CHAPTER V
SUMMARY
AND
CONCLUSION
5.1 Introduction

Understanding the etiology of depression among adolescents is one of the most important goals of depression research (Kistner, 2006). According to DSM-IV (APA, 1994) in order to make a diagnosis of depression at least five out of nine possible symptoms must be present. These include depressed mood, diminished pleasure or interest in activities, significant weight loss or gain, insomnia or hypersomnia, agitation, fatigue or loss of energy, thought of worthlessness or inappropriate guilt, diminished concentration ability, and thought of death or suicide.

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).

According to Global Burden of Disease (Institute for Health Metrics and Evaluation, 2013), depression is a major cause of disability across the regions and it causes fatigue, suicide, decreased ability to do work and decreased ability to attend school.

The prevalence of depression increases during the age of 15 through 18 (Birmaher et al., 1996; Petersen et al., 1993). Harrington (1998) indicated that even relatively mild depressive symptoms can result in impaired functioning. Therefore, those with mild depression during adolescence also need to be considered at increased risk for negative outcomes, both during this developmental period and into adulthood.

Depression during the teen years comes at a time of great personal change when boys and girls form their identity apart from their parents, grappling with gender issues and emerging sexuality, and make their own independent decisions for the first time in their lives. Depression in adolescence frequently co-occurs with other disorders like anxiety, eating disorders, substance abuse and increased risk for suicide (Weissman et al., 1999; Shaffer et al., 1996).
Some studies have shown positive correlation between authoritarian or coercive parenting and adolescents’ lack of adjustment, distress and problem behaviours (Kim et al., 1999; Steinberg et al., 1994; Barnes & Farrell, 1992; Steinberg et al., 1991). The adolescents from family environments characterized by warmth, caring, communication, understanding and support showed fewer psychological health symptoms (Seiffge-Krenke, 1995).

As adolescents become increasingly independent from their families and oriented more towards peers, susceptibility to peer influences increases (Aseltine, 1995; Chassin et al., 1986; Glynn, 1981). Some longitudinal studies have linked depression to other problem behaviours, such as high rates of smoking, alcohol use, substance use, unhealthy eating, risky sexual behaviour, and less physical activity (Keenan-Miller et al., 2007; Franko, et al., 2005; Haarasilta et al., 2004; Hallfors et al., 2004). Substance use is one of the ways to self-medicate against depressive symptoms and also to attract the attention and approval of peers (Brage, 1995; Sadler, 1991). Adolescents with low peer status in the classroom social network also reported higher depressive symptoms (Okamoto, 2010; Falci & McNeely, 2009; Brendgen et al., 2000).

Krishnakumar and Geeta (2006) conducted study to find out the risk factors and clinical features of depressive disorder in children in Kerala. Results of the study showed that stress in school and family caused depression. Also some clinical features were observed which includes less interest in play, excessive tiredness, low self-esteem, concentration problems, behaviour symptoms (e.g. anger and aggression), low level of school performance, and suicidal thoughts and wishes. Shalev et al. (1998) found in their study that more than 40% of people with post-traumatic stress disorder also had depression 4 months after the traumatic event. Depression negatively impacts the growth and development and school performance of adolescents. The process of career exploration and decision-making can be particularly stressful time in an adolescent’s life (Taveira et al., 1998). It also causes school dropout or decrease in academic achievement and motivation (Fleming et al., 1993).

A number of studies have assessed symptom related concepts such as general symptom distress, depression and anxiety in the context of vocation related thoughts in more general populations. Also significant correlation was found...
between indices of indecision and dysfunctional career thoughts (Austin et al., 2010; Saunders, 1997). Other research studies found a significant positive correlation between Beck’s Depression Inventory and dysfunctional career thoughts, supporting the assumption that depression was not only related to career indecision but it also related to the functionality of career related thoughts (Degenhart, 2004; Saunders et al., 2000).

