

## Depression Among Secondary School Students In Relation To Their Parental Involvement

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### Abstract

The present study was undertaken to comparative study of depression among senior secondary school students in relation to their parental involvement. The sample consists of 200 students of 9<sup>th</sup> class of from two private schools of Chandigarh were selected as a purposive and random sample. Data was collected by Beck Depression Inventory by Beck, Steer and Brown (1996) and Parents Child Interaction Scale by Ahuja and Sharma (2002) was used. The data obtained were analyzed statistically with the help of Mean, SD, t-ratio and correlation was used to arrive at the following conclusions: (i) There was no significant difference between boys and girls of depression. (ii) There was no significant difference between boys and girls of parental involvement. (iii) There was negative and significant relationship between depression and parental involvement of boys. (iv) There was negative and significant relationship between depression and parental involvement of girls. (v) There was negative and significant relationship between depression and parental involvement of total sample.

**Keywords:** Depression, Secondary School Students, Parental Involvement

### Introduction

Education is a conducive process which develops child's individuality in all aspects such as physical, mental, emotional and social. With this all round development he becomes a responsible, dynamic, resourceful and enterprising citizen of good and strong moral character who uses all his capabilities to develop himself, his society and his nation to the highest extent

by contributing his best to the national honor, national glory and national civilization of which he is integral part. Education develops the individual like a flower which shares its aroma all over the environment. In the absence of education man can't uplift himself from the level of animal. Education develops the full personality of an individual in all fields and concepts. Education is a constructive process, which drags a person out from darkness, poverty and misery, leads him on the polls of enlightenment, prosperity and developing his individuality in all its aspects i.e. physical, mental, emotional and social. It develops man's faculty, especially his mind, so that he may be able to enjoy the thought of supreme truth, goodness and beauty in which perfect contentment essentially lies. Education teaches adaption to environment, life and existence.

The children are most important part of our society. It is the society which brings maturity and develops understanding level of children. So we can't ignore the role of society and parents in the development of a child. The relationship among parents helps in shaping the attitude and personality of children. School period is the period of human during which young person learns. Poets have described it as the spring of life of human beings as an important era in the total life span. The essence of word adolescence is growth, it is a period when growth takes place in all respect of life i.e. not only in physical but in mental, social, and emotional aspects. During this period the establishments of childhood go away and revolutionary period of change starts. Adolescence is a traditional period when it seeks self sufficiency and wants to be free from dominance of his parents. Like why others do not understand him; I am always right, why people judges me wrong; why I have no freedom to do things of my own choice. Due to such reasons his/her mental health starts declining. If such problems are not cured at time by parents and teachers it may cause depression among students.

Early in life, individuals develop a wide variety of concepts and attitudes about themselves and their world. Some of these concepts are anchored to reality and form the basis for a healthy personal adjustment. Others deviate from reality and produce vulnerability to possible psychological disorders. People's concepts realistic as well as unrealistic are drawn

from experiences, from the attitudes and opinions communicated to by others, and from identifications. Among the concepts that are central in the pathogenesis of depression are people's attitudes toward self, environment and future. People's self-concepts are clusters of attitudes about themselves, some favorable and others unfavorable. When an individual makes negative judgments about himself, this tends to develop negative self-concepts for example "I am weak," "I am inferior," "I am unlovable," and "I cannot do anything right." These negative self-concepts emerge with great force in depression (Beck & Alford, 2009).

Depression in young adults is a common health problem and a growing public concern. Depression can occur during adolescence, a time of great personal change. You may be facing changes in where you go to school, your friends after school activities as well as in relationships with family members. You may have different feelings about the type of person you want to be, your future plans, and may be making decisions for the first time in your life. The depressed child may pretend to be sick, refuse to go to school, cling to a parent, or worry that parent may die. It is estimated that between 4 and 8 percent of adolescents are depressed.

