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A Review Study on Depression of Secondary School Students

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ABSTRACT

Academic performance, emotional growth, and overall well-being are all negatively impacted by depression, which has emerged as a major mental health concern among secondary school children. This study reviews the literature on the causes of depression in teenagers and draws conclusions about the roles played by academic pressure, family dynamics, socioeconomic status, peer pressure, media exposure, and other school-related issues. The research goes on to discuss how schools, teachers, and parents can help detect and treat depression in its early stages, as well as how coping techniques vary by gender. The study highlights the need of tailored mental health education, intervention programs in schools, and policy-level backing by centring on a regional setting.

Keywords: *Emotional, Resilience, Depression, Psychological, Socioeconomic.*

INTRODUCTION

Depression affects a person's feelings, ideas, and behaviour; it is a serious and common mental illness. A person's academic performance, professional connections, health, and overall well-being are all negatively impacted when depressive illness lasts for a long period, surpassing ordinary sadness or fleeting low mood. A pervasive feeling of worthlessness, decreased energy, trouble concentrating, disrupted sleep, changed appetite, and loss of interest in formerly enjoyable activities are all symptoms of depression. Headaches and extreme fatigue are physical symptoms of depression, although there may be no apparent medical basis for them.

Academic or occupational stress, interpersonal conflicts, traumatic experiences, hormonal shifts, inherited susceptibility, or chronic stress are all potential causes of depression. Exam anxiety, peer pressure, excessive screen time, and a lack of emotional support are common contributors among students and teenagers. The good news is that depression can be cured. People can get well and live fulfilling lives with the help of resources including therapy, counselling, social networks, and medical treatment as needed. In order to mitigate its effects in the long run, early detection and education are crucial.

REVIEW OF LITERATURE

Raniti, M. et al. (2022) investigated that school connection measures how well children interact with their teachers, peers, and the classroom. It has drawn interest as a potentially modifiable protective factor for common mental health issues from both the health and education sectors. It is unknown, nevertheless, how much school connectedness can do to stop young people from developing anxiety



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or despair or help them go away. Evidence for a connection between school connectivity and mental health problems including anxiety and depression was considered in this meta-analysis, along with the effects of programs designed to boost school connectivity on these conditions. Researchers first assessed depression and anxiety outcomes at an average age of 14 years old. Most studies found that higher levels of school connectedness protected against depressive and/or anxiety symptoms, with depression being measured more frequently than anxiety. A few research projects discovered no meaningful correlation. Both intervention trials aimed at boosting school connectivity and alleviating depression through improvements in self-esteem and school relationships. These results imply that a fresh focus for the prevention of anxiety and depression might be school connectedness. We were unable to ascertain whether increasing school connectedness encourages young people who are already depressed and anxious to go into remission. Further research is necessary to explore anxiety, the outcomes of diagnosis, research conducted outside of North America, and intervention trials.

Gunn Pungpapong and Rasmon Kalayasiri (2022) made the statement that in order to evaluate the frequency and risk factors for depression, anxiety, and stress among teenagers under lockdown during the 2019 coronavirus disease (COVID-19) in both Asian and Western nations. Secondary school students participated in an online cross-sectional survey from May to June 2020 using various social media platforms, such as Instagram, Snapchat, WhatsApp, and LINE. We assessed the frequency and intensity of depressive symptoms (Patient Health Questionnaire-9), anxious thoughts (Generalized Anxiety Disorder Scale-7), and stress (Perceived Stress Scale-10) over the previous 30 days using univariate and multivariate logistic regression models. We further searched for statistically significant associations with associated variables such as demographics and social distance. Six out of the ten teenagers in our study who were undergoing lockdowns as a result of the COVID-19 pandemic experienced depression, four experienced anxiety, and one experienced stress. We discovered that these mental health issues were substantially correlated with female gender, older school years, and changes in substance use behaviours.

Nakie, G., Segon, T., Melkam, M. et al. (2022) Numerous studies have demonstrated that students' academic performance is influenced by symptoms of depression, anxiety, and stress, which can hinder their educational attainment and result in school dropout. To date, no research has assessed these three illnesses in high school pupils in Africa. This study aims to evaluate the prevalence of depression, anxiety, and stress, along with their associated factors, among high school students in Northwest Ethiopia. A cross-sectional study was undertaken at an institution. A simple random sample method was employed to pick 849 individuals from six high schools in Northwest Ethiopia. For the purpose of gathering data, a self-administered DASS-21 questionnaire was used. In order to determine which variables were associated with DAS, researchers used SPSS Version 25.0 to run bi- and multi-variable analyses on the collected data.