“Depression is an emotional state marked by great sadness and apprehension, feelings of worthlessness and guilt, withdrawal from others, loss of sleep, appetite and sexual desire, and either lethargy or agitation” (Ronald & Kahn, 2004, p. 175). According to Comprehensive Dictionary of Education (Ahmad, 2008), depression is a negative emotion frequently characterized by sadness, feelings of helplessness and sense of loss (p.144). Depression may be defined as the condition of feeling sad or despondent. It is a mood disorder characterized usually by anhedonia, extreme sadness, poor concentration, sleep problems, loss of appetite, and feelings of guilt, helplessness, hopelessness and a lowering or reduction in physiological vigor or activity (The American Heritage Dictionary, 2011).

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). The family constituted an interpersonal social system held together by strong bonds of attachment, affection, caring, and yet exercised control, approval and discipline on each other’s actions (Harvey & Byrd, 2000; Parke & Buriel, 1998). According to Comprehensive Dictionary of Education (Ahmad, 2008), “Family is a primary group organized around kinship ties and designed to regulate sexual behaviour and reproduce, nurture, protect and socialize the young” (p. 211).

Peers are the primary component of an adolescent’s social network and are relied upon more as sources of support and advice during this developmental period (Buhrmester, 1996; Brown, 1990). According to Dictionary of Education (Edwin, 2008), peers mean those people who are equal in age and status (p. 348). Hansell (1985) showed that peer status has been found to have effects on both physical health and general feelings of well-being. Both friendship ties and the
overall structure of the school classroom, in addition to individual social status, have also been found to influence health (Ueno, 2005; Kiesner, 2002). This showed that the organization, structure and distribution of social status among a peer group can influence adolescent development.

According to Firman (1992) academic stress is anything that imposes an extra demand on a person’s ability to cope, often with something that is new and different in academics. In the opinion of Endler et al. (1994), academic stress contribute to major health hazards associated with problems of physical and mental stress related ailments. Academic stress is a type of stress that arises due to academic factors such as heavy school schedule, unrealistic expectation and demands of parents and teachers, low academic performance, poor study habits, and not having enough time to deal with school’s multiple priorities (Banerjee, 2011).

Career is defined as “Time extended working out of a purposeful life pattern through work undertaken by the person” (Reardon et al., 2008, p. 6). Decision-making is defined as “Problem-solving, along with the cognitive and affective processes needed to develop a plan for implementing the solution and taking risks involved in following through to complete the plan” (Sampson et al., 2004, p. 6). Career decision involves a choice among occupational alternatives. Which alternative is chosen, depends on the career decision maker’s preference for various factors or criteria on the basis of which he or she compares and evaluate the possible alternatives. The large number of alternatives available to the decision maker, the uncertainty concerning future preferences, and the complexity involved in combining personal and occupational information suggest that a better understanding of the way in which career decisions are made and the process underlying thus is of theoretical as well as practical significance (Gati et al., 1993).

5.2 Rationale of the Study

Depression can take a variety of courses and chronicity, with relapse and recurrence relatively common over the life span (Kovacs, 1996; Keller, 1994). According to Garber (1984), adolescence is typically a time of emotional turmoil and mood fluctuations as a result of peer pressure, increasing expectations for adult behaviour and physiological changes. Major depressive disorder is a common
disorder. It has a wide array of symptoms affecting somatic, cognitive, affective and social processes. Academic failure, poor peer relationships, behavioural problems, conflicts with parents, substance abuse and other authority figures are some of the consequences of major depressive disorder in adolescents (Hauenstein, 2003). Depression in children and adolescents can cause significant impairment in daily functioning, personal and social involvement (Puig-Antich et al., 1985).

According to Bhatia and Bhatia (2007) major depression affects 3 to 5% of children and adolescents. Khurana et al. (2004) found 20.7% of children being high on hopelessness and 8% had depression. Also it was found that 18% of adolescents (aged 11, 13, 15 years) reported symptoms of depression and 25% females reported depressive symptoms than males (10%) (Saluja et al., 2004). Charoensuk (2007) reported that the prevalence rate of depressive symptoms varied from 20 to 21% among Thai adolescents and negative thinking was found to be best predictor of depression among them.

