Determinants of Depression and Its Effect on Students Academic Achievement: The Case of Wollega University College of Education and Behavioral Science

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Abstract

The purpose of the study was to investigate the influence of depression on students' academic achievement with regard to difference between sex, age with depression as well as it's determinants of depression and its effect on students academic achievement in Wollega university college of education and behavioral science. The study was carried out among 185 students (88 female and 97 male) from this 40 sample size were selected from the age range of18-26 years. The instrument used for data collection was close and open-ended questionnaire. The analysis of the data used frequency and percentage. The result showed that almost all students are depressed the only difference is in the magnitude. Depression interferes with daily life activities of an individual. It is a common and serious illness. There are many factors that contribute to depression. These include:s lack of social support from family, peers, and neighbors and financial strain, stress due to studies. As analyzed data indicated that most students have faced depression due to stressful experience of trying to balance social life and class work, uncertainty about money, leaving ones family, poor sleep habit, alcohol drug abuse, eating disorder and socialization problems. Most respondents have used many coping mechanisms of depression among them listening to music, calling friends, exercising and watching a humorous TV station. Most respondents have reported that they always have feeling of sadness, feeling of hopelessnesses, loss of interest in activities, appetite change, lack of motivation and concentration when they are depressed. they also mentimed that there is relationship between depression and academic achievement.

1. Introduction

1.1. Background of the study

According to WHO, depression affect about 121 million people word wide while many people suffer from about of depression during difficulties times in there.

Depression is most intensely studied mental disorder and also depression viewed as general disability of the excitatory system of brain or disturbance of neurotransmitter in cerebral cortex (Kraft Ebbing, 1996).

A depression awareness program designed for senior class in secondary schools, Ireland brought more than 250,000 students throughout the country within the age of 13-19. The fact that 1 is exposed to major depression among 10 adolescent (Wills, 1985). Currently 400,000 people in Ireland currently suffer from depression but many hide their depression and never get help sadly, over 500 people take their own life each year. Aware, since it's foundation in 1985 has been *working* energetically to bring support to suffer depression and their family and dispel the myth and misunderstanding of this divesting illness (Wills, 1994).

A number of study found that women are twice as likely as men to receive a diagnoses of mono polar depression, studies of community sample has continually found that women are significantly more likely to be depressed than men (V. Ramachdndian 1994).

Researchers found that consistence evidence of sex difference in depression in over 30 countries. The ECA study bears out the difference; women had life time prevalence rate of 7% while men had rate of 2.6% (Ramarchandian, 1994). No evidence, however, was found for significant sex difference in the incidence of bipolar disorder; the rate of women was 9 while the rate of men was 7 (Radmarchandian 1994). Even if the reason for sex difference is not clearly known, some investigation have suggested that difference depression rates are an artifact; man and women are actually experience similar rate of depression but women are more likely, acknowledge their symptoms or clinicians may simply over diagnose depression symptom in women other argued that women are more likely to encounter stressful factor, that lead depression while still other, have suggested endow chronological difference in men or women to depression (V.S Ramarchandian 1994). On the other hand some researcher argued that cognitive tendencies; women tend to ruminate over negative events while men in turn dampen their cognitive response and hence their emotional response as well which of these hypothesis will actually prove to be the most accurate account of sex different is unclear (Radmarchandian 1994). College is distress full time, and depression is common among students. (Gladden, 14, 2007) since

psychology department is belongs to college of education and behavioral science in Wollega University. The researcher initiated to study about the determinants of depression and its effect on academic achievement in Wollega University College of education and behavioral science students. Depression and academic achievement have significant relationship, when depression increase, academic achievement decrease (Yousef; Marian Betmansor, Juhar; Redzudn and Jalib, 2005).

1.2. Statement of Problem

The determinants of depression are that can effect on academic achievement of the students. Especially the factors of depression effect on psychological and behavioral change of the students. Depression is the most common complaint among those who seek mental health dear and the third most common reason why people visit physicians (Strict 1992). It is clear that most students have distrusted in their emotion due to different factors and they said, informally "now I am not in good mood". In addition the researcher have many experience with those type of students, and such student talked about loss of appetite, sleeping disturbance weight loss as well as the variation of their academic achievement many times. Mood disorders are characterized by marked disturbances in emotional state, which affect thinking, physical symptoms, social relationship, and behavior. Mood disorders are generally episodic, which means they tend to come and go. The duration of the disturbance emotional state and the pattern of its occurrence determine how a mood disorder is diagnosed. Beyond that they regret by remembering their previous performance before joined in Wollega University. More or less they reflect the sign and symptom of depression due to that the researcher initiated to study, the determinants and effects of depression on academic achievement.

