Impact of Loneliness and Depression among school going students

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Abstract:

Now a days, loneliness is spreading like a fire. It affects the each and every individual at some point. Due to this, depression increases day by day. And it results into some serious illness. Loneliness and depression definitely affect the life of school going students. This age of school going is very crucial for every child or we can say very important for every child because this time period is the only time when students can make their life and make their parents proud. But, if loneliness and depression symptoms occur then life of the students disturbed: their academic achievement, their friendship, their family members and social groups get disturbed day by day and they loss their interest in everything. They not only lose their identity but also not able to adjust in their environment. If they are not ready to adjust in society then how society will accept them and how they function their whole life with that society. The present study examines the impact of loneliness and depression among school-going students. The sample consisted of 100 school going students. For collection of data, UCLA Loneliness scale and BDI depression scale were utilized. For data analysis, correlation, t-test, mean, and standard deviation methods were used. The results demonstrated that there isn't a noticeable variation in loneliness and depression with respect to gender, residential status and family type. However, there is positive relationship between loneliness and depression.

Keywords: Loneliness, Depression, Adolescents, Gender, Age, Residential Status.

Introduction:

Loneliness can lead to feelings of inadequacy in social situations. A lonely individual may believe that something is missing with him or her and that no one understands what he or she is going through. A person like that will become less confident and cautious to try new things out of concern for more social rejection. In severe cases, a person may feel empty inside, which can result in clinical depression. Numerous factors can contribute to loneliness, and it is associated with a range of life experiences. Lack of interpersonal ties in childhood and adolescence, or the real absence of meaningful people around a person, is the root cause of loneliness, sadness, and involuntary celibacy. However, there are advantages to loneliness as well. Chronic depression is one social or psychological condition that loneliness can be a symptom of. Many people encounter loneliness for the first time when they leave a child alone. In the self-obsessed world of today, being alone is seen as a dreadful and shameful condition. It is challenging because it is unique to each individual.

Loneliness Defined:

There are various causes of loneliness, and it is commonly confused with related but different conditions including depression and poor self-esteem. But if the word "loneliness" is said out, everyone will understand what it means to them and how awful it may be. No matter how much they try to pretend otherwise, everyone experiences loneliness to some degree; it's a part of life. Nursing literature takes a very simplistic, surface-level approach to loneliness when discussing whether or not such a devastating state of being can be resolved, but this is not a solution. It cannot be solved like a puzzle because it has been buried so deeply in the human psyche. Only relief and pain reduction are possible. This can only be accomplished by raising awareness of this upsetting state among humans, which everyone must experience in one way or another. Peplav and Perlman (1982) defined loneliness as a complex and typically unpleasant emotion characterized by a profound sense of emptiness and solitude. Although there are many different causes of loneliness, social, mental, emotional, and spiritual factors can all have an impact. Since people are social creatures by nature, this is a normal occurrence. According to Cacioppo, Patrick, and William (2008), loneliness has also been referred to as social pain, which is a psychological process that warns a person to isolation and encourages them to seek social relationships. Although the majority of people equate loneliness with being by themselves or in a solitary place, loneliness is essentially a mental state. People who are lonely feel empty, unwanted, and alone. People who are lonely long for human contact, but they find it more difficult to form relationships because of their mental health. Many specialists think that being alone isn't the only thing that causes loneliness. What worries most is the

feeling of isolation and loneliness. Additionally, loneliness may be a sign of a mental health issue like depression. Loneliness can also be caused by internal issues like low self-esteem. Individuals who lack confidence frequently believe they are unworthy of other people's regard or the attention of others. Chronic loneliness and isolation may result from this. Although adult-like depressive moods also start to emerge Teenagers may sometimes seem to display symptoms of their underlying depression by acting in ways that differ from how adult depression usually behaves (Bemporad & Wilson, 1978; Weiner, 1975). Maladaptive teenage behaviour, such drug abuse, has been associated with depression, for example (Weiner, 1975; Malmquist, 1971a, 1971b). One could speculate that there is a sharp rise in the prevalence of depression between childhood and adulthood based on the findings of Rutter (1983) and Rutter, Maughan, Mortimore & Ousten (1979).

Objectives:
1. To study the Significant effect on Loneliness and depression with respect to Demographic Variables in the Senior Secondary schools.
2. To study significant difference with loneliness and depression with respect to demographic Variables in the Senior Secondary schools.
3. To study significant relationship with Loneliness and depression with relation to age. in the Senior Secondary schools
4. To study the corelation between Loneliness and depression in the Senior Secondary schools.
5. To explore the impact of Loneliness on depression in the Senior Secondary schools.

HYPOTHESES
Ha1. There is Significant effect on Loneliness and depression with respect to Demographic Variables in the Senior Secondary school.
Ho2. There is no significant difference with loneliness and depression with respect to demographic Variables in the Senior Secondary school.
Ho3. There is no significant relationship with Loneliness and depression with relation to age in the Senior Secondary school.