The families having higher cohesion and expressiveness and low conflict showed less dependency and fewer psychological illnesses (Singhal, 2004). Authoritarian parenting has found to be associated with depression, anxiety, cognitive problems and substance abuse (Smith et al., 2011). For adolescents, problem with family relationships, peer relationships and school achievement are the common cause of stress. Grade transitions, pubertal changes, pressure to conform and heightened temptation to indulge with friends in risky behaviours may be potentially stressful for the changing adolescent (Grant et al., 2000; Graber & Brooks-Gunn, 1996). Family psychiatric history and parental depression, primarily maternal depression (Birmaher et al., 1996; Downey & Coyne, 1990) have been associated with a child’s risk for developing depression (Weissman & Jensen, 2002). Further, depressed adolescents feel less closeness and contact with friends, and more feelings of peer rejection have been related to adolescent depression (Petersen et al., 1992).

Students are considered as doing nothing but study in which the family more or less assures all their inputs and relieving them from the psychological burden (Singhal, 2004). For the college students, stressors are inherent in the maintenance of grades, friends, limited opportunities of developing social circle, political freedom and lack of employment etc. (Beard et al., 1982). The process of
career exploration and decision-making can be particularly stressful time in an adolescent’s life (Taveira et al., 1998). High school students have to decide in a short amount of time, which area best suits their personality, values, abilities and interests. They struggle to balance the immense pressure of determining which path to pursue following their secondary education and their social life, extracurricular activities and academic achievement. The contextual factors of career-related decisions compound the difficulties for adolescents. High school can thus, be a turbulent time for youth which causes an enormous amount of stress and confusion, and may lead to depression (Gati & Saka, 2001; Austin et al., 2010; Saunders, 1997). Depression is positively related to dysfunctional career thoughts and indecision (Degenhart, 2004; Saunders et al., 2000). According to DSM-IV-TR (APA, 2000), indecisiveness has been noted as one of the core symptom of depression.

Moreover, there is a paucity of literature regarding the role of family environment, peer group influence, academic stress and career decision-making in depression among adolescents and also there exists lack of research in Indian context as little studies have been done in this part of country in the present combination of variables. The present study endeavors to fill these research gaps. Hence, research is needed to understand the relationship of the variables of family environment, peer group influence, academic stress and career decision-making with depression in a sample of adolescents (aged 14-17 years).

5.3 Statement of the Problem

The statement of the problem was:

DEPRESSION AMONG ADOLESCENTS IN RELATION TO THEIR FAMILY ENVIRONMENT PEER GROUP INFLUENCE ACADEMIC STRESS AND CAREER DECISION-MAKING

5.4 Operational Definitions

(i) Depression: In the present study, depression has been operationally defined as an emotional state of an individual that is marked by sadness, pessimism, past failure, loss of pleasure, guilty feelings, punishment feelings, self-dislike, self-criticalness, suicidal thoughts or wishes, crying, agitation, loss
of interest, indecisiveness, worthlessness, loss of energy, changes in sleeping pattern, irritability, changes in appetite, concentration difficulty, tiredness or fatigue, and loss of interest in sex as measured by Beck Depression Inventory-II (Beck, Steer & Brown, 1996).

(ii) **Family Environment:** Operationally family environment means the environment of a home where father, mother, sister, brother and nearest relatives residing together with particular beliefs, values, rules etc.

(iii) **Peer Group Influence:** Operationally peer group influence refers to those motivating factors from the peer group (classmates and friends outside the class or school) which affect an individual (behaviour, values, attitudes, study habits etc).

(iv) **Academic Stress:** Operationally academic stress is defined as the stress due to studies or academics; the student faces in his/her educational life.

(v) **Career Decision-Making:** Operationally career decision-making is defined as the process of making informed career choices based on one’s personal experiences.

**5.5 Objectives**

For the present study following objectives were formulated:

1. To study the nature of variables under study viz. depression, family environment, peer group influence, academic stress and career decision-making.