Karki A, Thapa B, Pradhan PMS, Basel P (2022) Adolescents are particularly vulnerable to the mental health issues of depression and anxiety. It is critical to study the frequency and associated risk factors of



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these common mental disorders in order to lessen their impact. High school students in a metropolitan area of Kathmandu, Nepal, were the subjects of this study, which sought to measure the prevalence of mental health issues and to identify risk factors for them. Four hundred and fifty-three high school students from five different schools in Kathmandu's Tokha Municipality participated in the cross-sectional study. Assessing the intensity of symptoms associated with depression, anxiety, and stress was done using the DASS-21, which is a validated Nepali version of the same instrument. To find variables linked with DAS symptoms that were statistically significant (p -value < 0.05), multivariate logistic regression was used. With a 95% confidence interval (CI) between 51.8% and 61.1%, 55.6% between 50.9% and 60.2%, and 32.9% between 28.6% and 37.4%, the total prevalence of DAS was found to be 56.5%. Factors including nuclear family type, undergraduate major, perceived academic stress, and cyberbullying encounters were significantly associated with depression in the multivariable model. Anxiety was significantly associated with being a female, having a mother without a bachelor's degree, attending a university in the arts or sciences, and having experienced or perceived academic stress. Similarly, there was a strong correlation between stress and being female, having parents who are not present, and having a history of perceived academic stress. The results of this study support the need for school-based counselling services and other preventative steps to help students deal with academic stress and cyberbullying.

Yong Kang Cheah et al. (2021) They showed that mental health difficulties are strongly associated with risky behaviours. The current study aims to investigate the relationship between risk behaviours and mental health in school-aged children, particularly those from ethnic minorities. Data from the 2017 National Health and Morbidity Survey (NHMS) ($n = 8,230$) were used for the analysis. The poll included the whole country of Malaysia. We employed three risky behaviours—drug use, alcohol consumption, and cigarette smoking—to measure the dependent variables. We used probit regressions to look at the relationship between mental health and the chances of smoking, drinking, and drug use. Personal characteristics and way of life were included as control variables. Anxiety, depression, and thoughts of suicide were all influenced by truancy, which in turn reduced the link between these factors and cigarette smoking, alcohol consumption, and illegal drug use. Via the medium of truancy, anxiety, sadness, and suicidal thoughts influenced alcohol use, cigarette smoking, and illicit substance use. Students with anxiety, sadness, and suicidal thoughts were more likely to smoke, drink, and use illegal drugs than their counterparts without any mental health conditions, even after adjusting for demographic and lifestyle variables. Moreover, students who skipped class had a greater propensity to use illegal drugs, alcohol, and cigarettes in comparison to students who did not skip class. In Malaysia, students from ethnic minorities are more likely to engage in risky behaviors when their mental health is in good shape. School administrators and public health administrators need to be aware that kids with mental health conditions are more likely to engage in risky behaviors.

Salelkar SS, Borker (2020) Adolescence is a period of time that is characterized by taking risks, exercising autonomy, engaging in adventurous activities, and making efforts to transition into adulthood. Individuals are susceptible to vulnerability due to a variety of factors, including physical



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and emotional changes, peers, social media, education, and the expectations of their families. It is the purpose of this research to investigate the prevalence of depression, anxiety, and stress among adolescents attending school in Bagdogra who are in the ninth through twelfth grades, to investigate the link between family variables and socioeconomic status, and to identify the co-morbidities that are associated with depression, anxiety, and stress. Methods: A total of 231 students participated in a cross-sectional study that was conducted using the DASS-21 scale. Furthermore, a self-structured questionnaire concerning the composition of families and socioeconomic standing was presented to the participants, and SPSS software was utilized for the purpose of analysis. In total, 76.2% of the population was affected by at least one of the mental disorders that were investigated. Stress was significantly more prevalent in the 12th and 10th grades (55.2% and 55.4%, respectively), while depression was significantly more prevalent in the 12th grade (28.4%), the 9th grade (28.4%), and the 10th grade (27.6%). There was not a significant difference, regardless of age, gender, family composition, or socioeconomic situation, among the participants. The majority of cases of mental illness were shown to occur in conjunction with one another, rather than being isolated from one another. There were eight instances of depression that occurred in conjunction with stress, followed by four instances of anxiety. On the other hand, anxiety was six times more likely to occur in conjunction with stress. To summarize, nearly three out of every four children exhibited symptoms that were associated with at least one of the mental morbidities that were mentioned. There was a statistically significant increase in the prevalence of depression and stress among students who answered board examinations (classes 10 and 12) compared to children who did not answer board exams. Anxiety, depression, and stress were all strongly correlated with one another.

Nurina Nadhira et al. (2018) Depression is a real and persistent mental health issue, which they investigated. The goal of this study is to identify the factors that contribute to depression in adolescents, regardless of its severity. We examine the relationships between teenagers and their parents, the teenagers' participation in physical activities, and their emotional stability. In Muar, Johor, high school students participated in this study. In order to gather data for this study, the researcher employed a quantitative approach using questionnaires. The researcher found that teenagers' interaction with their parents and their participation in physical activity were normal; however, their emotional stability was abnormal and linked to depression.

