the students affects their academic achievements.

Raju M.V.R. and Khaja Rahamtulla (2017), studied "adjustment problems among school students". The study was conducted on a sample of 461 students (197 boys, 264 girls). A standardized questionnaire developed by Jain was adopted for this study. The researcher found that 1) adjustment of school children is primarily dependent on the school variables like the class in which they are studying. 2) The medium of instruction presents in the school and the type of management of the school parental education and occupation of the school children also significantly influenced adjustment.

Verma and Kumari (2016) studied the academic achievement of children at the elementary stage about their adjustment. The findings of the study revealed that a significant relationship exists between adjustment and academic achievement of elementary school students. It was also found that a significant relationship exists between adjustment and academic achievement of both male and female elementary school students. It was

found that the adjustment of elementary school students is affected by gender.

Nidhi and Kermane (2015) studied the adjustment problems of college students about gender, socioeconomic status, and academic achievement. The findings of the study showed that there was no significant difference found in adjustment problems of high academic achievement students and low academic achievement students. There exists a negative relationship between adjustment problems and achievement.

Odeh et al. (2015) a research on the school environment was conducted among secondary school pupils. According to the authors, many factors influence the quality of education students get and how much time they devote to schoolwork, including the school atmosphere. This is a contributing factor in the poor academic achievement of students in many of the study area's primary schools. The major objective of this research was to investigate the influence of the school environment on the academic performance of secondary school students. The study was guided by three research questions and three hypotheses. The research was conducted using a descriptive survey methodology. The study questions were answered using mean and standard deviations, and the hypotheses were tested using chi-square (2) at the 0.05 level of significance. The research found that school environment, discipline, and physical facilities had a substantial impact on secondary school student's academic performance in Benue State's Zone "A" Senatorial District. The researchers suggested that school officials create a suitable school environment with an outstanding climate to enable successful teaching and learning based on the results of this study.

Surender Kumar Sharma and Suman Lata (2014) The difference in the mental health of adolescent boys and girls, the difference in the mental health of adolescents studying in co- educational and non-co-educational schools, and the difference in the school environment in co- educational and non-co-educational schools were all investigated. The research discovered that the educational environment had a favorable and substantial impact on teenage mental health. The mental health of teenage males and girls did not vary significantly. The school environments of co-educational and non-co-educational schools have been shown to vary significantly. A substantial difference in the mental health of teenagers attending co-educational and non-co- educational schools has also been discovered.

Beula (2014) researched how a student's educational environment may either inspire him or her to improve his or her academic achievement or destroy his or her life. They have a lot of difficulties, and getting from home to school and back again is a big struggle for them every day. Students are under pressure in the present situation because of the school atmosphere. Parents often place a lot of academic pressure on their children to improve their grades, which may lead to psychological issues. Male respondents experienced greater difficulties in the school environment than female respondents, according to the research of problems in the school environment and academic performance among 150 school-aged adolescents. Female respondents outperform male respondents in terms of academic achievement. The research found that for holistic development, supportive home and school environment are required, which would lead to improved student academic achievement.

Shincy and Nirmala's (2014) concept of education as a continuous process of learning was examined, and the teacher, as the main figure and significant part of the educational process, was identified as the person who transmits knowledge and positive changes to the next generation. The instructor also encourages kids' healthy education and active participation in society. According to the authors, teachers have a significant

impact on a kid's self-esteem since the young person spends so much time at school.

Sudha et al. (2014) state that one of the most essential objectives of the educational process has always been an academic success. In all societies, it is also a key aim that young people are encouraged to seek. Academic performance is a product variable that is influenced by a variety of independent factors, both positively and negatively. A variety of factors at home, school, and society influence achievement development. In the early training of children for the formation of attitudes and motivations, both home and school play significant roles. Parental expectations and guidance create a desire for high levels of success throughout life. The study's primary goals were to see whether there was any main interaction impact of home and school environments, as well as a few background factors including sex, kind of school administration, family size, family type, and ordinal position with each other, on secondary school student's academic performance.

Jamal et al. (2013) study was based on a systematic evaluation and meta-ethnography of qualitative research on the school environment and student health. There is a growing interest in improving the health of young people through changing the educational environment. Existing research, on the other hand, provides little insight into how the school environment facilitates or inhibits students' health habits, or how these processes are influenced by their backgrounds. For these reasons, this article presented a meta-ethnography of qualitative studies that investigated how the school environment (social and physical) impacted pupils via several processes. Institutional characteristics that may influence student health behaviors, such as a lack of safety, poor student-staff interactions, and a lack of opportunity for students to be heard, were recommended as being susceptible to treatments and should be the focus of future research.

