



Impact of Depression on Student's Self-confidence and Study Habit.

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ABSTRACT

The study was conducted to examine the impact of depression on student's self-confidence and study habit. For this purpose, 250 high school students were randomly selected as a research sample. The data was collected through Depression Scale of Bhatnagar, Self-confidence Scale of Agnihotri, Study Habit Scale of Mukhopadhyay and Sansanwal and Self-prepared Personal Data Sheet. The collected data were analyzed with comparative (t-test) method. The findings revealed that :

KEY-WORDS : Impact, Depression, Student's, Self-confidence, Study habit.

INTRODUCTION :

Depression is a common and serious medical illness that, negatively affects how we feel the way we think and how we act. Fortunately, it is also terrible. Depression causes feelings of sadness and/or a loss of interest in activities we once enjoyed.

Although depression may occur only once during our life, people typically have multiple episodes. During these episodes symptoms of depression are as follows :

- Feelings of sadness, tearfulness, emptiness or hopelessness.



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- Angry outbursts, irritability or frustration, even over small matter.
 - Loss of interest or pleasure in most or all activities.
 - Sleep disturbances including insomnia.
 - Reduced appetite and loss of weight.
 - Lack of energy and tiredness.
 - Anxiety and restlessness.
 - Feelings of guilty, fixativity of past failures or self-blame.
 - Disturbances in decision making, and
 - Unexplained physical problems like backpain or headache etc.

Self-confidence :

Self-confidence is a term that appears in many contexts from improving mental health to helping people meet business goals and more.

Self-confidence is not so much a single idea as it is a process that involves how someone thinks about himself and others as well as they functions. Thus, self-confidence is the courage to know ourself, believe in ourselves and act on our beliefs. It is a positive feelings about oneself and the world that leads to courageous actions born our of a same of one respect.

Study habit :

Study habit is very important characteristics of all human beings who are being educated and are educated. As much study habits are important for higher academic achievement of the students so much it is important for their fulfill use of leisure time. The later aspect is also important for adults who are engaged in different activities. Study habits are also very helpful for those students who fail, could succeed, if they would have formed effective study habits and readjusted their programmers of courses in various ways.



Thus, study habits are the behaviour of an individual related to studies, which is adjusted from his study habits. In the process of learning, practicing their abilities for learning are considered as study habits of learners. Study habit reveals student's personality. Learners learning character is characterized by his study habit.

Several studies has been conducted related to depression, self-confidence, self-esteem and study habit. In this context, some review of related studies was presented as per following ways.

Sawar et.al. (2009) studied the study habit of high and low academic achievers and found that high achievers had better study orientation, study attitude than the low achievers.

Siahi and Maiyo (2015) studied the relationship between study habit and academic achievement of students and found that there were positive relationship between academic achievement and study habit.

Sharafat, R and Murthy, V.C.G. (2016) examine the study habits and academic achievement among secondary and senior secondary school students of Mysore city and found that study habit facilitative higher academic achievement and secondary school students were found better on study habit than senior secondary school students.

Miner (2018) studied the self-esteem and depression in adolescents and found that there were negative association between self-esteem and depression.

Mustafa et.al. (2015) studied the anxiety and self-esteem among university students and found that self-esteem and gender was significantly negatively correlated with anxiety.

OBJECTIVES OF THE STUDY :

The objective of the study was to see the impact of depression on student's self-confidence and study habit.



HYPOTHESES :

- (i) There would be significant negative correlation between depression scores and self-confidence scores,
- (ii) There would be negative correlation between depression scores and study habit scores,
- (iii) The depressed students would have low self-confidence while non-depressed students would have high self-confidence and ,
- (iv) There would be significant difference between depressed and non-depressed students in term of their study habit character,

METHODOLOGY :

(i) The Sample :

Total 250 high school students were randomly selected from different high schools located in Samastipur district area as a research sample.

(ii) Measures :

(i) Depression Scale :

To measure the depression level of respondents.

Depression Scale of Bhatnagar was administered.

(ii) Self-confidence Scale :

To measure the self-confidence level of respondents, Self-confidence Scale of Agnihotri was used.

(iii) Study Habit :

To measure the study habit of respondents, Study Habit Scale of Mukhopadhyay and Sansanwal was used.



(iv) Personal Data Sheet :

Self-prepared Personal Data Sheet was applied upon research sample for collecting the relevant background information.

ANALYSIS OF DATA :

The collected data were analyzed with correlation and t-test method.

FINDINGS :

Table - (i)

Correlation between Depression Scores and Self-confidence scores.

Variables	N	r-value	p-value	df
Depression Score	250	0.59	<.05	248
Self-confidence Scores				

Table - (ii)

Co-relation between Depression Scores and Study Habit Scores:

Variables	N	r-value	p-value	df
Depression Score	250	0.41	<.05	248
Study Habit Scores				



Table - (iii)

Comparison of Self-confidence between Depressed and Non-Depressed Respondents :

Group	N	Mean	SD	t-value	p-value	df
Depressed Respondents	120	35.11	6.83	7.51	<.01	238
Non-depressed Respondents	120	29.32	5.11			

Table - (iv)

Comparison of Study Habit between Depressed and Non-depressed Respondents.

Group	N	Mean	SD	t-value	P-value	df
Depressed Respondents	120	25.34	4.73	7.45	<.01	238
Non-depressed Respondents	120	30.71	6.44			

DISCUSSION :

The correlation status was observed from table no. i and found that depression scores were negatively correlated with self-confidence score. This result showed that high level of depression negatively affects individual's self-confidence. In another word when individual feels more depression than their self-confidence



become weaker. Thus, this result confirmed our hypothesis no.-i that “there would be significant negative correlation between depression scores and self-confidence scores,”.

The result obtained for correlation between depression and study habit as shown in above table no. ii revealed that depression score were negatively associated with study habit scores. In this context, it can be say that high level of depression also negatively affects student’s study habit. The r-value (.41) was found at less than .01 level of confidence.

The reason behind such findings may be that due to more depression students become more depressive and loss their eagerness toward their study. Thus, this findings confirmed our earlier made hypothesis no.-ii that “there would be negative correlation between depression scores and study habit scores,”.

The findings that contained in table no. iii showed that depressed students were found in lower self-confidence while non-depressed students were found in higher self-confidence. This result showed that student’s depression creates many types of barriers which negatively impact student’s self-confidence level. The computed t-value (7.51) was found significant at less than .01 level of confidence. The reason behind such findings may be that increased level of depression decrease student’s self-confidence. Thus, this result confirmed our hypothesis no.-iii that “the depressed students would have low self-confidence while non-depressed students would have high self-confidence”.

The result that contained in above table no. iv revealed that study habit among depressed student’s were found poor while study habit among non-depressed students were found comparatively better. The calculated t-value (7.45) was found significant at less than .01 level of confidence. According to this result it can be say that depression related factor was found more negative effecter of study habit. Thus, this result confirmed our hypothesis no.-iv that “there would be significant



difference between depressed and non-depressed students in term of their study habit character.”

CONCLUSION :

It can be concluded that, self-confidence and study habit were negatively affected by depressive related factor and depressive students were found in less level in their self-confidence and study habit than those of non-depressive students.

SUGGESTION :

On the basis of these findings, it is suggested that self-confidence and study habit during study age is the most important factor and depression is most barrier for higher self-confidence and better study habit. So, hence it is necessary that research should be conduct on vast level for enhancing student’s self-confidence and better study habit.

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