Depression strikes teenagers and adults alike, and can have far-reaching implications when young people suffer from emotional difficulties that they aren't sure how to manage. After notifying the signs of depression it is important to get treatment one needs and to understand the root of his depression. Depression is a serious health problem that can affect people of all ages, including children and adolescents. It is generally defined as a persistent experience of a sad or irritable mood, a loss of the ability to experience pleasure in nearly all activities. It also includes a range of other symptoms such as change in appetite, disrupted sleep patterns, increased or diminished activity level, impaired attention and concentration, and markedly decreased feelings of self-worth. Children and youth with depression cannot just snap out of it on their own. If left untreated, depression can lead to school failure, conduct disorder and delinquency, anorexia and bulimia, school phobia, panic attacks, substance abuse, or even suicide (Meghan, 2013).

The term "parental involvement" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring: (i) That parents play in integral role in assisting their child's

learning (ii) That parent is encouraged to be actively involved in their child's education. (iii) Those parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child; and school (USLegal.com, 2018). The research on parent involvement in the education of young adolescents addresses parents' activities in support of learning at home, in school, and in the community. Epstein (1995) a leading researcher in the field of parent involvement, identified and studied multiple measures of parent involvement in the middle grades.

Parental involvement is described in the child development literature as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development (Maccoby & Martin 1983). Contemporary research on parental involvement in adolescents derives from Baumrind (1991) well known studies of children and their families whereby she identified the major parenting elements such as warmth, involvement, maturity demands and supervision. The parenting behaviour that fosters optimal development of child's academic achievement has been extensively recorded in the literature.

Grolnick and Slowiaczek (1994) define parental involvement as the allocation of resources to the child's academic endeavors. In other words, it denotes the extent to which parents take a keen interest and actively participate in their child's education. Parental involvement in education is a phenomenon which is going to be too much important. Parents, teachers, students, school officials, educationalists all endorse this concept. Pupils' achievement and adjustment are influenced by people, processes and institutions. Parents, the broader family, peer groups, neighborhoods influences, schools and other bodies are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and potentialities play a central role in forming and reforming their behaviour, aspirations and achievements.

Parents play a very important role in molding their children's character, personality, career and advancement in education. Modern parents retain the vestiges of their traditional roles, but in many parts of the world they send children to nursery school, kindergarten, high

school, and then to college, thus delegating to teachers some of their traditional responsibilities for the socialization and personality development of their children. They may differentially devote their attention, time and effort to different domains such as the child's social, religious activities, academics & athletics etc. a transitional phase of growth and development between childhood and adulthood. Parental Involvement today is seen as an important indicator in a child's academic achievements. Family practices of involvement are as or more important than family background variables in determining whether and how students progress and succeed in school. The cultivation of strong family-school linkages is increasingly and widely viewed as an essential component of strategies to improve students' educational outcomes. There is plentiful research that suggests that children learn more when parents are positively involved in their educational experiences (Bartel, 2010).

Parental involvement provides an important opportunity for schools to enrich current schools programmes by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate. To ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement. Schools can encourage involvement in several of areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration. Effective parental involvement programmes are built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely upon a strength based approach, emphasizing positive interactions. Though specifics may vary, all parent involvement programs share the goal of increasing parent school collaboration in order to promote healthy child development and safe school communities (Durisic & Bunijevac, 2017).

Parental involvement has been touched for years as a very important predictor of student achievement in schools. Parental involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. Parental involvement is important to the educational success of a young adolescent and yet generally declines when a child enters the middle grades (Epstein, 2005;

Jackson, Andrews, Holland & Pardini 2004; Jackson & Davis, 2000; NMSA, 2003).

### **Need and Significance of the Study**

The school has a great deal of influence on children. The parental involvement plays a significant role in child's school performance and affects the child's accomplishments in the long run. Today adolescents are facing with so many conflicts and aspirations that only emotionally mature person can lead a well of adjusted life. There is a great impact of parental involvement in the adolescent period. Parental involvement can also influence the child's social skill and mental health. The influence of parents in young children's lives is much greater than academic success. Parents can better understand potentialities, attitudes, interests and capabilities of their children. Parental encouragement is of great significance in developing academic behavior of a child and also helping the child to realize the importance of emotional maturity. A person who is able to solve his own problems can also tackle the problems of the nation, so it is the major responsibility of the parents to make their children emotionally mature and stable. Bad mental health like depression among secondary school students may be due to school problems, a need for independence, over parental involvement. All these cause health complaints, high-risk behaviors, and smoking, abusing and suicide attempts. So, therefore the investigator made an attempt to enquire the depression of secondary school students in relation to their parental involvement.

