Depression and Hope among College Students as a Function of their Gender and Social Class

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ABSTRACT: In an effort to learn more about college students' experiences with depression and hope, In addition to the questions, a personal information about college student of university was sent to gather additional demographic information about the participants. The information was interpreted using a t-test and one-way analysis of variance. The research found that female students were more likely to experience despair and less likely to have high levels of hope. Furthermore, compared to students from medium and upper socioeconomic backgrounds, students from lower socioeconomic backgrounds reported significantly higher levels of depression. Again, pupils from lower socioeconomic backgrounds reported lower levels of optimism than their middle-class and affluent counterparts. Students in the intermediate socioeconomic range, in contrast, reported greater levels of depression than those in the upper socioeconomic range. Aside from this, however, there were no discernible variations in optimism between pupils of moderate and high socioeconomic class.

KEYWORDS: Depression, Hope, University Students.

I. INTRODUCTION

Butcher et al. (2007) state that a diagnosis of a psychological illness is made when an individual displays aberrant and dysfunctional patterns of thought, emotion, or conduct that cause them considerable suffering over an extended period of time. Mirowsky& Ross (2007) found that depression and anxiety were the most common reactions to psychological discomfort. Sadock & Kaplan (2007) call depression a "complex disorder" having far-reaching consequences for many aspects of everyday life, including relationships, productivity at work, and more. According to NICE (2009), symptoms of depression include a loss of enthusiasm for daily activities, a failure to take proper care of oneself, an inability to focus, and even feelings of terror. It seems that the population investigated and socio-demographics (such as sex and age) have a role in determining the prevalence of depression. Seligman called depression "psychology's common cold" in 1973 because of how often it was being diagnosed. Many people suffer from depression, which may have major medical and social repercussions. cause significant distress; those with lower incomes are more likely to report feeling depressed than those with higher incomes. Women may at least two times as likely as men to have severe bouts of unipolar depression (World Health Organisation, 2014). It is unknown if psychological, physiological, or other gender-related factors contribute to the higher incidence of depression in women, as stated by the National Institutes of Mental Health (2013). High levels of anxiousness in childhood have been linked to the development of depression and other long-term mood disorders. Without treatment, the problem will only become worse as the child grows up. It might be difficult to see signs of depression in the elderly. Most persons over the age of 65, including those with serious illnesses or physical impairments, say they are content with their lives.

Depression has been linked to a variety of negative outcomes, including underachievement in school, marital problems, thoughts of self-harm, and even attempted suicide. found that 63.6% of college students reported feeling depressed, with the majority experiencing moderate to severe or extreme cases of the mental health issue. Previous studies found that the prevalence of depression among college students was much higher than

in the general population. To examine the relationship between depression and socioeconomic class, surveyed 331 college students. They found that 15.1% were clinically depressed, 22.7% were experiencing mild depression, 33.5% were experiencing moderate depression, and 28.7% were experiencing severe depression.

The upper middle class has been proven to have a higher incidence of depression than lower socioeconomic groupings. Researchers in Malaysia discovered that 27.5% of college students there had mild depression and 9.7% had severe or extremely serious depression. According to Kelly et al. (2008), women are twice as likely as men to experience depression. Bitsika et al. (2010) looked at the differences in anxiety and depression between male and female college students in Australia and found that women were more depressed than men.Contrary to the assumption stated by Pappas (2013), several studies have connected poverty to higher rates of mortality and illness, regardless of whether the underlying cause of death was infectious or not. During the covid-19 outbreak in Nigeria, Agberotimi et al. (2013) wanted to investigate the relationship between respondents' socioeconomic level and their mental health. Two-and-a-half times as many people from a typical income background (22.8 vs. 20.2%, respectively) experienced depression as those from either a high or low income background. Low socioeconomic status was linked to higher rates of depression, as was shown by Freeman et al. (2013). Low-income people and the elderly have a greater risk of depression, while there is a dose-response relationship between education and income, reported to a meta-analysis by Lorant and associates (2003). Koster et al. (2006) conducted another long-term study and showed that seniors from lower socioeconomic backgrounds were twice as likely to have depression as seniors from better socioeconomic backgrounds.Optimism, on the other hand, has been related to less depression and better coping.
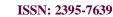
In positive psychology, hope is seen as a paradigm that incorporates not just positive outcomes but also objectives, agency thinking, and routes. Confidence marked by ambiguous expectations is important to the process of wishing for a good, realistic, and individually meaningful future, as described by Dufault and Martocchio (1985). According to R. Bernard (1999), hope is a human quality that helps us overcome hardship, realise our ambitions, and bear the inevitability of uncertain outcomes. Snyder (1994) defines optimism as the conviction that a desired outcome may be attained via a combination of chance and deliberate action.
Hope consists of a goal, a set of pathways, and the ability to exert influence. Whereas, the subject's goal is the end state that, with the right amount of encouragement, may be reached through these pathways. Again, one's sense of agency is comprised of the notion that one can initiate or continue activity towards wanted goals and the conviction that one can establish feasible routes to desirable objectives. According to Fredrickson's (2009) view, it is only in the face of adversity that individuals are able to discover hope in themselves and develop resilience.
Because it reflects an individual's ability to inspire and maintain drive towards a goal, Charles R. Snyder proposed in 1994 that hope should be identified as a kind of cognitive skill. Snyder (1994) observed that optimism and determination go hand in hand, but that there is now a vast chasm between the two ideals that used to point the way to a better tomorrow. Results were in line with those found by Eric Berne (1974) and Berger (1973).