2. To study the relationship of depression with family environment among adolescents.

3. To study the relationship of depression with peer group influence among adolescents.

4. To study the relationship of depression with academic stress among adolescents.

5. To study the relationship of depression with career decision-making among adolescents.

6. To find out gender differences on the variables of depression, family environment, peer group influence, academic stress and career decision-making.
7. To find out differences among science, arts and commerce stream adolescents on the variables of depression, family environment, peer group influence, academic stress and career decision-making.

8. To find out the predictors of depression from among the independent variables of family environment, peer group influence, academic stress and career decision-making.

5.6 Hypotheses

Based on the above mentioned objectives following hypotheses were formulated and tested:

H$_1$: There is no significant relationship between depression and family environment among adolescents.

H$_2$: There is no significant relationship between depression and peer group influence among adolescents.

H$_3$: There is no significant relationship between depression and academic stress among adolescents.

H$_4$: There is no significant relationship between depression and career decision-making among adolescents.

H$_5$: There are no significant gender differences on the variables of depression, family environment, peer group influence, academic stress and career decision-making.

H$_6$: There are no significant differences among science, arts and commerce stream adolescents on the variables of depression, family environment, peer group influence, academic stress and career decision-making.

H$_7$: None of the independent variables of family environment, peer group influence, academic stress and career decision-making contribute significantly in predicting depression among adolescents conjointly as well as independently.

5.7 Delimitations

The study under investigation was delimited to the following:

1. The study was delimited to Government Model Senior Secondary Schools (co-educated) of Chandigarh affiliated to Central Board of Secondary Education (CBSE), New Delhi.
The study was delimited to XI class students only.

The study was further delimited to the variables of depression, family environment, peer group influence, academic stress and career decision-making.

5.8 Design

It is necessary to adopt a systematic procedure to collect the necessary data which helps to achieve the objectives and to test the hypotheses of the study. The present study was designed to find out the relationship of dependent variable depression (criterion) with the independent variables of family environment, peer group influence, academic stress and career decision-making. It was also designed to find out the gender and stream differences on the variables of depression, family environment, peer group influence, academic stress and career decision-making under the study for a sample of adolescents. The study was further designed to find out the significant predictors or contributors of depression from among the independent variables of family environment, peer group influence, academic stress and career decision-making. For the present study descriptive survey method was employed.

5.9 Sample

In the present study stratified random sampling technique was used to choose the sample. For this, investigator sought permission from the Chandigarh Education Department, Chandigarh to collect data from various Government Model Senior Secondary Schools (co-educated) in Chandigarh. Also, investigator procured the list of Government Model Senior Secondary Schools from Chandigarh Education Department, Chandigarh. Then by simple random sampling method (lottery method) 11 schools were selected. Out of which principals of only 9 schools allowed to collect data from adolescents of class XI having science (medical and non-medical), arts and commerce streams. 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 724 adolescents in which 207 from science stream, 253 from arts stream and 264 from commerce stream. Out of 724 adolescents, 412 were boys and 312 were girls.
5.10 Tools

For the collection of data following tools have been used:

(i) Beck Depression Inventory (BDI-II) by Beck, Steer and Brown (1996)
(ii) Family Environment Scale (FES) by Vohra (1997)
(iii) Peer Group Influence Inventory (PGII) developed by Investigator herself
(iv) Scale of Academic Stress (SAS) by Bisht (1995)
(v) Career Decision-Making Inventory (CDMI) by Singh (1999)

5.11 Procedure

After the selection of sample (described under the heading sample in the preceding paragraphs of the chapter), principals of the selected schools were contacted with prior appointment. A schedule was fixed to collect information from the students of class XI having science (medical and non-medical), arts and commerce streams with the help of respective teachers. On the schedule date informal introduction with the students was done through class teachers to develop rapport. As it was necessary to reduce anxiety before starting the test, the subjects were assured that their responses and the information given about them will be kept strictly confidential and used for research purpose only. After maintaining rapport with respondents all the five tests were administered to 788 adolescents. Out of 788 adolescents, only 752 adolescents filled all the tests completely. Firstly the scoring of Family Environment Scale was done to check the distortion in responses or consistency of responses as per the criterion given in manual of Family Environment Scale. After using the criterion only those individuals were considered for study whose responses on the Family Environment Scale were consistent or there was low distortion or no distortion in the responses. 28 students showed distortion in responses on Family Environment Scale. So out of 752 adolescents, only 724 considered for the study and comprised the final sample of the study. Scoring of all the tests was done as per the instructions given in the respective manuals for a sample of adolescents under the study.
5.12 Statistical Techniques