### **Objectives**

1. To study the depression between boys and girls of secondary school students.
2. To study the parental involvement between boys and girls of secondary school students.
3. To study the relationship between parental involvement and depression of boys.
4. To study the relationship between parental involvement and depression of girls.
5. To study the relationship between depression and parental involvement of total sample.

### **Hypotheses**

- H<sub>1</sub>: There exists no significant difference between boys and girls of depression.
- H<sub>2</sub>: There exists no significant difference between boys and girls of parental involvement.

H<sub>3</sub>: There exists no significant relationship between depression and parental involvement of boys.

H<sub>4</sub>: There exists no significant relationship between depression and parental involvement of girls.

H<sub>5</sub>: There exists no significant relationship between depression and parental involvement of total sample.

**Sample**

Sampling means the procedure in which a subject is selected from a large number of observations. A sample presents broader population. The present study consists of 200 students of 9<sup>th</sup> class of two private schools of Chandigarh affiliated to Central Board Secondary Education, New-Delhi. The sample was drawn out using simple random and purposive sampling techniques. The sample consists of 100 students (50 boys and 50 girls) of depression and parental involvement was taken. The sample was taken using random sample techniques. The school wise distribution of the sample has been given in table 1:

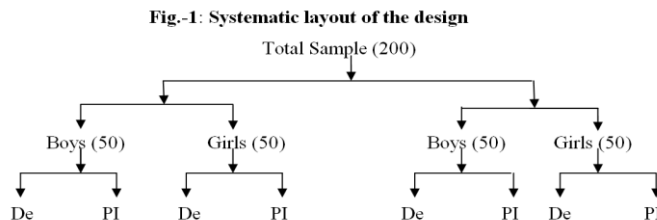
**Table-1: The school-wise distribution of the sample**

Sr. No.	Name of the School	Boys	Girls	Total
1	Shishu Niketan Public School Sector-43 Chandigarh.	50	50	100
2	Guru Nanak Public School Sector-37 Chandigarh.	50	50	100
<b>Total</b>		<b>100</b>	<b>100</b>	<b>200</b>

**Design**

The design of the present study was based on the sample of 200 students of Chandigarh. The variable under consideration was depression and parental involvement. Depression was taken as dependent variable and parental involvement was taken as independent variable. In the present study descriptive survey method of investigation was utilized to know about depression and parental involvement of 9<sup>th</sup> class students. The systematic layout of the design is given fig-1

**Fig.-1: Systematic layout of the design**



De - Depression

PI - Parental Involvement

### **Tools Used**

The following tools were used for data collection:

1. Beck Depression Inventory by Beck, Steer and Brown (1996) will be used.
2. Parents Child Interaction Scale by Ahuja and Sharma (2002) will be used.

### **Procedure**

The test was administered on 200 students of 9<sup>th</sup> class of two selected private schools of Chandigarh. The investigator got the permission from the Head of the Institutions to conduct these tests. After permission, dates and time were fixed for administering the tests. The investigator collected the data personally. The students were seated comfortably and the purpose of the study was explained to them. After establishing the rapport, investigator explained to the subjects the purpose of the tests. The subjects were told that this was not an examination, rather collection of general information. So they have to give true and authentic information. It was also clear to them that their views would be kept strictly confidential. Instructions from each test manual were read to subjects printed at cover page of each test. First of all, depression inventory scale was distributed to the subjects. General instructions were given about the test items and the way they have to fill up the answer sheet of the test. The subjects were asked to read the instructions given on the front page of the test. There was a time limit for the test but usually the test was to be completed in 20-25 minutes. After completing the test the answer sheets were collected from the students. After that the parent child interaction scale was distributed to the students. The students were asked to read the instructions given on the front page of the test. The scale was made clear to the students by telling them the exert meaning of each option in scale. After the completion of the test, booklets were collected back from the students.