The Researcher Developed the Following Research Questions

➢ What is the prevalence of depression among Wollega University students?
➢ What are the major determinants that contribute to depression in Wollega University?
➢ To what extent depression affects academic achievement in Wollega University?

➢ What are the coping mechanisms of depression among Wollega University students?

1.3. Objectives of the Study

1.3.1. General Objective

The study was designed to investigate the determinants of depression and its effect on academic achievement among Wollega University Students.

1.3.2. Specific Objective

The specific objective of the study was the following**:-**
➢ To estimate the prevalence of depression among Wollega University students.
➢ To explore the various determinants of depression in Wollega University students.
➢ To identify the effect of depression on academic achievement in Wollega University students.
➢ To know the coping mechanisms of depression among Wollega University students.

1.4. Significance of the Study

It is clear that depression is the result of combination of different things. Among them psychological and social factors are mentioned. Since University is a setting of students and various workers, from different society and place with this the individual give different response for these psychological and social stimuli from the environment and society in this new setting which leads to different type of depression.

The study was designed to investigate the determinants and effects of depression on academic achievement it used for:
➢ Development awareness of all departments of the university and students about the impact of depression.
➢ Inviting the concerned university bodies to take measures to minimizing activities that lead to depression.
➢ Individuals who are interested to conduct a study on the issue by using the findings as a source (reference).

1.5. Delimitation of the Study

The study was conducted in Oromia region, Nekemte town located 331 km west of Addis Ababa focusing on Wollega University. This study delimited to investigate the determinants of depression and its effect on student academic achievement. The researcher delimited in one college due to the heterogeneity of characteristics of students in the university.

1.6. Limitation of the Study

The limitation of the study was Lack of available reference documents to obtain relevant information in Ethiopian context Shortage of time and computer internet service. It also lack of financial problem.

1.7. Operational Definition of Terms

Academic achievement: - success in the areas of the discipline
Age: - a length of time that a person exists
Adolescent: - Individuals aged from (13-21)
Depression: - Elucidation in normal mood to an extreme feeling of sadness, pessimism and dependent
Distress: - Negative emotional state in which specific quality of emotion in unspecific or unidentifiable.
Emotion: - A reaction pattern, involving experience, behavioral and psychological element, by which the individuals attempt deals with personality significant of event.
Mood: - Any short lived emotional state usually of low intensity.
Sex: - Biological difference between men and women.

3. Research Methodology

3.1. Study Design

Cross-sectional study designs would be employed for this research. Cross-sectional study design is used when the purpose of the study is descriptive, often in the form of survey. The study was adopted cross-sectional survey to collect quantitative and qualitative data approaches which used to collect much information from the respondents.

3.2. Study Area

To understand the research problem more clearly, it is necessary to give some necessary background of the study location in which the study was conducted. Accordingly, the study was conducted in Oromia region, Nekemte town located 331 km west of Addis Ababa focusing on Wollega University.

3.3. Population, Sample and Sampling

3.3.1 Target Population

The study was tried to investigate the determinants of depression and its effect on academic achievement among Wollega University so that target population of the study was students of Wollega University in college of education and behavioral science.

In this college there are four programs such as: - Psychology, Special needs and inclusive education, Adult education and Educational plan management education. From this college total population is 185 students.

3.3.2 Sample Size Determination and Sampling Techniques

The researcher used stratified random sampling techniques because the respondents are heterogeneous in sex and age. The total population is 185 and the sample size is 40 based on stratified random sampling techniques.

Total number of population is 185 from these 97 males were wile 88 of them were females P (Proportion of each stratum in study population)

P= elements in each stratum
Total population size
Number of element to be selected from each stratum
= Sample size X (P)
P1 (Male) = 97/185 = 0.52 (p) 0.52 X 40 (sample size) = 20.97
P2 = 88/185 = 0.47X 40 = 18.8
Sample size = 21 + 19= 40 (total sampling size)

	Psychology(1st _3rd)		special needs(1st _3rd)		Adults(1st_3rd)		EdPM(1st_ 3rd)		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
	1st = 12 2nd = 7 3rd = 6	1st = 11 2nd =19 3rd =6	1st = 4 2nd =10 3rd = 3	1st = 6 2nd =15 3rd = 3	1st = 4 2nd = 4 3rd = 10	1st = 18 2nd = 4 3rd = 2	1st = 17 2nd =7 3rd =	1st =1 2nd = 3 3rd = 0	
Total	25	36	17	24	18	24	37	4	185
Sample size	5	8	4	5	4	5	8	1	40

3.4. Data Collection Instruments

The data was collected by using self-administered questionnaires which was prepared in clear and understandable English language to ensure its consistency.