For the analysis of data following statistical techniques were used:

(i) Descriptive analysis was carried out to find the nature of variables under study viz. depression, family environment, peer group influence, academic stress and career decision-making. Mean (M), standard deviation (S.D.), skewness (Sk) and kurtosis (Ku) were used to describe the nature of variables.

(ii) Correlation analysis was carried out to find the relationship of dependent variable depression with the independent variables of family environment, peer group influence, academic stress and career decision-making by employing Pearson’s product moment method.

(iii) Differential analysis was done by using t-test to find out the gender differences and analysis of variance (one way ANOVA) followed by t-test was used to find out the stream differences on the variables of depression, family environment, peer group influence, academic stress and career decision-making. Also graphical representation (Bar Diagram) was used to show the gender and stream differences on the variables under study.

(iv) Step-wise multiple regression analysis was done to find out the predictors (contributors) of criterion variable depression from among the independent variables of family environment, peer group influence, academic stress and career decision-making.

(v) For the analysis of data SPSS (Statistical Package for the Social Sciences) 16.0 version was used. SPSS is a software package used for statistical analysis.

5.13 Findings of the Study

Findings of the study have been given under the following headings:

5.13.1 Findings of Descriptive Analysis in case of Total Sample, Boys and Girls

i. Total sample, boys and girls exhibited mild depression.

ii. Total sample, boys and girls were average on competitive framework, independence, organization and recreational orientation dimensions of
family environment but high on cohesion, expressiveness and moral orientation dimensions of family environment.

iii. Total sample, boys and girls were averagely influenced by their peers regarding school involvement, family involvement, health and outer appearance, aggression and sexual behaviour dimensions of peer group influence. Also, total sample, boys and girls were not influenced by their peers regarding their substance use behaviour.

iv. For academic stress variable, the total sample, boys and girls exhibited average level of academic frustration, academic conflict, academic pressure, academic anxiety and total academic stress.

v. Total sample, boys and girls showed a clear and definite choice in career decision-making as they were decided about career and were low on indecision.

5.13.2 Findings of Correlation Analysis in case of Total Sample, Boys and Girls

i. From correlation analysis it is concluded that negative and significant relationship exist between depression and dimensions of family environment i.e. cohesion, expressiveness and independence in case of total sample, boys and girls. Also significant and negative relationship of depression was found with competitive framework and recreational orientation dimensions in case of total sample only.

ii. Depression was negatively and significantly correlated with school involvement dimension of peer group influence in case of total sample and boys, but positively correlated with aggression dimension in case of total sample only. It was positively correlated with substance use and sexual behaviour dimensions of peer group influence in case of boys and girls respectively.

iii. Depression was positively and significantly correlated with academic frustration, academic conflict, academic pressure, academic anxiety and total academic stress in case of total sample, boys and girls.

iv. A negative and significant relationship was observed between depression and decidedness but positive and significant relationship was found between depression and indecision in case of total sample, boys and girls.
5.13.3 Findings of Differential Analysis

(a) Gender Differences
i. From the differential analysis it was concluded that no significant gender difference exist on the variable of depression.

ii. Significant difference was observed between boys and girls only on organization dimension of family environment favouring boys.

iii. Significant gender differences were found on family involvement, health and outer appearance, aggression, substance use and sexual behaviour dimensions of peer group influence favoured by boys.

iv. Significant gender differences were found only on academic frustration and academic pressure dimensions of academic stress favoured by girls on academic frustration dimension and by boys on academic pressure dimension.

v. No significant gender difference was found on the variable of career decision-making.