### **Analysis of Data Interpretation and Discussion of the Results**

The statistical techniques used in the study were: Mean, SD, t-test and Correlation. The results are given in table-2, 3, 4, 5 & 6



**Table-2: t-ratio of depression between boys and girls of secondary school students**

Variable	Boys			Girls			SE <sub>D</sub>	t-value
	N	Mean	SD	N	Mean	SD		
<b>Depression</b>	100	25.12	10.49	100	28.82	10.54	1.49	2.48*

*\*Significant at 0.05 level of Significance*

*(Critical Value 1.97 at 0.05 level and 2.60 at 0.01 levels, df 198)*

The table-2 shows that the mean scores of depression of boys are 25.12, which is lower than the corresponding mean score 28.82 of girls. The t-value testing the significance of mean difference between the depression of boys and girls is 2.48, which in comparison to the table value was found significant at 0.05 levels of significance. Hence, the null hypothesis  $H_0$ . There exists no significant difference between boys and girls of depression, is rejected. The results indicate that girls are more depressed as compare to boys. The results are supported by the findings of Petersen, Compas, Brooks-Gunn, Stemmler, Ey and Grant (1993) reported majority of adolescents of both genders successfully negotiate this developmental period without any major psychological or emotional disorder, develop a positive sense of personal identity at the same time they maintain close relationship with their families. Upmanyu and Upmanyu (1994) showed that females exhibit more depressive symptoms than males do. Kalia and Sheoran (2000) revealed that female students were significant higher on full 'D' scale in comparison to male students. Upmanyu. Lai. Kaur, Dwivedi and Sharma (2010) revealed that male and female adolescents did not differ on depression. Sharma, Sharma and Yadava (2011) stated in their studies that authoritarian parenting style lead to higher level of depression among children and adolescents. Kumar and Akoijam (2017) found that depression were significantly higher among females as compared to male. Sandal, Goel, Sharma, Bakshi, Singh and Kumar (2017) found that the prevalence of depression was higher in females as compared to males. The results are contradicted by the findings of Hankin, Abramson, Moffitt, Silva, McGee and Angell (1998) found that the rate of depression appeared to increase over time for both males and females. Further, small gender differences, in depression first seemed to emerge after age 13 when females' rates continue to rise, whereas male's rates stayed steady.

Kaur. Singh and Javed (2003) revealed that male and female adolescents differed significantly on measure of depression with males scoring higher than females. Sharma (2014) concluded that no significant gender difference exist on the variable of depression.

**Table-3: t-ratio of parental involvement between boys and girls of secondary school students**

Variable	Boys			Girls			SE <sub>D</sub>	t-value	
	N	Mean	SD	N	Mean	SD			
<b>Parental Involvement</b>	100	62.09	9.03	100	64.86	10.61	1	0.39	1.99*

*\*Significant at 0.05 level of Significance*

*(Critical Value 1.97 at 0.05 level and 2.60 at 0.01 levels, df 198)*

The table-3 shows that the mean score of parental involvement of boys is 62.09, which is lower than the corresponding means score 64.86 of girls. The t-value testing the significance of mean difference between the parental involvement of boys and girls is 1.99, which in comparison to the table value was found significant at 0.05 level of significance. Hence, the null hypothesis **H<sub>2</sub>**: There exists no significant difference between boys and girls of parental involvement, is accepted. The results indicate that girls are more inclined towards their parents as compared to boys. The results are supported by the findings of Vamadevappa and Usha (2006) found that significant difference in the achievement scores of boys and girls in both high and low parental involvement groups. Ademola and Olajumoke (2009) found that parental involvement is an important predictor of mathematics and science achievement. There exists a significant difference in the parental involvement of public and private primary school pupils. Private school pupils enjoy more parental involvement than their counterparts in the public schools. The results are not supported by the finding of Wilder (2014) found that there is no significant difference in parental involvement of male and female students. But the academic achievement of female students are higher than male also both and female gets the same amount of parental involvement.