A positive approach improves not just scholastic and athletic performance, but also well-being, self-worth, and social relationships. Lazarus and Launier (1978) found that those who had hope were better able to deal with stressful situations by seeing these circumstances as challenges as opposed to threats. Individuals who maintain hope after setbacks are more resilient overall. Hope has been related to benefits in mood, depression, and anxiety. Numerous studies have shown the antidepressant effect of hope to be quite persistent over time and in different contexts.

 among fact, optimism has been shown to be a useful predictor of depression among students in college (Arnau et al., 2007). A research by Alvi et al., 2013 found that men of all ages and both sexes are more optimistic than women. Scientists discovered an inverse relationship between pessimism and depression. Teens that have optimism had superior academic outcomes, athletic performance, health outcomes, problem solving abilities, and psychological well-being. In addition to self-compassion, self-esteem, life happiness, and optimism, high

levels of hope were shown to be connected with these variables in a research by Ciarrochi et al. (2007). Again, Joseph Ciarrochi (2013) found that girls are often more upbeat than guys are in the start. Students who set lofty goals for their academic performance tended to achieve those goals more successfully than their less ambitious classmates. Research by Michael (2000) shows that those with low hope are less likely to concentrate on the right stimuli for learning and creativity because they are preoccupied with pessimistic self-reflection and ruminative thinking. Researchers Feldman and Snyder (2005) found that " greater hope is closely connected to a deeper belief in meaning in life."

II. RATIONALE OF THE STUDY

One of life's most difficult experiences is likely to be making the leap from infancy to maturity. Compared to the general population, college students are at increased risk for psychological distress and major mental health problems including depression. Diabetes, coronary artery disease, cancer, diseases such as Parkinson's, alcohol misuse, self-harming habits, and suicidal thoughts are all linked to depression. Suicidal thoughts are a real possibility if you're depressed. Recent studies have shown COVID-19 as a significant cause of mental disease in people.

Depressive symptoms were also associated with an individual's level of hope. In addition, high hope scores were related to psychological well-being and individuals with high hope levels were more likely to adapt with life's obstacles than the counter parts and used appropriate coping strategy in the face of crisis situations. It is important for individuals to examine their mental disorder because of the contributions they may make to society and to the nation. Western cultures have conducted the vast majority of research on melancholy and optimism. During this pandemic time, the incidence of depression has increased, according to a few research completed in Bangladesh. However, the author ignored potential confounding variables that may affect students' levels of sadness and optimism. The current author believes it is crucial to study, in a laboratory setting, how gender and socioeconomic position affect college students' levels of despair and optimism. When this research is done, it will help raise people's consciousness of the importance of mental health. These results provide light on how gender and socioeconomic position affect college students' levels of sadness and optimism. Teachers, parents, researchers, psychologists, clinical psychologists, and policymakers will benefit from understanding the results so that they may implement measures to mitigate the effects.

III. PROCEDURE

Participants were encouraged to ask the researcher any questions they had, and the researcher would do their best to answer them. Researchers then gathered the completed questionnaires from the respondents and again examined their accuracy. The investigator concluded by expressing appreciation for their time and assistance. Within the time frame of three months, all data were obtained. Ethical and moral concerns were explicitly addressed in this work
They were told to make sure everything was filled out and not leave anything out. They were also informed that there was no right or wrong answer and that they should fill out their response as soon as they could.

IV. RESULTS

The t-test and one-way analysis of variance (ANOVA) in IBM SPSS version 26 were used to compare and contrast the data in accordance with the study's aims. All of the SPSS normalcy tests that were performed prior to the use of inferential statistics are listed below in chronological order.

Table No.1 Descriptive Statistics and test of normality for depression, and hope score of the students

Measured Variable	M	SD	Skewness Statistics	Skewness Z	Kurtosis Statistics	Kurtosis Z
Depression Scale Score	105.61	12.91	-.253	- 1.79	-.204	-0.73
Hope Scale Score	46.00	9.11	-.050	-0.35	-.401	-1.42

The Z values for skewness and kurtosis of the sadness score are -1.79 and -0.73, respectively, while the Z values for the hope score are -0.35 and -1.42, as shown in Table 1. Both the despair and hope scores are regularly distributed if they fall within a range not exceeding +1.96 standard deviations.

V. CONCLUSION

A large inverse correlation was found between hope and depression. In addition, there was evidence of a strong positive and negative correlation betweendepression and route thinking. Depression did not predict agency thinking, although depression significantly predicted agency thinking.

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