

## DEPRESSION AMONG COLLEGIATE STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

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### Abstract:

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).

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### Introduction:

Depression is a condition in which one feels blue or sad. But these feelings are usually for a short period of time. Depression interferes with daily life activities of an individual. It is a common but serious illness (National Institute of Mental Health, 2011).

Adolescents tend to develop closer relationships with peers than parents. Their friendships are found increasingly characterized by higher level of loyalty, intimacy & closeness than preadolescents, and there has been adequate evidence of decreased parental involvement (Laursen & Collins, 1994; Collins & Russell, 1991), increased negative affect and frequent intense parent adolescent conflicts, as source of stress (Montemayor, Eberly & Flannery, 1993; Watson & Pennebaker, 1989).

Family environment is the complex of social and cultural conditions, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of family, the most instinctive fundamental social group which includes parents and their children (Ranhotra, 1996),

### Method and Material:

The study was further designed to find out the significant predictors of depression from among the independent variables of family environment. For the present study descriptive survey method was employed. In the study stratified random sampling technique was used to choose the sample. For this, investigator sought permission

from the M.V.P. Samaj’s Arts, Commerce & Science College Jawahar Road, Tryambkeshwar, Nashik. From the three academic streams namely science, arts and commerce, out of a large number of students studying in various sections only one section was randomly selected. Finally, the sample comprised of 75 collegiate students in which 25 from science stream, 25 from arts stream and 25 from commerce stream. These tools employ distinctive ways of describing and quantifying the data. A psychological tool is an objective and standardized measure of a sample of behaviour (Anastasi, 1961). For the collection of data following tools have been used: Beck Depression Inventory (BDI-II) by Beck, Steer and Brown (1996) and Family Environment Scale (FES) by Vohra (1997). Scoring of all the tests was done as per the instructions given in the respective manuals for a sample of adolescents under the study.

**Statistical Techniques:**

The analysis of data following statistical technique was used: Correlation analysis was carried out to find the relationship of dependent variable depression with the independent variables of family environment by employing Pearson's product moment method.

**Correlation Analysis:**

Correlation analysis was carried out to find the relationship between variables i.e. relationship of dependent variable with independent variables. Correlation coefficient between two variables reflects the relatedness or association between the variables (Asthana & Bhushan, 2007).

**Table no. 1**

**Intercorrelation Matrix of the Dependent Variable Depression with Independent Variable of Family Environment**

Variable	Dep	Cf	Co	Ex	In	Mo	Or	Re
Dep	1							
Cf	-.071	1						
Co	-.244	.184	1					
Ex	-.225	.138	.421	1				
In	-.193	.164	.334	.383	1			
Mo	.000	.175	.184	.022	.010	1		
Or	-.061	.251	.375	.161	.055	.243	1	
Re	-.078	.177	.270	.227	.207	.147	.332	1

**Depression and Family Environment:**

The relationship of depression with seven dimensions of family environment i.e. The Competitive framework. Cohesion. Expressiveness, Independence. Moral orientation. Organization and Recreational orientation.

A negative and significant relationship was found between depression and competitive framework dimension ( $r = -0.071$ , significant at 0.05 level).

Depression was significantly and negatively correlated with cohesion for total sample ( $r = -0.244$ ).

A significant and negative relationship was observed between depression and expressiveness ( $r = -0.225$ ).

Negative and significant relationship emerged between depression and independence dimension of family

environment ( $r = -0.193$ ). This result indicated that the level of depression decreases as independence increases and vice versa.

No significant relationship was found between depression and moral orientation dimension ( $r = 0.000$ ).

No significant relationship was observed between depression and the organization dimension ( $r = -0.061$ ).

Depression was negatively and significantly related with recreational orientation dimension of family environment ( $r = -0.078$ , significant at 0.05 level of confidence).

### Conclusion:

The negative relationship showed that increase in the extent of participation and interest in social, recreational, political, intellectual and cultural activities leads to decrease in depression among students. It also inferred that the individuals who were more interested in recreational activities were less depressed as compared to those who were less interested in these activities. Above results showed that depression was significantly and negatively related with competitive framework, cohesion, expressiveness, independence and recreational orientation dimensions of family environment but it was not significantly related with moral orientation and organization dimensions. Thus, null hypothesis "There is no significant relationship between depression and family environment among adolescents" stands rejected for competitive framework, cohesion, expressiveness, independence and recreational orientation dimensions of family environment and accepted for moral orientation and organization dimensions of family environment.

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**Cite This Article:** Dr. Jadhav Y. P. (2025). Depression among Collegiate Students in Relation to their Family Environment. In *Educreator Research Journal*: Vol. XII (Issue VI), pp. 6–8. Doi: <https://doi.org/10.5281/zenodo.18514935>