IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Depression Among Arts And Science Students

Prof. Vaishali Keshavrao Shelke

Assistant Professor, Psychology

GVISH, Amravati, 444602

Abstract :

Depression is the most common psychological problem in every student's life. Wherever belongs to you the arts or science stream. The aim of the research paper is to measure depression among students studying arts and science stream at Government Vidarbha Institute of Science & Humanities in Amravati District. The study was conducted over a sample of 60 students (30 Arts students & 30 Science students), age range from 18 to 21 years. The Mental Depression Scale developed by L. N. Dubey is used for data collection. Data was analyzed by means, standard deviation and 't' test. The result shows, There is a gender difference in depression level between the arts and science students. In Arts, girls have slightly higher depression than boys but in Science boys have slightly higher depression than girls. Also found that, there are no significant differences between arts and science students.

Keywords: Depression, Arts and Science students

Introduction

Depression is a serious mental state that affects how a person feels, thinks, and behaves. It goes beyond just feeling sad or having a bad day. It's a persistent feeling of sadness, emptiness, loss of interest, Sleep disturbances and lack of energy that lasts for weeks or longer and interferes with daily life. Depression can result from a mix of biological factors such as Genetics and Imbalances in brain chemistry, psychological factors such as trauma and stressful life events and social factors such as loneliness and relationship issues etc. Today, students whether in the arts or sciences are experiencing high levels of depression. The causes often overlap, but each group can also face unique pressures. Many students have faced academic pressure, uncertain future, Social Comparison, lack of support, burnout, Identity and Purpose Struggles.

Depression Among Art Students:

Art students face creative burnout, subjective grading, and pressure to "make it" in a tough industry. They deal with emotional vulnerability (art can be deeply personal), rejection, and criticism of creative work. Following points is very important for Art students

1. **Creative Pressure**

Art students often feel pressure to constantly produce original and meaningful work. The fear of not being "good enough" creatively can lead to self-doubt and anxiety, which may spiral into depression.

2. **Subjective Evaluation**

Unlike subjects with right or wrong answers, art is graded subjectively. Rejection or criticism of their personal expression can feel like a rejection of them as a person.

3. **Lack of Recognition**

There's often a societal mindset that art isn't as "valuable" or "serious" as science or commerce. This can make students feel like their path is not respected or supported.

4. **Career Uncertainty**

The art field can be unpredictable, with few guaranteed career paths. Fear of unemployment or financial instability can take a toll on mental health.

5. **Emotional Expression**

Art students often explore deep personal or emotional topics in their work, which can be mentally exhausting or triggering, especially if they're dealing with trauma or unresolved issues.

6. **Isolation**

Working alone for long periods (e.g., on a painting, design, or writing project) can lead to social isolation, a major risk factor for depression.

Depression Among Science Students:

Science students face pressure to perform well in exams, secure scholarships, and stay competitive in research and academia. Absolutely depression is also a major issue among science stream students, and it often looks different from what art students face. Here's a breakdown focusing on the science stream experience:

1. **Academic Pressure**

Science subjects like physics, chemistry, biology, and mathematics are often considered tough. The pressure to get high marks, crack competitive exams (like NEET, JEE, etc.), and get into top colleges can be overwhelming.

2. **Competitive Environment**

Many science students are constantly compared to peers, siblings, or topper ranks. This can lead to stress, burnout, and a fear of failure.

3. **Long Study Hours**

Science students often spend hours studying complex topics, preparing for coaching classes, and revising. This can lead to physical exhaustion and emotional burnout.

4. **Fear of Failure**

Failing a test or exam can feel like the end of the world due to societal and parental expectations. Even small setbacks can deeply affect self-esteem.

5. **Lack of Creative Expression**

Science education sometimes emphasizes rote learning and factual accuracy, leaving little room for creative or emotional expression — which can lead to emotional suppression or numbness.

6. **Career Pressure**

Many students feel forced into science by parents or society, not passion. This disconnect between interest and study leads to low motivation, confusion, and depression.