The researcher would be used questionnaires. This research have five part the first part about demographic variable such as gender, age, religion, socio-economic status and place of residence. The second part about sign and symptom of depression has 10 questions. Third part about determinants of depression they have 14 question. The fourth part about coping mechanism of depression they have 7 questions. Lastly, opinion of depression have negative effects on academic achievement they have 2 questions. This enables to get accurate information and confidential informants and also the investigator used both close ended and open ended questions which are developed by English language.

3.5. Data Collection Procedure

The overall quantitative data was collected within at the same time. Following every necessary precaution such as securing permission to enter the class and to get the subjects (sample) permission, the questionnaire was distributed to the selected students (sample) in the classroom by researcher in corporation with data collector and classroom representatives. Some clarifications would be made for the respondents by the researcher as participation is voluntary and they have the right not to fill the questionnaire before they were participated in the research. Finally keeping the confidentiality of data filled by the respondents from an authorized person, the distributed questionnaires are collecting the same day to fill the question in the specified period of time.

3.6. Statistical Design and Analysis

To analysis the data obtained from each student by using frequency and percentage of the respondents response.

Some of general information and determinants, sign and symptom, frequency as well as coping mechanism of depression were analyzed by using frequency and percentage. All of the analyzed data were organized and summarized by using tables.

3.7. Variables

I. Independent variables

- Age
- Sex: Male   Female

II. Dependent variables

- Depression

3.8. Ethical Consideration

Firstly, the researcher was followed, formal way of data collection through the letter given from Wollega university. Then after the data collection was carried out based on the willingness, the participant and by tacking in to a formal procedure of data collection. In addition, the filled questionnaire of the case was not seen by any of the study of population in order to keep their privacy and confidentiality

4. Data Analysis and Discussion

4.1. Data Analysis

For the purpose of this study two kinds of questionnaires were developed, rating scale, open and close ended questionnaires. Thus under this section the result of these questionnaires would be over viewed.

4.1.1. General Information

The following table presents the general information about of the participants

Table: 4. 1. General Information (Raw Score Values Found at The Back of the Paper)

Variables	Specific variables	No of respondent	%
Academic status	I Year	20	50
	II Year	15	37.5
	III Year	5	12.5
	Total	40	100
Sex	Male	21	52.5
	Female	19	47.5
	Total	40	100
Age	18-20	10	25
	21-23	25	62.5
	24-26	5	12.5
	Total	40	100
Religion	Protestant	15	37.5
	Orthodox	20	50
	Catholic	-	-
	Muslim	5	12.5
	Other	-	-
	Total	40	100
Place of residence	Rural	25	62.5
	Urban	15	37.5
	Total	40	100
Socio-Economic status	High	5	12.5
	Medium	25	62.5
	Low	10	25
	Total	40	100

From the above table from (1st up to 3rd) year students served as respondent and the researcher 20(50%) first year, 15(37.5%) second year 5(12.5%) third year male and female respectively.

In addition to this, most of respondents age range from 18-20 which encompass10 (25%) share of the total respondent, followed by 21-23 years old 25(62.5%). The lowest age group was those whose ranges form 24-26 years old which share 5(12.5%) of the same population. The respondents response to the religious status was protestant 15(37.5%), orthodox 20(50%) and Muslims 5(12.5%). The residential area the majority respondent's

response to in rural area were 25(62.5%) and the urban area were 15(37.5%). Finally the respondents' socio- economic status the majority are medium 25(62.5%) averagely high 5(12.5%) and low socio-economic status are 10(25%).

4.1.2. Prevalence of Depression on Students' Academic Achievement

To see the frequency of the prevalence of depression on students' academic achievement the researcher use percentage explanation.