Ho4. There is no significant relationship between Loneliness and depression in the Senior Secondary school.
Ho5. There is no significant impact of Loneliness on depression in the Senior Secondary school

Methodology:
The present chapter describes the methods and procedures followed for conducting the present study. This includes the method used for investigation, population, nature, and size of the sample selected, tools used for the collection of data, method of data collection, scoring procedure, and statistical techniques used for the analysis of data. The present research attempts at studying the loneliness and depression level of school-going adolescent students of West Bengal in the Darjeeling District. It is based on descriptive research and to realize the objectives of the study, the survey method of descriptive research was used.

Research Method:
A descriptive research design has been adopted for the present study, where primary data was collected using specific questionnaires. The quantitative method has been used because of the great advantage it offers due to available literature, past studies, and previously developed theories. Such theories not only provide a huge knowledge base but also facilitate conclusions for the present study. The present section would assist to look into the operating arrangement and preparation of population, sample, methodology, tools, and so on.

Sample:
The sample consists of 100 people which were classified into three age groups. The age range of school-going boys and girls was 16- 18 years. Students from Xth and XIIth standard were selected from different senior secondary schools in Darjeeling District of West Bengal which are affiliated to ICSE, CBSE and WBSE. Convenient sampling method was used to collect data.

Result And Discussion:
Ha1: There is a significant effect on Loneliness and depression with respect to demographic variables in the Senior Secondary school students.

Table No 1.1: Shows the Socio-Demographic Variables (n=100)

S. No.	Variables	Sub Variables	N	%
1	Age	16 years	32	32%
		17 years	14	14%
		18 years	54	54%
2	Residential Status	Urban area	64	64%
		Rural area	36	36%
3	Gender	Boys	37	37%
		Girls	63	63%
4	Family type	Joint family	56	56%
		Nuclear family	44	44%

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From Table 1.1, it shows that from 100
From Table 1.1, it shows that from 100 participants in the Senior Secondary school students.32 (32%) belongs to 16 years of age group, 14 (14%) belongs to17 years of age group and 54 (54%) belongs to 18 years of age group. In residential status, 64 (64%) belongs to urban area and 36 (36%) belongs to rural area. Then in Gender, there are 37 (37%) belongs to male group and 63 (63%) belongs to female group. At last in Family type, 56 (56%) belongs to Joint Family and 44 (44%) belongs to Nuclear Family.
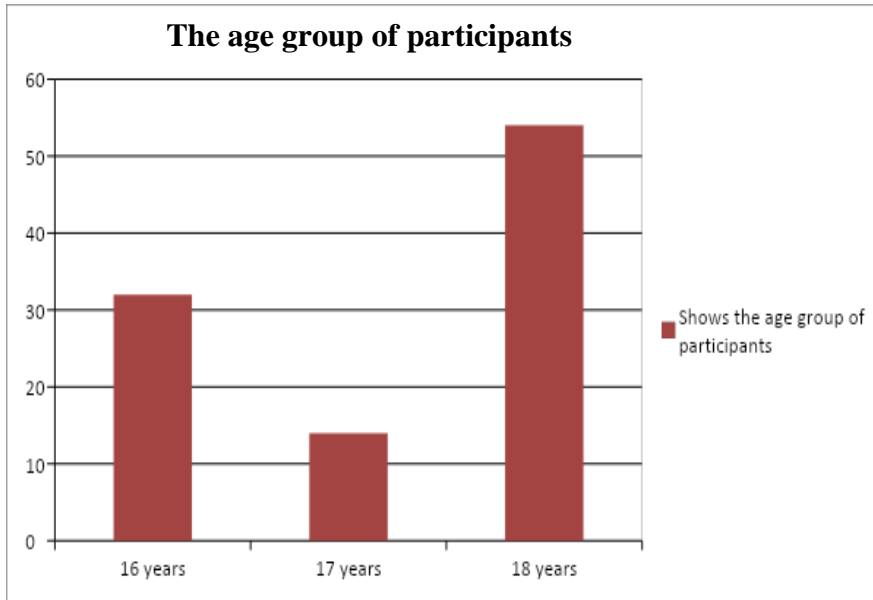