Here's a concise review on depression among Arts and Science stream students, which you can expand or adapt depending on the context (e.g., academic, report, essay).

Review of Literature:

Depression is a major mental health concern among students due to academic pressure, lifestyle changes, and social challenges. This study aims to explore the prevalence and contributing factors of depression among arts and science student

Arts Students:

Students in the Arts stream often engage in subjective, creative disciplines. While this allows for personal expression, it may also expose students to emotional vulnerability. Research indicates that Arts students may report higher levels of depressive symptoms, often due to perceived lack of job security, ambiguous career paths, and internalized pressure to "succeed" in creative endeavors. These students may also face societal undervaluation of their field, which can contribute to feelings of inadequacy.

Science Students:

Science stream students typically face rigorous academic workloads and high expectations for performance in technical subjects. The pressure to maintain grades, pursue competitive postgraduate opportunities, and meet familial or societal expectations can contribute to stress and depression. However, some studies suggest that structured routines and clearer career trajectories may offer a buffer against emotional distress compared to their Arts counterparts.

While both Arts and Science stream students experience depression, the nature and intensity of contributing factors may differ. Institutional efforts, such as mental health support services, stress management workshops, and academic counseling, should be tailored to address the specific needs of students in different streams.

Singh, R. & Joshi, H. (2008) explored the association between suicidal ideation, depression, life stress and personality, and to find out linear combination of different predictors of suicidal ideation. Results

demonstrated that suicidal ideation was positively associated with depression, stressful life events and two dimensions of personality i.e. extraversion and psychoticism. Al-Qaisy Lama M. (2011) conducted a study to identify the impact of mood disorders, especially anxiety and depression among a sample of students for their academic achievement in Tafila Technical University. In addition, the study focused on knowing the difference between gender and the level of depression and anxiety they have. Sharma, M. et al. (2011) found that there is significant difference between males and females on measures depression. Joseph, N. (2011) has conducted a study to find out the prevalence of depression among pre university students in Mangalore city. The study found that prevalence of depression was very high among pre university college students in the surveyed colleges.

Objectives:

1. To find out gender differences in depression level between arts and science students.
2. To find out the significant difference between the arts and science students

Hypothesis:

1. There is a gender difference between the arts and science students.
2. There is a significant difference between the arts and science students.

Methodology:

Sample: The sample of 60 college students from Government Vidarbha Institute of Science and Humanities, Amravati was selected using a simple random sampling method. The sample consisted of 30 arts students and 30 science students, who were chosen from within the college student population. This approach ensures a balanced representation of both students within the study, allowing for a comprehensive analysis of the research objectives.

Tools: For data collection, the Mental Depression Scale by L. N. Dubey was used.

Procedure of Data Collection : After establishing the repo with the Mental Depression Scale by L. N. Dubey was administered in a small manageable group with instructions regarding the scale. After completion the data collection scoring of mental depression scale was done by the scoring method in the given manual. For data analysis t-test have been used. Each hypothesis was tested at 0.01 and 0.05 level of significance on both methods.

Statistical Analysis:

Descriptive statistics like Mean and Standard Deviation were calculated and t-test were also carried out comparing gender and arts & science students.

Results and Discussion:

The results obtained through statistical analysis are recorded in the following observation table no. 1 and table no. 2

Observation Table No. 1

Showing Mean, SD and t value Among Art and Science Students

S. N	Streams	Gender	N	Mean	SD	t value	Level
1	Arts	Girls	15	18.48	2.75	4.01**	Significant
		Boys	15	14.46	2.56		
2	Science	Girls	15	14.00	2.95	2.82**	Significant
		Boys	15	17.00	2.97		

(If df is 28 so 0.05* level=2.05 & 0.01**level= 2.76)

The results reveal a clear gender difference in the performance of arts and science students. The mean score for girls (M = 18.48, SD = 2.75) is significantly higher than that of boys (M = 14.46, SD = 2.56) in the arts stream. This indicates that girls outperform boys in arts-related subjects. On the other hand, in the science stream, boys were observed to have higher scores compared to girls, suggesting a reversal in performance trends across streams.