(b) Stream Differences

❖ Differences among Science, Arts and Commerce Stream Adolescents
i. The results revealed that science, arts and commerce stream adolescents differ significantly on depression.

ii. Significant stream differences were found on expressiveness, organization and recreational orientation dimensions of family environment.

iii. Significant stream differences were observed on school involvement, family involvement, health and outer appearance, aggression and sexual behaviour dimensions of peer group influence.

iv. No significant stream differences were observed on academic stress and its dimensions.

v. Significant stream differences were found on decidedness and indecision dimensions of career decision-making.

❖ Difference between Science and Arts Stream Adolescents
i. By employing t-test, the result concluded that science and arts stream students differ significantly on depression and arts stream students exhibited more depression as compared to science students.
ii. Significant differences were observed between science and arts stream students on expressiveness, organization and recreational orientation dimensions of family environment favoured by science students.

iii. Significant differences were observed between science and arts stream students on school involvement, health and outer appearance, and aggression dimensions of peer group influence favoured by science students.

iv. Science and arts stream students differ significantly on decidedness favoured by science group and differ significantly on indecision favoured by arts group.

Difference between Arts and Commerce Stream Adolescents

i. By employing t-test, it is concluded that the two groups namely arts and commerce were found to be differ significantly on depression and arts group students were more depressed.

ii. Significant difference was found between arts and commerce stream adolescents only on organization dimension of family environment favoured by arts group students.

iii. Arts and commerce stream students differ significantly on aggression dimension favoured by commerce group and both groups differ on sexual behaviour dimension of peer group influence favoured by arts group.

iv. Significant differences were observed between the two groups on decidedness and indecision dimensions of career decision-making and it revealed that commerce group was more decided about career than arts group and arts group was more on indecision.

Difference between Science and Commerce Stream Adolescents

i. No significant difference was observed when the two groups namely science and commerce compared on depression.

ii. Science and commerce stream adolescents differ significantly on expressiveness, organization and recreational orientation dimensions of family environment and this result was favoured by science students.

iii. Significant differences were found between science and commerce stream students on school involvement, family involvement, health and outer appearance, and sexual behaviour dimensions of peer group influence favouring science group.
iv. Science and commerce stream adolescents differ significantly only on the indecision dimension of career decision-making favouring commerce students.

5.13.4 Findings of Regression Analysis in case of Total Sample, Boys and Girls

i. In case of total sample, total academic stress, decidedness, expressiveness, academic frustration, school involvement, cohesion and academic anxiety were all the significant predictors of depression and they contribute to depression conjointly as well as independently.

ii. In case of boys, total academic stress, decidedness, school involvement, family involvement, cohesion, organization, aggression, academic frustration and academic anxiety were all the significant predictors of depression and contribute to depression conjointly as well as independently.

iii. For girls, the total academic stress, independence, academic pressure and expressiveness were the significant predictors of depression and contribute to depression conjointly as well as independently.

5.14 Educational Implications

The present study focused on depression among adolescents in relation to their family environment, peer group influence, academic stress and career decision-making. Findings of the present study are not only for students and teachers but also provide certain directions to family members, researchers, school counselors, psychiatrists and administrators.

Results of the study showed that cohesion, expressiveness, independence and recreational orientation dimensions of family environment were negatively related to depression and significantly contributed to it. This result provides a direction to parents that they should improve their family environment so as to minimize the depression. There should be cohesiveness in the family. At the adolescent stage, there are so many confusing situations where the adolescents need guidance, support and help from family members for their career, academics and personal problems. Family members should always be there to help them and provide support. Adolescents should provide independence to express their thoughts, career beliefs, emotions and feelings. Parents should pay attention to their wards’ career choices as right career choice always leads to success,
satisfaction and happiness in life. Recreational activities should also be organized in the family.

Parents and teachers should cooperate with each other to create a wholesome environment for adolescents. Peers also play prominent part in adolescents’ life. The findings of the present study showed that depression was found to be negatively correlated with school involvement dimension of peer group influence. This indicates that as the influence of peers on adolescents’ school activities increases, depression among them decreases. It provides direction to teachers and parents to emphasize peer tutoring in class or at home. Negative influences should be minimized like peer influence on adolescents’ aggressive behaviour, substance use behaviour and sexual behaviour. There should be regular check on the activities of adolescents and their peers in the school or at home. Affective education should be provided at school which helps the adolescents to learn how to identify feelings and emotions. Discussion encourages them to reveal their emotions, identify those situations that precipitate different feelings and recognize behaviour associated with these emotions.