Arul Lawrence et al., (2012) the relationship between the school environment and academic performance among students in standard IX was investigated in this research. The study's data was gathered utilizing a self-made school environment scale (SES). The respondents were chosen using a stratified random selection method by the researcher. A total of 400 standard IX students were included in the study. The statistical methods utilized to analyze the data were the t-test and Pearson's product-moment co-efficient. There was no substantial link between school environment and academic performance of standard IX students, according to the findings.

Xiaoyu (2012) performed research on the individual and collective contributions of a child's traits, their home environment, and their school environment in the development of a child's physical aggression in fifth grade. Early aggressiveness at the age of three seemed to predict subsequent aggression in grade five, according to the findings. Physical punishment, violent exposure, family conflict, and parent-child dysfunctional interaction were risk factors for children's aggressiveness, while home warmth was a marginally significant protective factor. The child's formal daycare experience predicted his or her increased aggressiveness in grade five. The findings also showed that school poverty in fifth grade was not a significant predictor of children's aggression in fifth grade. There was no significant effect of house temperature on the relationship between physical punishment and child aggression.

Vazalwar et al. (2005) researched the link between anxiety, socioeconomic status (SES), and school environment and reading comprehension in English (SE). The following were discovered: Anxiety and socioeconomic status had a substantial combined impact on English reading comprehension. (ii) There was a substantial combined impact of socioeconomic status and school environment on English reading

comprehension. (iii) The combined impact of the school environment and anxiety on English reading comprehension was substantial. (iv) Anxiety, socioeconomic status, and school environment (SE) all had a substantial impact on reading comprehension in English.

Gill (2014) investigated a study on the educational, social, and emotional adjustment of boys and girls of visually handicapped students of a special school at Faridabad. The findings show that there was no significant difference between educational adjustments of the special school students belonging to boys and girls. There was no significant difference between social adjustments of the Special. There was no significant difference between the emotional adjustments of special school students belonging to boys and girls.

Manju Jain & Pooja Pasrija (2014) the present investigation aimed at finding the level of emotional maturity and adjustment of secondary school students about the type of schools (govt. and private) and gender. Normative survey method was adopted in the present study to find out the emotional maturity and adjustment of government and private sr. sec. school students. A sample of 140 Senior Secondary School students have been selected through random sampling technique maturity scale” by Yasvir Singh Shamshad Hussain was used to measure the emotional maturity and adjustment of students respectively. No significant difference was found in the emotional maturity and adjustment level of Senior Secondary School students about the type of schools (govt. and private school) and gender (boys and girls). So, to be concluded, students of private and government schools are similar in their adjustment level and emotional maturity while boys and girls are also having comparable emotional maturity and adjustment levels.

Basu (2012), Secondary school students' adjustment capacities were studied and shown to vary greatly dependent on gender, type of family structure, and the media of instruction used in school, with very significant disparities amongst students.

Roy and Mitra (2012), investigated the pattern of teenage school pupils' adjustment in the early and late years. According to the findings, early and late adolescent groups varied greatly in terms of their adjustment to their family lives, health, and social lives. Girls were better able to adapt than boys, according to the study.

Yellaiah (2012) found that adjustment and academic achievement cause a significant difference between male and female students. Government and private school students and rural and urban school students do not cause a difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement.

Vishnu (2012) “Adjustment Level of Secondary School Going Students in Rural Area.” The present research studies principally aimed to examine the adjustment level of secondary school- going Boys and Girls Student in a rural area. In this research, students' gender is an independent variable, and adjustment level is the dependent variable. This study is comparative among school-going Boys and Girls students in the terms of their home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment. The study is completed on sample 80 in secondary school-going Students (40 Boys and 40 Girls Student) at studying in 9th class. This sample is collected from a rural area. A.K.Singh and A.Sen Gupta's High-School Adjustment Inventory is used for home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment These five adjustment areas are measured. Lastly, the study resulted that, 1) No significant difference among secondary school-going Boys and Girls students in a rural area in the terms of their home adjustment, social adjustment, and school adjustment level. 2) Significant difference

among secondary school-going Boys and Girls students in a rural area in the terms of their health adjustment, emotional adjustment level.