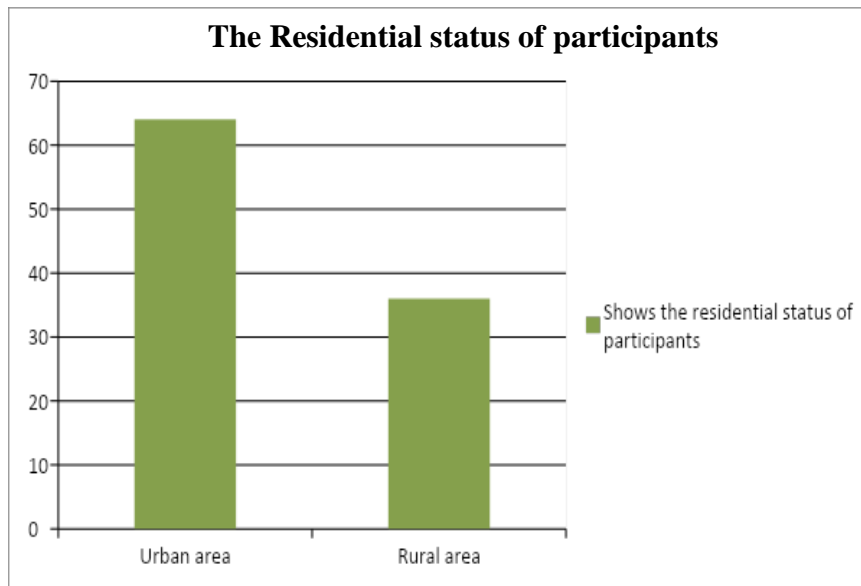**Figure No 1.1: shows the age group of participants.**

Figure No 1.2: shows the residential status of participants
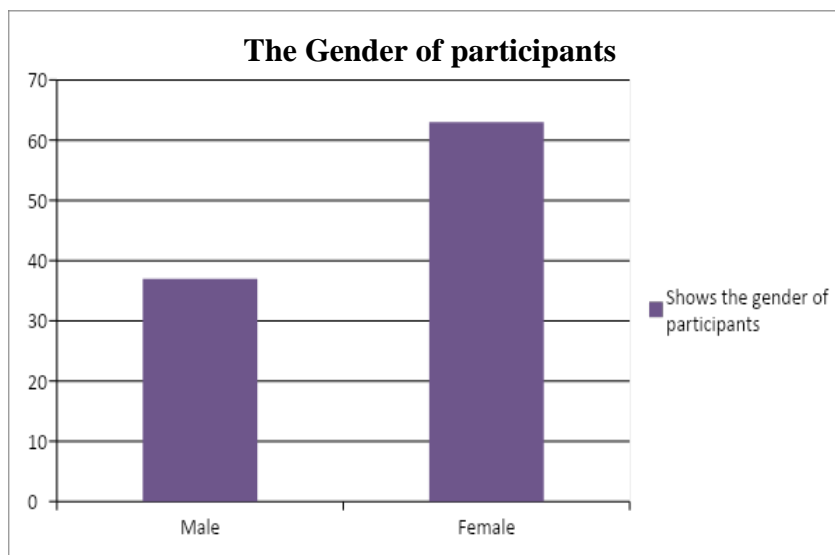
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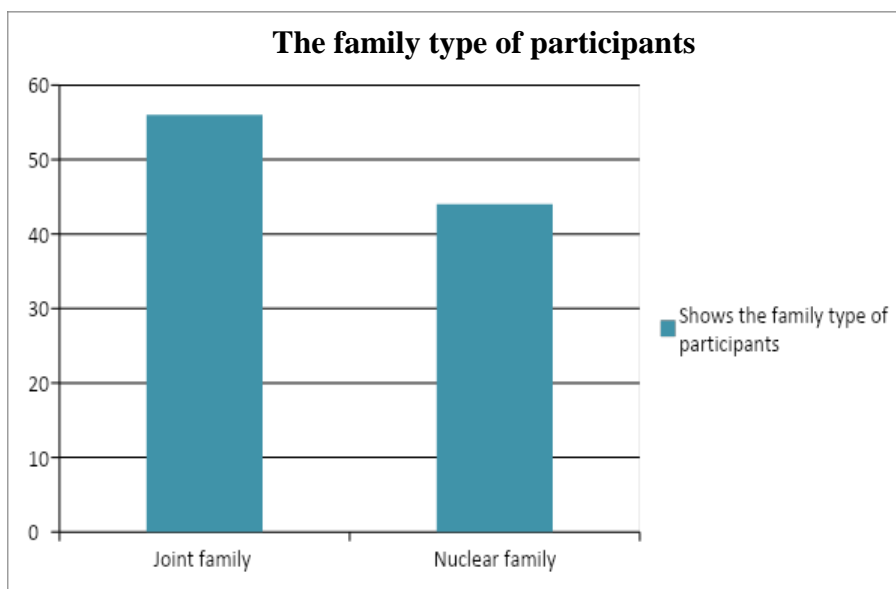**Figure No 1.3: shows the gender of participants.**

Figure No 1.4: shows the family type of participants

Figure No 1.1 shows that from 100 participants in the Senior Secondary school students, 32 (32%) belongs to 16 years of age group, 14 (14%) belongs to17 years of age group and 54 (54%) belongs to 18 years of age group. In figure no 1.2 shows that in residential status, 64 (64%) belongs to urban area and 36 (36%) belongs to rural area. In figure 1.3, shows that in Gender, there are 37 (37%) belongs to male group and 63 (63%) belongs to female group. At last, in Figure no 1.4 it depicted that in Family type, 56 (56%) belongs to Joint Family and 44 (44%) belongs to Nuclear Family.