Table: 4.2. Prevalence of Depression on Students' Academic Achievement

Respondents	Prevalence of depression (respondents who responded to ≥ 4 symptoms)			
	Yes		No	
	No	%	No	%
Male	10	25	5	12.5
Female	8	20	6	15
Total	18	45	11	27.5

From the above table 2 show that, from the 18(45%) of total participants were as 10(25%) of male participants are more depressed. While 8(20%) of female are depressed. On the other hand, 5(12.5%) of male are no more depressed and 6(15%) female students are not depressed. Almost of the time there is no more difference between genders.

4.1.3. Frequency of Depression

To see the frequency of the depression the researcher use percentage

Table: 4. 3. Frequency of Depression

Respondents	Response						Total	
	Some times		Usually		Always			
	No	%	No	%	No	%	No	%
Male	10	47.6	5	23.8	6	28.6	21	100
Female	8	42	6	32	5	26	19	100
Total	18	45	11	27.5	11	27.5	40	100

From the above table, the male and female respondents have almost similar frequency of distribution in the experience of depression they have faced. From male respondents (47.6%), of male respondents feel depression some times, whereas, (28.6%) and feels depression usually and only 8(23.8%) of them feel depression. This shows that most number of respondent have faced depression sometimes from both sexes. On the other hand, from female respondents 8(42%), of male respondents feel depression some times, whereas, 6(32%) and feels depression usually and only 5(26%) of them feel depression. This shows that most number of respondent have faced depression sometimes from both sex.

4. 1. 4. Sign and Symptoms of Depression

The Result Of Questionnaires Concerning The Sign And Symptom Of Depression Was Shown As Follows Which Analysis By Using Percentage.

Table: 4. 4. The Sign and Symptom of Depression

Sign and symptom	No of respondent				Total	
	Male		Female		Male and Female	
	No	%	No	%	No	%
Feeling of sadness or despair	21	52.5	19	47.5	40	100
Feeling of hopelessness	18	45	18	45	36	90
Loss of interest in activities	21	52.5	19	47.5	60	100
Physical ache and pound mends back pain to have number cause	21	52.5	16	40	37	92.5
Appetite changes	10	25	10	25	20	50
Weight loss	-	-	-	-	-	-
Lack motivation	21	52.5	19	47.5	40	100
Lack of concentration	21	52.5	19	47.5	40	100
Suicidal /homicidal thought or act	-		3	7.5	3	7.5

From the above table, it is observed that, all of the respondents are reflect, feeling of sadness or despair, loss of interest, lack of motivation and lack of concentration when the respondents get depressed.

Followed by this almost equal number of respondents are reflect the feeling of hopelessness, appetite change and physical pain from both sexes. But the other sign and symptom are insignificant in number in the setting.

4.1.5. Factor of Depression

To see the factor of depression the researcher use percentage.

Table: 4.5. Factor of Depression

Factor	No of respondent				Total	
	Male		Female		Male and Female	
	N	%	No	%	No	%
Stressful experience of trying to balance like social life and class work	17	42.5	14	35	31	77.5
Uncertainty about money	14	35	12	30	26	65
Leaving ones family	11	27.5	9	22.5	20	50
Problem with romantic and sexual relationships	-	-	2	5	2	5
Poor sleep habit	13	32.5	8	20	21	52.5
Alcohol and drug abuse	15	37.5	5	12.5	20	50
Sexual assault	-	-	18	45	18	45
Eating disorder	7	17.5	16	40	23	57.5
Because of peer anxiety	-	-	-	-	-	-
Environment which you are living	-	-	-	-	-	-
Socialization	10	25	-	-	10	25
Discrimination against gender	-	-	-	-	-	-

From the above table it is observed that the responsible factor for male depressions is stressful experience which shares (31)77.5% of respondents respond that stressful experience of trying to balance like social life and class work is the factor for their depression. From which 77.5%, 17(42.5%) of them were male and the rest 14(35%) were females. factor for male depressions is stressful experience which shares (31)77.5% of respondents respond that stressful experience of trying to balance like social life and class work is the factor for their depression. From which 77.5%, 17(42.5%) of them were male and the rest 14(35%) were females.