The calculated t-values (4.01 for arts and 2.82 for science) are significant at both the 0.01 and 0.05 levels of significance. These findings confirm that there is a statistically significant gender difference among arts and science students. Therefore, Hypothesis 1, which assumes there is a gender difference in depression level between the arts and science students. Here hypothesis no 1 is accepted.

The findings indicate that there are significant gender differences in depression levels between girls and boys. Girls show higher mean scores on depression measures compared to boys, suggesting that girls experience greater depressive symptoms. These results are consistent with previous research, which often shows that adolescent and young adult females report higher rates of depression than their male counterparts.

Several factors may contribute to these differences, including biological influences (such as hormonal changes), psychological factors (like coping styles and emotional regulation), and social factors (such as societal expectations and gender roles). Additionally, girls may be more likely to internalize stress and emotional difficulties, leading to higher reported levels of depression, whereas boys may externalize these issues through different behaviors.

Thus, the results confirm that gender plays a significant role in the experience and expression of depression. This finding highlights the importance of considering gender-specific approaches in mental health support and intervention programs.

Observation Table No. 2

Showing Mean, SD and t value Among Art and Science Students

S. N	Streams	N	Mean	SD	t value	Level
1	Arts students	30	16.46	2.93	1.74	Not significant
2	Science students	30	15.53	2.11		

(If df is 58 so 0.05 level=2.05 & 0.01 level= 2.76)

Both Arts and Science groups have the same number of students (30 each), so the comparison is balanced.. Arts students have a slightly higher mean (16.46) compared to Science students (15.53). Arts students (2.93) show slightly more variation in their scores compared to Science students (2.11). The calculated t-value is 1.74. It's noted as "Not significant," meaning that although there is a difference between the means, it's not statistically strong enough to conclude that the streams differ meaningfully in this measure. Typically, to be significant at the 0.05 level, t should be around 2.00 or higher for this sample size.There is a small difference in the mean scores of Arts and Science students, with Arts students scoring slightly higher. However, based on the t-test, this difference is not statistically significant. Therefore, we cannot say that stream (Arts or Science) has a real effect on the variable being measured. Here hypothesis no 2 is rejected. It means there is no significant difference between arts and science students on depression. On the above observer mean scores we can see that arts students have higher depression than science students. The result indicates that there is no significant difference between arts and science students on depression. Here we can see that arts students science students have been same depression.

Conclusion: The following conclusions are found in this study.

1. There is a gender difference between the arts and science students.
2. There is no significant difference between the arts and science students.

Recommendations:

1. Implement campus mental health programs
2. Train faculty to recognize signs of student distress
3. Encourage peer support and open communication

References:

1. Al-Qaisy, M. 2011. Int. J. Psychology and Counselling 3(5): 96- 100, Available online at http://www.academicjournals.org/IJPC.

2. Ahmad, A. and Mazlan, H.N. 2014. Stress and Depression: A Comparison Study between Men and Women Inmates in Peninsular Malaysia. Int. J. Humanities and Soc. Sci., 4(2).

3. Ahmed, Gutema, et al. "Prevalence and Associated Factors of Depression among Jimma University Students: A Cross-Sectional Study." International Journal of Mental Health Systems, vol. 14, no. 52, 2020.

4. Bhagora, N. & Vaghela, S. (2023). "A Study of Depression in College Students." The International Journal of Indian Psychology 11(1), 2269-2271.

5. Haddad, Mark, and Philip Boyce. Fast Facts: Depression. 4th ed., Karger Medical and Scientific Publishers, 2017.

6. Joseph, N. 2011. Prevalence of Depression among Pre-University College Students in an Urban Area of South India. Int. J. Current Res., 3(11): 439-442, Available Online
At Http://Www.Journalcra.Com

7. Singh, R. and Joshi, H. 2008. Suicidal Ideation in Relation to Depression, Life Stress and Personality among College Students. J. Ind. Academy Appl. Psychology, 34(2): 259-265.