Table No 1.2: shows the level of loneliness among participants.

Levels	Scores	N	%
Low loneliness	0 – 40	85	85%
High loneliness	41 – 80	15	15%
Total:		100	

From Table No 1.2, it shows that among 100 participants in the Senior Secondary school students. 85 (85%) participants fall in category of low loneliness level and 15 (15%) participants lie in category of high loneliness level in the Senior Secondary school students.

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Figure No 1.5: shows the level of loneliness among participants.

Figure No 1.5 depicted that 85 (85%) participants fall in category of low loneliness level and 15 (15%) participants lie in category of high loneliness level in the Senior Secondary school students.
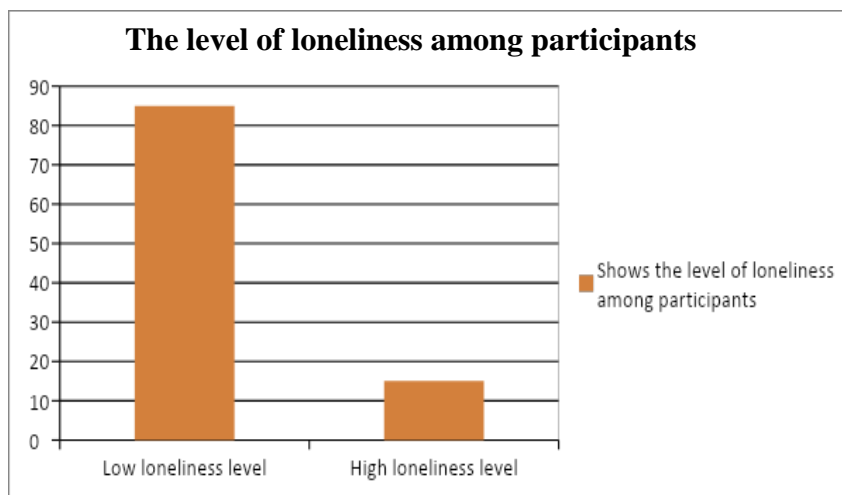
Table No 1.3: shows the level of depression among participants

Level	Scores	N	%
These ups and downs are considered normal	1 - 10	39	39%
Mild mood disturbance	11 - 16	16	16%
Borderline clinical depression	17 - 20	7	7%
Moderate depression	21 - 30	24	24%
Severe depression	31 - 40	11	11%
Extreme depression	Over 40	3	3%

From Table No 1.3, it shows that among 100 participants in the Senior Secondary school students,39 (39%) participants lie in the category of "these ups and downs are considered normal", 16 (16%) participants lie in the category of "mild mood disturbance", 7 (7%) participants lie in the category of "borderlines clinical depression". 24 (24%) participants lie in the category of "moderate depression", 11 (11%) participants lie in the category of "severe depression" and at last 3 (3%) participants in the Senior Secondary school students lies in the category of "Extreme depression".
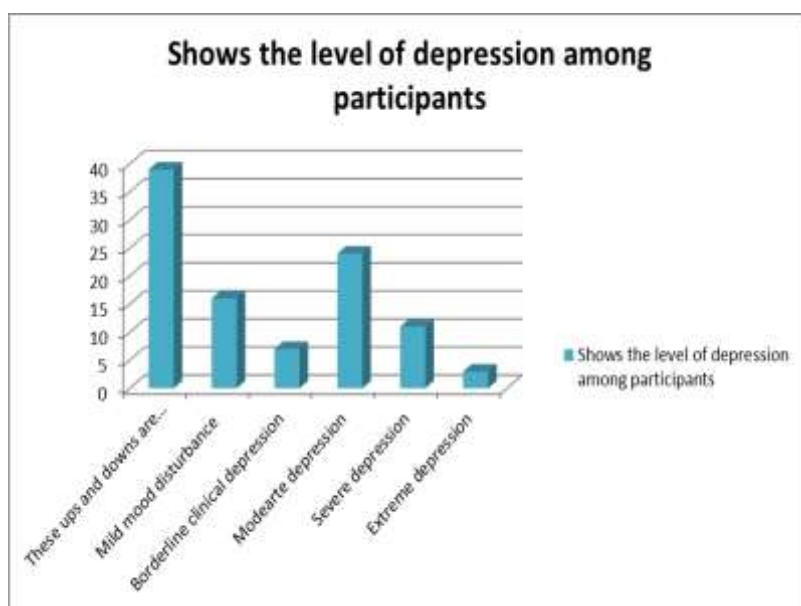

Figure No 1.6: shows the level of depression among participants.

The graphical representation of Figure no 1.6 depicted that among 100 participants in the Senior Secondary school students, 39 (39%) participants lie in the category of "these ups and downs are considered normal", 16 (16%) participants lie in the category of "mild mood

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disturbance", 7 (7%) participants lie in the category of "borderlines clinical depression". 24 (24%) participants lie in the category of "moderate depression", 11 (11%) participants lie in the category of "severe depression" and at last 3 (3%) participants lies in the category of "Extreme depression in the Senior Secondary school students.