Factor for male depressions is uncertainty about money which shares (14)35% of respondents respond that uncertainty about money is the factor for their depression. From which 65%, 14(35%) of them were male and the rest 12(30%) were females. Factor for male depressions is living ones family which shares (11)27.5% of respondents respond that live ones family is the

factor for their depression. From which 50%, 11(27.5%) of them were male and the rest 9(22.5%) were females. Factor for male depressions is Problem with romantic and sexual relationship 2(5%) were females. factor for male depressions is Poor sleep habit which shares (13)32.5% of respondents respond that poor sleep habit is the factor for their depression. From which 52.5%, 13(32.5%) of them were male and the rest 8(20%) were females. Factor for male depressions is Alcohol and drug abuse which shares (15)37.5% of respondents respond that alcohol and drug abuse is the factor for their depression. From which 50%, 15(37.5%) of them were male and the rest 5(12.5%) were females. Factor for female depressions is Sexual assault which shares (18)45% of respondents respond that sexual assault is the factor for their depression. Factor for male depressions is Eating disorder which shares (7)17.5% of respondents respond that eating disorder is the factor for their depression. From which 57.5%, 7(17.5%) of them were male and the rest 16(40%) were females.

4.1.6. Impact of Depression on the Students' Academic Achievement

To see the impact of depression on student academic performance

Table: 4.6. The impact of depression on student academic achievement

Items	No of the respondents						Total		
	Male			Female			Male and female		
	Yes	No	I don't know	Yes	No	I don't know	Yes	No	I don't know
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Do you think the depression have negative impact on your academic achievement	10(25%)	7(17.5%)	4(10%)	8(20%)	7(17.5%)	4(10%)	18(45%)	14(35%)	8(20%)

From this table 6 show that, the majority of both male and female respondents to know the impacts of depression on your academic achievement. While some the respondents they have not experience to know the impact of depression on your academic achievements. Rarely the respondents they are not response on the negative impact of depression on your academic achievement.

4.1.7. Coping Mechanism

The relationship between depression and its coping mechanism show as follow and also analysis by using percentage.

Table: 4. 7. Coping Mechanism

Coping mechanism	No of respondent				Total	
	Male		Female		Male and Female	
	No	%	No	%	No	%
Listening music	20	50	15	37.5	35	87.5
Calling friends	15	37.5	13	32.5	28	70
Exercising	5	12.5	-	-	5	12.5
Watch a bride a brief humorous TV shows	2	5	2	5	4	10
Going to church or other religion place	-	-	-	-	-	-
Help someone else	-	-	-	-	-	-

Regarding coping mechanism 35(87.5) of the respondents listening music as coping mechanism of depression. Whereas, 28(70%) of respondents responds as they call friends. regarding coping mechanism. 5(12.5%) of respondents exercising as coping mechanism of depression. Whereas 4(10%) and watch humorous TV (10%) shows when the respondents get depressed. Regarding to male respondents, through listening music 20(50%) calling friends 15(37.5%) watch humorous TV 2(5%) to cope form their depression. And also no one respondent use the mechanisms of going to church or other religion place and help someone else.

4.2. Discussion

The result indicates that even though there were many responsible factors of depression, it was vary across sexes in extent and types.

For male respondents the responsible factors are the following and listed in sequence according to their degree such as uncertainty about money (35%), difficulty to balance social life and class work (42.5%), leaving ones family (25.5%), Alcohol and drug abuse (37.5%) , poor sleep habit (32.5%), problem of socialization (25%) and eating disorder (17.5%) but romantic and sexual relationship problem, sexual assault, peer anxiety, the present

environment as well as discrimination against gender were not mentioned for factors of male respondent depression.

For female respondents, problem of balancing social life and class work (35%), sexual assault(45%), eating disorder (40%), leaving ones family (22.5%), uncertainty about money (30%),poor sleep habit (32.5%) and mentioned as factor of depression for the respondent. Similar with that of male respondents, female respondents don't mentioned the following factors as the problem, like environment which they are living, peer anxiety socialization and discrimination against gender. Thus most of the respondents perceived their initiating factors for depression to much extent closer to the result of the study done by (wills, 1994, cited in http://www.aware.i.e education.htm on January 26/2010) indicates that the responsible factor for college depression and stress full experience of class work and social life, uncertainty about many, uncertainty about future other colleges, leaving ones family, problem with romantic and sexual relationship, poor sleep habit, alcohol and drug abuse, sexual assault, eating disorder, pear anxiety, environment, socialization and discrimination against genders.

Among these there are factors which don't mentioned as a factor, it may be as a result of the setting nature of the respondents as well as the reluctant behavior of the respondents and other factors. The study shows that, even in some extent of the sign and symptom of depression vary from sex to sex as well as to symptom to symptom almost all respondents reflect the sign and symptom of feeling of sadness, hopelessness, loss of interest in activities, pain, appetite change, lack of motivation and concentration but they didn't experience weight loss and suicidal thought but insignificant number of female respondent have experienced suicidal thought. This is highly related with the finding of (will 194, cited in http://ww Aware, i.e. education him on January 26/2010) indicates that the sign of college depression sadness, hopelessness, loss of interest in activities, pain, appetite change, lack of motivation and concentration, experience of suicidal thought and exercise. Even if there were some sort of variation, it may be as a result of the same reason like the factor of the depression.

