Abstract

Present investigation seeks to investigate, Personality Traits, cognitive Distortions, Life Expectations and Achievements as Risk Factors of Anxiety and Depression Among Students.

There are three core or main objectives of present investigation, 1) To determine that some personality traits leads as risk factors of anxiety and depression among students, 2) To determine that cognitive distortions leads as risk factors of anxiety and depression among students, 3) To determine that Life Expectations And Achievements Leads as risk factors of anxiety and Depression among students. These were the core objectives of investigation.

In order to investigate these core objectives investigator collected the data of 300 students from higher senior secondary school students, graduation students and post graduation students from Aligarh Muslim University further data was divided into 100 students each group in order to explore above mentioned objectives investigator used, following measures, short version of NEO-FFI, Dysfunctional Attitude Questionnaire, and a open ended questionnaire for investigating factor of Life Expectations & Achievements, Beck Anxiety Inventory and Beck Depression Inventory 2nd ed.

According to the purpose and objectives of investigation step-wise multiple regression analysis, Simple linear regression analysis, independent t-test and One Way ANOVA was used.

Step wise multiple regression analysis showed that for first two groups that is higher senior secondary group, and for graduation groups neuroticism appeared as
significant predictor for both anxiety and depression, while the results were bit different for post graduation group conscientiousness appeared as first significant predictor while neuroticism appeared as second significant predictor for both anxiety and depression, neuroticism appeared as significant risk factor of anxiety and depression among overall sample of 300 students (Hss, Graduation and Post-Graduation), similarly simple liner regression analysis revealed that cognitive distortions appeared as significant factors for anxiety and depression among all three groups and overall students.

While t test was applied to explore life expectations and achievements analysis revealed that factor of life expectations and achievements appeared as significant risk factor of anxiety and depression among students studying in higher senior secondary group, for later two groups (Graduation & Post-Graduation) and overall sample this factor doesn’t seems to contribute as factor of anxiety or depression.

Further more One-Way ANOVA was applied in order to compare all three groups on personality traits, cognitive distortion, in-order to compare all the groups on life expectations and achievements investigator applied independent sample t-test, all the three groups differed significantly on the personality traits, similarly all the groups significantly differed on cognitive distortions. Finally when all the groups were compared on factor of life expectations and achievements it was found that mean score of specific Aims of corresponding depression for higher senior secondary is higher than graduation group mean score of Specific Aims hence it indicates that higher senior secondary and graduation groups both differed significantly on depression, secondly significant difference was found between corresponding anxiety
and depression scores of Achievements Not Upto Expectations for higher senior secondary group and graduation groups respectively, finally higher senior secondary and post-graduation groups differed significantly on mean score of corresponding anxiety and depression of sub-group Non Competent To Achieve.

Thus it can be concluded from present findings that personality traits, cognitive distortions, life expectations and achievements tend to appear as significant cause of anxiety and depression among students of higher senior secondary, but as far as later two groups (Graduation & Post-Graduation) are concerned only personality traits & cognitive distortions appeared as significant factors that leads to anxiety and depression. Life expectations & achievements didn’t appeared as significant factor for anxiety and depression.

On the whole it can be said that students at higher senior secondary level tends to be more prone to anxiety and depression as compared to later two groups.