From the table1.1,1.2,1.3 it signifies that there is a significant effect on loneliness and depression with respect to demographic variable in the Senior Secondary school students.

Ho2: There is no significant difference with loneliness and depression with respect to demographic variables in the Senior Secondary school students.

Table No 1.4: Displays the P-value, t-test, mean, and standard deviation of loneliness with respect to demographic variables

Sl. No.	Variable	Sub Variables	N	Mean	S. D	t-value	P-value
1	Gender	Boys	37	29.54	11.73	-.006	.995
		Girls	63	29.55	12.18		
2	Residential Status	Urban	64	28.14	12.22	-.1.58	.12
		Rural	36	32.05	11.19		
3	Family type	Joint Family	56	29.91	.339	.34	.74
		Nuclear Family	44	29.09	12.64		

From table no 1.4, it displays the t-test, p-value, mean, and standard deviation of loneliness. Among 100 students in the Senior Secondary school students, there are 37 boys and 63 girls students who are in loneliness. In the urban area there are 64 students and in rural area there are 36 students who are in loneliness. In the joint family 56 students belongs to loneliness and 44 students in nuclear family are in loneliness.

Loneliness and Gender:
The mean of loneliness was found to be 29.54 and 29.55 for male and female group. If p value>.05 then accept null hypothesisThe non-significant p value (.995) indicates that there isn't a significant variation in loneliness with respect to Gender in the Senior Secondary school students.
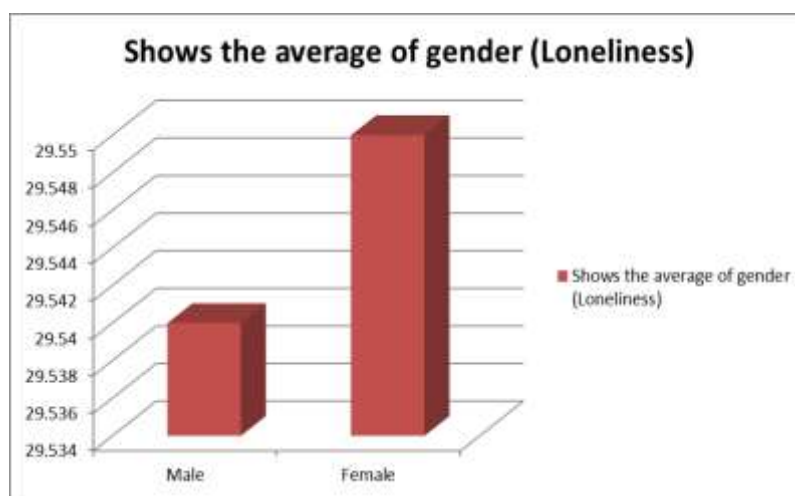

Figure No 1.7: shows the average of gender (Loneliness)

The graphical representation of figure no1.7 shows that loneliness was found to be 29.54 and 29.55 for male and female group in the Senior Secondary school students.

Loneliness and Residential status:
The mean of loneliness was found to be 28.14 and 32.05 for urban and rural group. If p value>.05 then null hypothesis is accepted. The non-significant value (.117) shows that there is no discernible variation in loneliness within residential status in the Senior Secondary school students.
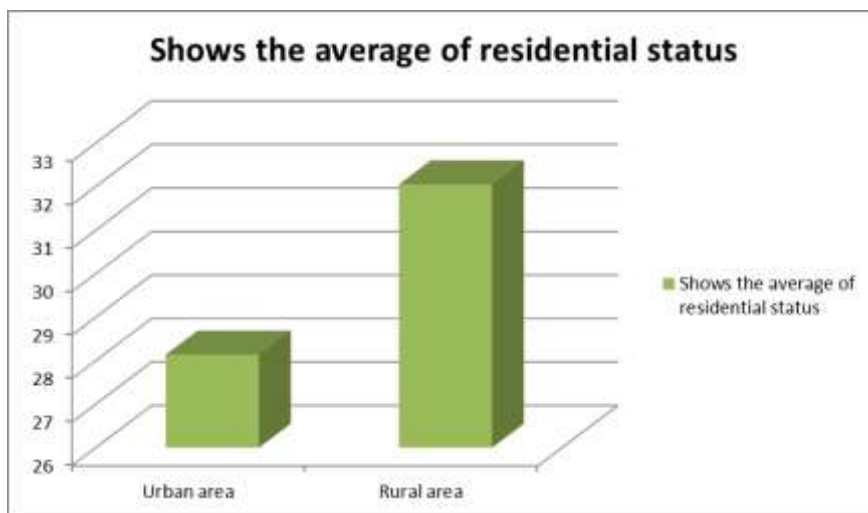
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Figure No 1.8: shows the average of residential status (loneliness).