Chumba, (2011) performed an investigation of the social and academic adjustment of Egerton University's undergraduate students. Education and training for all Kenyans is critical to achieving the government's long-term goals. Students who successfully adapt to university life are more equipped to meet their academic goals and graduate on time. Education in Kenya is still plagued by students' inability to adapt to the university atmosphere. We don't know enough about what affects college students' social and intellectual transition to their new campus. Students' conduct may be influenced by these elements, and student adjustment at the university is determined by this behavior. The purpose of this study was to look into the impact of a few different variables on university students' social and academic adjustment. Ex-post factor's Causal-comparative research design was used in this study. The intended audience consisted of 4831 Egerton University undergraduate students and three members of the Dean of Students Office. There was a random selection of 357 students and a deliberate selection of 40 Student peer counsellors, 2 Student counsellors, and the Dean of Students. The University Students' Questionnaire (USQ) was used to gather data, as was an interview schedule with selected respondents. As a result of the collection and analysis of the data, descriptive and inferential statistics were used (Chi-square, Pearson Correlation, and ANOVA). For the data analysis, SPSS version 15.0 was utilized on a computer running Windows. The significance level for all tests was set to $\alpha = 0.05$. Interpersonal relationships and students' attitudes toward the university environment and academic programme were found to have a significant impact on students' social and academic well-being at the university. There was no difference in the social and academic adjustment of male and female students at the university because they were exposed to the same kind of environment. When compared to their peers, first-year university students had a greater degree of academic adjustment. The university's guidance and counseling service plays an important role in helping students adapt to their new surroundings. According to the findings, universities should encourage students to engage in social activities that foster healthy interpersonal connections. Students who are having difficulty transitioning to college life may benefit from increased awareness of the university's guidance and counseling services.

Bharti Sharma (2012) conducted a study on Adjustment and Emotional Maturity among First- Year College Students. The present study compared college adjustment processes and emotional maturity between first and final-year female students enrolled in different undergraduate courses offered by colleges affiliated with the University of Rajasthan in Jaipur city. They were assessed on the Adjustment Inventory for College Students (Sinha and Singh, 1995) and the Emotional Maturity Scale (Bhargava and Singh, 1991). Results indicated that the first-year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment, and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

Devi (2011) “a study of the adjustment of students about personality and achievement motivation” “Healthy Adjustment is necessary for normal growth of an individual in life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, educators and researchers must understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of

adjustment faced by adolescents in areas-Emotional, Social, Educational, and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmer accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social, and emotional areas about their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N Hindi adaptation by Dagara and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation does not affect the adjustment, Extraversion has a positive effect on social, educational, and general adjustment and Neuroticism hurts the emotional, social, educational, and general adjustments. Effects of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational, and General/Total adjustment.

Johnson et al, (2010) Because they had been in a safe environment where their entire teaching methodology made them dependent on teachers or instructors, the results from the first year showed that students lacked independence and saw teachers and instructors as inferiors when they couldn't deliver the results they expected. These first-year students, according to their comments in the interview, found it difficult to keep up with their rigorous academic schedules and were also up against stiff competition from their peers. They had to make a lot of choices on their own, which was difficult in and of itself, and they also had to deal with issues in their personal relationships. Because of these factors, students in the final year were less emotionally stable and thus less prepared to deal with these difficulties; however, final year students demonstrated progressive growth through experience and maturity and were therefore highly resilient when confronted with a difficult situation.

Alam (2009) Academic Achievement (AA) is influenced by students' creativity and socioeconomic status. The purpose of this study is to determine the strength of the link between students' creative thinking and their socioeconomic position, as measured by the AA. From two districts in Bihar, a representative sample of 400 ninth-grade students was selected using the survey technique. Baqer Mehdi's Creativity Test and G. P. Srivastava's Socioeconomic Status Scale were employed in the study. There is a strong correlation between creativity and AA and SES and AA among students, according to the results of the study. On both dependent and independent factors, urban Muslim youngsters have an advantage over their urban non-Muslim peers, except for socioeconomic status (sub-sample).

Audichya & Jain (2009) Adolescent boys and girls from nuclear and joint families were studied for their emotional maturity. Emotional maturity in teenage boys and girls from joint and nuclear homes will be examined in this research. Study design: A sample of 140 boys and 140 girls between the ages of 14 to 18 from joint households and 140 boys and 140 girls from nuclear families were recruited. Adolescent boys and girls' emotional development was measured using the Singh and Bhargava (1989) emotional maturity scale. Boys were found to be more emotionally mature than females, according to the study's findings. Conclusions: Compared to their contemporaries, boys and girls from joint families and nuclear households showed more maturity.