Sharma G. and Pandey D. (2017) Stress, worry, and depression are among mental health issues that researchers found to put a lot of pressure on students to do well in school. Poor academic achievement is a direct outcome of all of the aforementioned factors. Few studies have been carried out in Chhattisgarh in the last several decades, particularly concerning the mental health and academic achievement of students. In an effort to fill that information vacuum, this study investigated the links between academic achievement and mental health issues including stress, anxiety, and depression. The participants in this study were 120 eleventh graders, 60 of whom were male and 60 of whom were female, recruited at random from public schools in the outlying



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Mahasamund district of Chhattisgarh. In order to gauge the degree to which students were anxious, depressed, and stressed out, we administered the ADSS (anxiety, depression, and stress scale). The data will be analyzed using a correlational study approach. Academic performance was the dependent variable in the hierarchical multiple regression study, which revealed a robust inverse relationship between anxiety and depression. Also, researchers found that stress significantly correlated positively with academic performance. There is a strong correlation between students' mental health and their academic achievement.

Kumar KS, Akoijam BS (2017) Mental health issues including stress, anxiety, and depression are concerning because they tend to arise at this time in life. Many people experience anxiety throughout adolescence due to the many changes that take place in their bodies, minds, and sexuality. Finding out how common mental health issues like sadness, anxiety, and stress are among Imphal's higher secondary school students was the driving force behind this study. Other objectives included looking for correlations between these mental health issues and demographic variables like gender, socioeconomic status, and religious affiliation. In the months of September and October 2014, a cross-sectional study was conducted among students enrolled in higher secondary schools in Imphal. The final tally for the sample was 750 persons. Every single student from each of the seven randomly selected schools took part in the study. The research approach that was employed was a questionnaire that comprised sociodemographic factors and the Depression Anxiety Stress Scale (DASS). Of the 830 adult respondents surveyed, 19.5% reported depressive symptoms, 24.4% anxiety, and 21.1% tension. Over eighty-one % of those who took the survey had a diagnosis of one of the diseases or conditions studied, and thirty-four % had diagnoses of all three disorders. Anxiety ($P = 0.00$) and stress ($P = 0.04$) were shown to be significantly correlated among females, suggesting that depression, anxiety, and stress were all highly prevalent among this demographic. With p-values of 0.00 and 0.02 respectively, the stress and depression prevalence rates were significantly higher among students in the 12th standard. All three mental health issues were prevalent; however, worry and stress were much more common in women. Conversely, stress and despair were significantly more common among students in the 12th standard. It is suggested that further research be undertaken to identify the factors that generate different mental illnesses.

Latiffah Abdul Latif et al. (2016) They looked into the fact that studies on the causes of adolescent depression are few in Malaysia. The present research set out to do just that—evaluate the frequency of depression and its associated variables among secondary school students in Pasir Gudang, South Malaysia. We used a validated Depression, Anxiety, and Stress Scale (DASS) 12 questionnaire to measure mental health symptoms, demographics, and risk factors among 2,927 teenagers (13 to 17 years old) attending urban secondary schools in this cross-sectional study. The majority of the Malay population was composed of female respondents, who accounted for 53.1% of the total. Among those who took the survey, 33.2% experienced mild depressed symptoms, while 21.5% reported moderate symptoms, 18.1% severe symptoms, and 3.0% extremely severe symptoms. Logistic



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regression research revealed that depressive symptoms were three times as common among people of Chinese descent or with lower average grades, and twice as common in people from single-parent homes. The results of this study demonstrated that demographic features, academic performance, and risky behaviours all play important roles in the development of depression in adolescents.

CONCLUSION

A rising mental health concern, according to the review study, is depression among secondary school students. There are several factors that contribute to adolescent depression, including peer pressure, rising internet exposure, family problems, socioeconomic status, test stress, and academic pressure. Secondary school kids are particularly at risk for mental health disorders due to the combination of their inadequate emotional coping skills and the transitory time of adolescence. School counselling services and mental health education are severely underfunded in the area, according to the study. Many times, parents and teachers miss the first signs of depression, which means they don't intervene quickly enough. Consistent psychological assessment, school-based mental health programs, and awareness campaigns are critically important to ensure children's emotional wellness, according to the results.

In conclusion, in order to effectively address the issue of depression among secondary school kids, a collaborative approach that includes schools, families, mental health experts, and policymakers is required. The improvement of the mental health and overall development of teenagers in the district can be significantly aided by, among other things, the strengthening of counselling services, the reduction of academic stress, and the promotion of a supportive school environment and surroundings.

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23rd February, 2025, Nagpur, Maharashtra, India.

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