The graphical representation of figure no 1.8 shows that a of loneliness was found to be 28.14 and 32.05 for urban and rural group in the Senior Secondary school students.

Loneliness and Family type:

The mean of loneliness was found to be 29.91 and 29.09 for joint and nuclear family. If p value>.05 then null hypothesis is accepted. There is no discernible difference in the non-significant p value (.736) loneliness with respect to family type in the Senior Secondary school students.
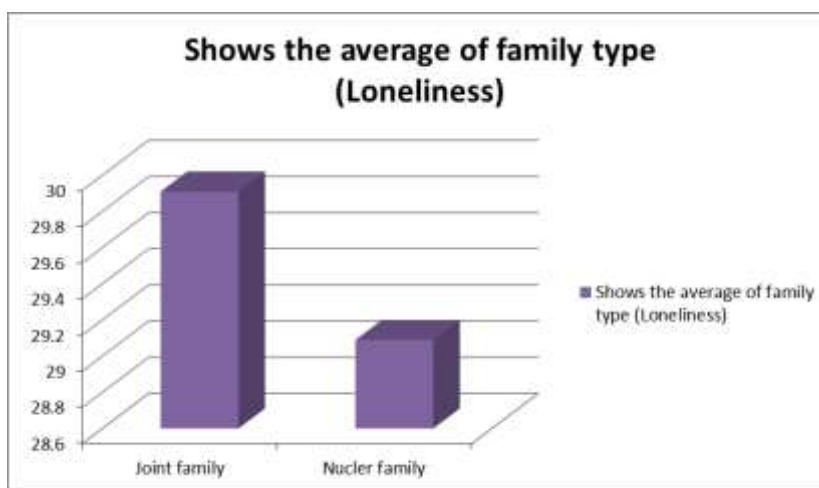

Figure No 1.9: shows the average o family type (loneliness)

The graphical representation of figure no 1.9 shows that loneliness was found to be 29.91 and 29.09 for joint and nuclear family in the Senior Secondary school students.

Table No 1.5: displays the t-test, P-value, Mean, and Standard Deviation of depression with respect to demographic variables

Sl no.	Variables	Sub variables	N	Mean	S.D	t-value	P-value
1	Gender	Boys	37	16.67	12.82	.054	.957
		Girls	63	16.53	11.65		
2	Residential status	Urban	64	15.09	11.50	-1.673	.098
		Rural	36	19.25	12.65		
3	Family type	Joint family	56	17.61	13.23	.752	.454
		Nuclear family	44	15.78	11.05		

From Table No 1.5, it shows the mean, standard deviation, t-test and p-value.

Depression and Gender:

The mean of depression was found to be 16.67 and 16.53 for male and female group. . If p value>.05 then accept null hypothesis. The non-significant value (.957) shows that there isn't a discernible gender difference in depression in the Senior Secondary school students.
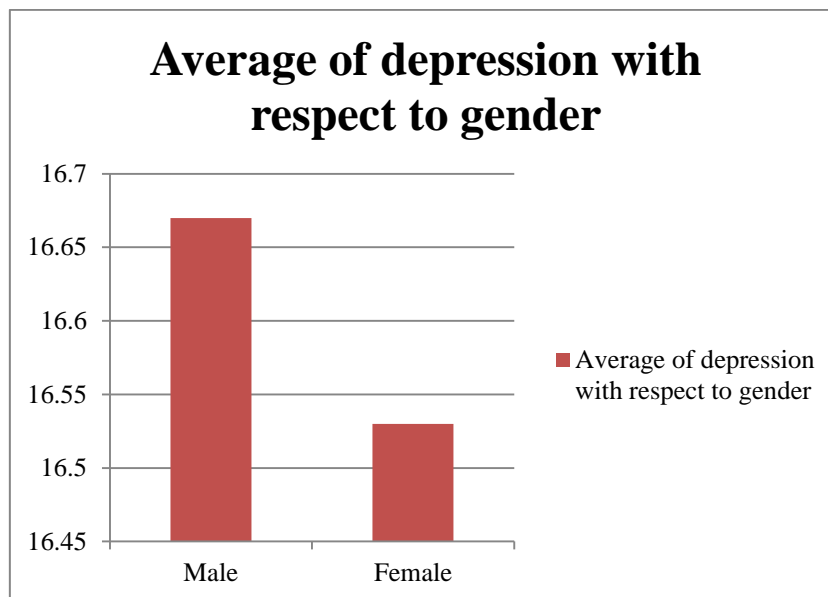
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Average of depression with respect to gender

Figure No 1.10: shows the average of depression with respect to gender.

The graphical representation of figure no 1.10 shows that the depression was found to be 16.67 and 16.53 for male and female group in the Senior Secondary school students.