The present study indicates that most of the respondent way of coping mechanism of depression listening music 35 (87.5%) and calling friends 28.70%), exercising 5(12.5%) and watch a brief humorous TVs and also

nearly similar frequency distribution in both sexes. But they didn't develop the habits of work in project and help someone else. It may be as result of awareness level, the culture of the university and the type of the activities.

5. Summary, Conclusions and Recommendation

5.1. Summary

The study was designed to investigate the determinants of depression and its effect on academic achievement among Wollega University.

Depression is a common disorder that impacts an individual ability to perform life activities including those require by the workplace. Academic performance can be review as direct parallel to workforce performance with students belonging to a unique set of individuals whose ability to perform can be measured on criteria applied by an observer and by self-report .while the prevalence of depression for this group is high and preparation for entry in to the workplace is critical for these individuals this relationship has been not adequately investigate. Aims of the study this study investigates the determinants of depression and its effect on the academic performance of students. The self-reported data regarding the impact of depression on performance of academic task was consistent with these findings depressed student reported a pattern of increasing interference of depression symptoms with academic performance peaking in the month of diagnosis and decreasing thereafter with the lowest levels reported in months through post diagnosis, each of which is significantly less than the month diagnosis. Discussion: The finding of a significance relationship between depression and academic performance was robust to the variety of analysis students within this study. While depression and its effects have been studied in many different population groups and subgroup, the effect of this disease on university students has not been well documented. This research demonstrate the impact of depression and the effectiveness its treatment on student sample For male respondents the responsible factors are the following and listed in sequence according to their degree such as uncertainty about money (35%), difficulty to balance social life and class work (42.5%), leaving ones family (25.5%), Alcohol and drug abuse (37.5%) , poor sleep habit (32.5%), problem of socialization (25%) and eating disorder (17.5%) but romantic and sexual relationship problem, sexual assault, peer anxiety, the present

environment as well as discrimination against gender were not mentioned for factors of male respondent depression.

5.2. Conclusions

The investigator has tried to answer the basic research questions. Therefore the following conclusions were given accordingly.

As analyzed data indicated that most students have faced depression due to stressful experience of trying to balance social life and class work, uncertainty about money, leaving ones family, poor sleep habit, alcohol drug abuse, eating disorder and socialization problems.

Most respondents have used many coping mechanisms of depression among them listening music, calling friends, exercising and watching a humorous TV.

Most respondents have reported as they become feeling of sadness or despair, feeling of hope less nesses, loss of interest in activities, appetite change, lack of motivation and concentration when they faced depression but the frequency of the depressions are always. And also there is relationship between depression and academic achievement. It also depression varies from sex to sex and females are more likely depressed than male. In addition to this age is a causal factor for the variation of depression level but the study was not clearly indicates the direction. Impacts of depression on academic achievement the condition have a lot of problems for the students. It affects their academic work, motivation resulting in lower grades it also causes global problems for the students like decreased quality of life and increased chances of committing suicide Studies have shown that one of the commonest reasons why students visit the university counseling center is as a result of depression.

Depression can affect academic performance in university. Studies suggest that university students who have depression are more likely to smoke. Research suggests that students with depression do not necessarily drink alcohol more heavily than other university students.

5.3. Recommendation

Insight of the findings obtained the following recommendation were for warded:-

The result of the study revealed that academic achievement was decreased when the individual gets depressed. Low achieving group refers to students who obtained percentage below 80%, and high achieving group refers to students who obtained percentage of 20% and above. The study used Beck's Depression Inventory questionnaire to gather information regarding levels of Depression. Therefore, to be better performance one has tried to reduce depression level through different techniques which makes the individual relax. Hence, through listening music, calling friends, exercising, watching humorous TV and by getting by getting psychotherapy which helps to cope from depression from professionals.

The most important thing to be aware is that depression level is varying from sex to sex. And female is more depressed than male. Therefore, it is better if psychologist and other concerning professionals give much emphasizing in the treatment of female depression.

This university should be established mental health center which is significant for the psychology of the individuals.

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