**Table-4: Correlation between parental involvement and depression of boys**

Variable	N	Value of 'r'
Depression and Parental Involvement	100	-0.448**

*\*\*Significant at 0.01 level of Significance*

*(Critical Value 0.195 at 0.05 levels and 0.254 at 0.01 levels, df 98)*

Table-4 reveals that correlation between depression and parental involvement of boys is -0.448, which in comparison to the table value was found negative and significant correlation at 0.01 levels of significance. Hence, the null hypothesis  $H_3$ : There exists no significant relationship between depression and parental involvement of boys, is accepted. The result indicates that the relationship between depression and parental involvement among boys is highly negative correlated to each other. The results are supported by the finding of Pramod (1996) found in his study with reference to Indian culture, that boys manifested more futuristic orientation than girls and therefore boys have more depression and anxiety than girls. The results are contradicted by the finding of Obeidallah and Earls (1999) stated that depressed adolescents tend to be withdrawn, have limited interests, and suffer from low self-esteem. Goyal (2008) found that a positive correlation between academic achievement and parental involvement

**Table-5: Correlation between parental involvement and depression of girl**

Variable	N	Value of 'r'
Depression and Parental Involvement	100	-0.333**

*\*\*Significant at 0.01 level of Significance*

*(Critical Value 0.195 at 0.05 levels and 0.254 at 0.01 levels, df 98)*

Table-5 shows that correlation between depression and parental involvement of girls is -0.333, which in comparison to the table value was found negative and significant correlation at 0.01 levels of significance. Hence, the null hypothesis  $H_4$ : There exists no significant relationship between depression and parental involvement of girls, is accepted. The result indicates that the relationship between depression and parental involvement among girls is highly negative correlated to each other. The results are supported by the finding of Garber

(2006) found in his study that being female is significantly associated with depression in adolescents and adults. Prior to adolescence, the rate of depressive disorder is about equal in girls and boys or even higher among boys; but during early to middle adolescence, the rate of depressive symptoms and disorders in girls rises to two to three times that of boys. The results are contradicted by the finding of Anita (2002) in her study found that higher depression rates among girls occur when they start to interact with boys more frequently. Mendoza (1996) found that positive correlation between parental involvement and achievement in mathematics. Gopakumar and Johns (2017) reported parental support is positively related to better academic and extracurricular activities of girl's students and reduced their tension.

**Table-6: Correlation between parental involvement and depression of total sample**

Variable	N	Value of 'r'
Depression and Parental Involvement	200	-0.378**

*\*\*Significant at 0.01 level of Significance*

*(Critical Value 0.138 at 0.05 levels and 0.181 at 0.01 levels, df198)*

Table-6 shows that correlation between depression and parental involvement of total sample is -0.378, which in comparison to the table value was found negative and significant correlation at 0.01 levels of significance. Hence, the null hypothesis  $H_0$ . There exists no significant relationship between depression and parental involvement of total sample, is accepted. The result indicates that the relationship between depression and parental involvement of total sample is highly negative correlated to each other. The present study concludes that there was significant and negative relationship between depression and parental involvement of total sample. The results are supported by findings of Matthew (2000) indicated that parental involvement has a positive association on academic achievement. Kirk, Lewis-Moss, Nilsen and Colvin (2011) studied that adolescent educational aspirations can to some degree predicted by parental expectations. Sharma (2014) found that there was negative and significant relationship was observed between depression and decidedness but positive and significant relationship was found between depression and indecision in case of total sample, boys and girls. The results are contradicted by the finding of Hasumi, Ahsan, Couper, Aguayo and Jacobsen (2012)

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reported parental involvement were significantly associated with a decreased likelihood of poor mental health. Clark (2015) demonstrated that parenting style predicts a small but significant amount of variance in depression symptoms, after controlling for demographic characteristics, and these variables interact in producing their effect.

### **Findings**

The following conclusions have been drawn such as:

- 1 There was significant difference between boys and girls of depression.
- 2 There was significant difference between boys and girls of parental involvement.
- 3 There was negative and significant relationship between depression and parental involvement of boys.
- 4 There was negative and significant relationship between depression and parental involvement of girls.
- 5 There was negative and significant relationship between depression and parental involvement of total sample.

### **Conclusions and Recommendation**

Mental health is one of the most neglected aspects of our society. There is a need to increase awareness about depression among teachers and parents to identify and help depressed adolescents in the school. We recommend active steps to increase awareness about depression among teachers and parents, with the help of school counsellors, to identify and help depressed adolescents in the school. Active, early intervention can help prevent worsening of depression and its impact on life.

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