Depression and Residential status:

The mean of depression was found to be 15.09 and 19.25 for urban and rural group. If p value>.05 then accept null hypothesis. The non-significant p value (.098) demonstrates that there isn't a noticeable difference in depression with respect to residential status in the Senior Secondary school students.
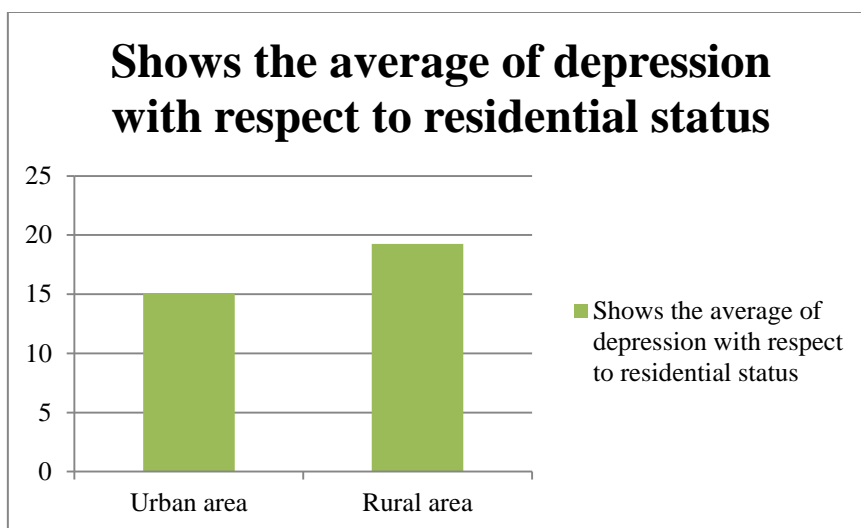
Shows the average of depression with respect to residential status

Figure No 1.11: shows the average of depression with respect to residential status.

The graphical representation of figure no 1.11 shows that the depression was found to be 15.09 and 19.25 for urban and rural group in the Senior Secondary school students.

Depression and Family type:

The mean of depression was found to be 17.61 and 15.78 for joint and nuclear family. If p value>.05 then null hypothesis is accepted. The non-significant value (.454) indicates that there isn't a noticeable variation in depression with respect to family type in the Senior Secondary school students.
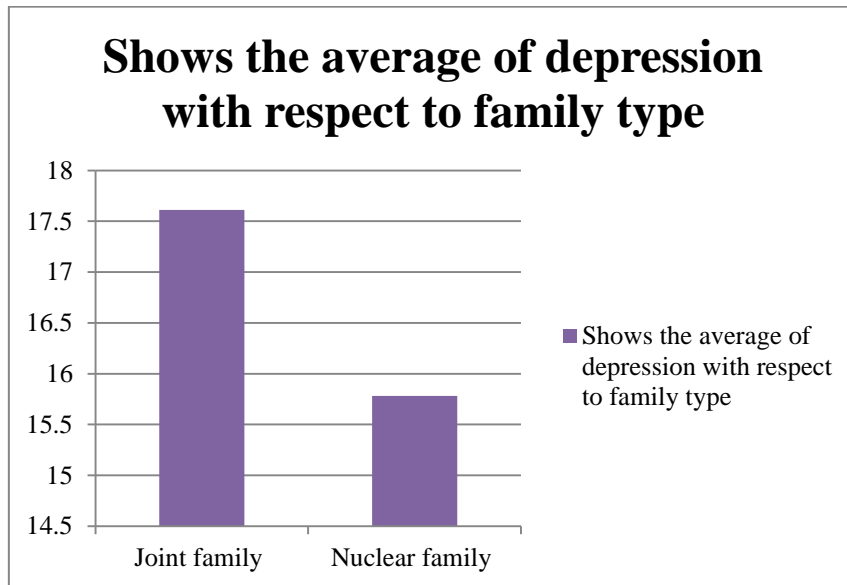
Figure No 1.12: shows the average of depression with respect to family type.

The graphical representation of figure no 1.12 shows that the depression was found to be 17.61 and 15.78 for joint and nuclear family in the Senior Secondary school students.

The table 1.4,1.5 indicates that there isn't a meaningful correlation with loneliness and depression with respect to demographic variables in the Senior children in secondary education.

Ho3: There **is no significant relationship in the population between loneliness and depression with respect to age in the Senior Secondary school students**.

Table No 1.6: Shows the ANOVA of loneliness with respect to age.