The findings of the study showed that academic stress was positively correlated to depression among adolescents. Academic stress occurs due to academic frustration, academic conflict, academic pressure and academic anxiety. All these leads to academic stress and contribute to depression. To overcome depression, academic stress will have to be overcome. For these stress reduction techniques should be used in the school. Relaxation technique is one of them which reduce stress, anxiety, anger, and make the person calm and relaxed. Also at school level individual counseling and group counseling should be conducted by the school counselor. School counselor should be well versed with counseling techniques. Counselors should use cognitive restructuring method which helps in replacing the self defeating thoughts with more useful ones. The goal of cognitive restructuring is to reconstruct adolescents’ way of thinking and establish effective behaviours. There should be interaction among parents, teachers, counselors and administrators. Time table of the school should be proper, relaxed and balanced. This also reduces burden of academics. Curriculum frame workers should divide the whole curriculum in such a manner so that burden of studies can be reduced and it minimizes the academic pressure and academic frustration among students.
School based preventive programmes should be developed by counselors. These programmes address the needs of students in schools as they cope with developmental growth and change. Interview method also helps in the assessment of problems. Schools should show interest in the welfare of students. Rewards and reinforcements should be given to students on their academic performance by the family members, teachers and administration of the institutions. Activity schedules should be developed which includes pleasurable and goal directed activities to reduce boredom, passivity and brooding. Life skills should be developed among adolescents as they provide help to overcome depression, stress, anxiety, anger etc.

Choosing a career is one of the main agenda in one’s life. At the adolescent stage, choosing a career creates so many problems. Sometimes individuals make those choices which are not according to their interests, needs and aspirations but fostered from their parents to fulfill their parents’ dreams. In such type of situations adolescents choose career according to parents and sometimes due to peer influence. All this leads to dissatisfaction, stress, anxiety, low academic achievement and ultimately depression. In the present study negative relationship was found between depression and career decidedness. This result provides a direction to parents, teachers and counselors to provide better career opportunities to adolescents, listen to them carefully, respect their career choices, provide them proper guidance in a proper manner for options related to vocation, try to know their interests in which field they want to go and make their counseling wherever necessary. Therefore, career counseling should be started at secondary stage.

The findings of the present study would also be helpful for filling the gaps in the knowledge on depression among adolescents in the present scenario of competition. It would also be helpful for career counseling institutions or centers. To overcome depression, workshops on depression and stress management should be conducted.

5.15 Suggestions for Further Research

Research in any field is never a closed book. There is always a persistent need for finding solution to the new problems and testing the variety of solutions to other problems. For further research some suggestions are listed below:
The present study was conducted at senior secondary level (for XI class students). This study may also be replicated at secondary level and college level.

The present study may be replicated on a large and more representative sample for greater validation and generalization of results.

Depression may be studied in relation to other variables like self-esteem, self-concept, emotional intelligence, personality, career decision-making difficulties, career thoughts, peer pressure, aggression, study habits, social stress, family stress, anxiety etc.

The present study was conducted on adolescents from Government Model Senior Secondary Schools in Chandigarh region. This study may also be replicated in other states like Punjab, Haryana and Himachal Pradesh etc.

A comparative study may be done to find out the differences between government school students and private school students on depression.

A study may be done to assess prevalence of depression in students from different states.

An experimental study may also be conducted on a sample of adolescents having severe depression with the use of psychotherapy.

A comparative study may also be carried out to find the differences between rural and urban area school students on depression.

A comparative study may be conducted to find out the differences between residential and non-residential students on depression.

This is not an exhaustive list. However, a few of them have been enumerated above in order to indicate the possible studies that could be undertaken immediately in this important area of adolescent depression. Thus, research studies in this area evince good scope and will contribute to make notable contributions in the future.