Joshi Gupta & Tomar (2009) Emotional Maturity Relation to optimism pessimism among Adolescents. - Objectives: The current research has aimed to examine optimism pessimism about Emotional Maturity

among teenagers. - Method: The data were gathered on 200 (100 males and 100 girls) teenagers. - Findings: The results of the current research demonstrated a considerable gender difference in Emotional maturity. Boys were shown to be more emotionally developed than girls. - Conclusion: Optimist respondents reported more emotionally developed conduct than respondents who held a pessimistic outlook.

Popliger, et al. (2009) the perceived availability of social support has been documented as a protective mechanism among adults and adolescents. However, little research has explored the role of social support among children with emotional and behavioral difficulties (E/BD). The current study sought to investigate the effects of perceived social support from family, friends, and teachers on domain-specific adjustment for children with E/BD. Fifty-four teacher-nominated children for E/BD completed questionnaires on perceived social support and behavioral, emotional, and social functioning. Results suggest a pattern of inter-correlations between indices of child-rated social support and behavioral, emotional, and social indicators of adjustment. Specifically, domain-specific social support was found to predict domain-specific adjustment outcomes for children with E/BD, once demographic variables were held constant. Interventions that are child-centered and domain-specific are suggested.

Patricia (2007) Early School Adjustment: Contributions of Children's Emotion Self-regulation and Classroom Supports This study examined social competence as a mediator of emotion self-regulation's association with academic achievement and whether classroom supports moderated emotion self-regulation's associations with social competence and academic achievement. Participants were 740 first-graders from a national prospective study. This study found that well-regulated preschoolers became socially competent and academically successful first graders. Social competence did not mediate emotion self-regulation's association with academic achievement. Instructional support did not moderate emotion self-regulation's association with academic achievement. Emotional support did not moderate emotion self-regulation's association with social competence. Emotional support moderated emotion self-regulation's association with academic achievement but had a generally deleterious effect. This study's findings stress the importance of emotional self-regulation to early school adjustment and raise questions concerning the effects of classroom supports.

Dyson and Renk (2006) in a study of first-year college students, the interaction between gender roles, depressive symptomatology, and stress was shown to be crucial in helping them adjust to college life. Problem-focused coping was more often in men, whereas emotion-focused coping was more likely in women. There is a substantial gap between high and low-achieving pupils when it comes to their family, social, and emotional adjustment (Tiwari and Pooranchand, 1994).

Robert Östling (2006) Economic Influences on Moral Values. This paper extends standard consumer theory to account for endogenous moral motivation. Building on cognitive dissonance theory, I show how moral values are acted by changes in prices and income. The key insight is that changes in prices and income that lead to higher consumption of an immoral good also act the moral values held by the consumer so that the goodwill be considered as less immoral.

Enochs and Roland (2006) The study looked at how the living environment, gender, academic and general college adjustment, and social adjustment interacted among first-year students. Overall, guys were shown to be more satisfied with their lives than girls, regardless of where they lived.

Enochs and Roland (2006), Students who are able to develop a new support network in their new setting are more likely to succeed than those who are unable to do so. Studying 625 college students, McWhiter (1997) showed that female students are more prone to report loneliness and social isolation than male students. Researchers found that women had a harder time adjusting to college life and were less likely to participate in campus activities or take on leadership roles in student organizations. According to Tinto (1993), a student's ability to manage and balance both their social and academic lives will aid in their transition.

DISCUSSION AND CONCLUSION

Most of the reviewed research concludes on the note that complex illnesses such as depression negatively impact students in a number of ways, which leads the sufferers to endure severe pain and experience adverse consequences. At a glance, such students might seem to be behaving normally, but if they are observed by the trained ones, the deviation in their behavior may be easily captured. It is recommended that the teachers and other staff members be appropriately prepared and trained to deal with such students professionally and empathetically.

The fear or worry is very distressing and/or severely interferes with daily life. Teachers should be imparted proper training to deal with such cases of anxiety. Separation anxiety disorder, social phobia, generalized anxiety disorder, specific phobia, obsessive-compulsive disorder, panic disorder, and post-traumatic stress disorder are some of the kinds of anxiety disorders.

In summation, without proper training, instructors are unable to spot anxiety and depression in their students, and students with untreated anxiety and depression are more likely to have their conditions deteriorate, become disengaged in school, and see a significant decline in their academic performance. All aspects of a student's health and well-being are affected by depression and anxiety, including their sleep, food, mental and physical health, and their sense of self-worth.

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