Sources	df	Sum of square (SS)	Mean square (MS)	F	P value
Between groups	2	174.71	87.35	.606	.548
Within groups	97	13984.03	144.16		

Table No 1.6 shows df in between groups is3-1=2, df in within groups is 100-3=97.If If the data exceed the critical value, the hypothesis is deemed invalid. In this case, the F statistics exceed the critical value. The null hypothesis is therefore disproved. We may state that there is a substantial relationship of loneliness with respect to age because the p- value is less than (.548) F value.(.606)

From Table No 1.7, it shows df in between groups is3-1=2, df in within groups is 100-3=97. The null hypothesis is rejected if the statistical value is greater than the critical the limit. In this case, the F statistics exceed the critical value. Null hypothesis is thus disproved. We may state that there is a significant relation of depression with respect to age because the p- value is less than (.019) F value. (4.118)

Table No 1.7: shows the ANOVA of Depression with respect to age:

Sources	*df*	*Sum of square (SS)*	*Mean square (MS)*	*F*	*P value*
Between groups	2	1122.09	561.04	4.118	.019
Within groups	97	13216.09	136.24		

Thus, there is a significant relation in depression with respect to age because the p value is (.019). There is significant relation in the population between loneliness and depression with respect to age in the Senior Secondary school students.

Ho4: There is no significant relationship between loneliness and depression in the Senior Secondary school students.

Table No 1.8: Shows the Correlation between loneliness and depression.

	Loneliness	Depression
Loneliness	1	.607**
Depression	.607**	1

From Table No1. 8, shows the correlation between two variables. The result shows that there is co-relation between loneliness and depression (.607**). The relationship is significant at the 0.01

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2-tailed level. Thus, the null hypothesis is disproved. Alternative
hypothesis is accepted. Students in senior secondary schools show a positive correlation between depression and loneliness.

Ho5: There is no significant impact of loneliness on depression in the Senior Secondary school students.

Table No1.9: Shows the impact of loneliness on depression.

Independent Variable	Dependent Variable	R	R^2	Adjusted R^2	Std Error of Estimate
Depression	Loneliness	.654	.5.38	.531	8.7143
B	.781				
Std. Error	.021				
β	.749				
t-value	21.529				
p-value	.000				

From Table No 1.9, it shows the impact of loneliness on depression. Here is R is.654, R^2 is .5.38, Standard Error 8.7143, t value is 21. 529. In the event that the p-value is less than 0.05, the hypothesis will be dismissed. P is less than 0.05 in this case. Therefore, null hypothesis is rejected. There is a impact of loneliness on depression (.000) in the Senior Secondary school students.

Conclusion:

A complicated and subjective phenomenon, loneliness is impacted by several social, psychological, and cultural factors elements. The results of studies on gender and loneliness may differ. The loneliness experienced by male and female students is the same. Because people's degrees of loneliness are similar regardless of whether they live in rural or urban settings or in different kinds of homes. People who come from a variety of family configurations—nuclear, extended, single-parent, etc.—all feel loneliness in comparable amounts. The connection between depression and gender, acknowledging that there are several variables that affect mental health in addition to gender. Outcomes related to mental health are influenced by social, cultural, biological, and environmental factors. Depression does not appear to differ significantly based on one's living position. It suggests that in light of the based on the data acquired, people's residential status—that is, whether they reside in rural or urban settings or in different kinds of housing—does not seem to significantly affect how depressed they are. Demographic characteristics like age, gender, ethnicity, or socioeconomic status do not seem based on evidence or research, to have a major effect on the connection between sadness and loneliness. This might suggest that additional elements, like character qualities or social support networks, have a greater influence on these mental health outcomes. A person's social and emotional development frequently changes significantly during adolescence and the early adult years. It's essential to establish relationships, create an identity, and get social approval. Peer pressure, the quest for identity, and feelings of social isolation can all contribute to loneliness during this time. Across all age groups, the usage of social media and technology can have an impact on loneliness. Technology can help people connect, but it can also affect how they feel. of loneliness, particularly if there aren't enough in-person encounters. Norms in society and culture have an impact on loneliness. Living with different generations can reduce loneliness in older persons by giving them more social support in certain cultures. On the other hand, individuals of all ages may feel more alone in communities that value individualism.

It's critical to recognize that Depression is a complex, multifaceted mental health condition influenced by several social, psychological, and biological factors. Over the path of an individual's life, the interaction of these variables might alter, affecting the development, intensity, and duration of depression. Furthermore, depression can strike anyone at any age, and getting expert assistance is essential for a precise diagnosis and successful treatment. In the population there is a direct link between feeling alone and depression of loneliness, particularly if there aren't enough in-person encounters. Norms in society and culture have an impact on loneliness. Living with different generations can reduce loneliness in older persons by giving them more social support in certain cultures. On the other hand, individuals of all ages may feel more alone in communities that value individualism. It's critical to recognize that depression is a complex, complicated mental disease that is influenced by a range of social, psychological, and biological factors. It will have an impact on kids' academic performance. These days, parents have a good education and work in many fields or the outside world. Children experience despair and loneliness as a result of being bored at home. They negatively impact academic performance as well. These also negatively impact students' academic performance. There is a lack of

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time sharing and quality time spent by parents with their children. Youngsters are quite prone to playing around with their phones and other electronic devices. They experience loneliness and its costs, which also contribute to sadness. Long-term loneliness is frequently connected to a higher risk of mental health issues such as depression. Loneliness is generally associated with detrimental impacts on mental health.

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