Discussion and Interpretation

Current study sought to investigate, Personality Traits, Cognitive Distortions, Life Expectations And Achievements appears as risk factors of Anxiety & Depression Among Students, this problem comprises of three independent variables and two dependent variables, first and foremost independent variable of study is personality traits, which is comprised of five facets, namely neuroticism, extraversion, openness, agreeableness, & conscientiousness, these are termed as five factors, second variable is cognitive distortions this variable didn’t have any facets or dimension similarly last variable is life expectations & achievements as its mentioned earlier examiner framed set of five open ended questions.

There are three important objectives of present investigation first objective of present investigation was to examine whether personality traits appears as risk factors of anxiety and depression among students or not second objective of this investigation is to examine whether cognitive distortions appears as risk factors of anxiety and depression among students or not finally last objective of present investigation is to find out life expectations and achievements appears as risk factors of anxiety and depression among students or not.

In order to investigate all three objectives examiner divided the whole data into three groups, higher senior secondary, graduation, post-graduation and overall students.

Results can be summarized as follows, to examine first objective investigator applied step-wise multiple regression analysis on all three groups it was found that for
first two groups that is higher senior secondary and graduation groups results were constant, as expected it was found that neuroticism appeared as major predictor for both anxiety and depression, Jeffrey et al (2007) found that neuroticism is considered as vulnerability factor for anxiety and depression but the mechanism by which this vulnerability is increased still remains mysterious or unknown. Rumination is considered as psychological vulnerability to both depression and Anxiety, Enns & Cox et al (1999) found that higher- order personality factors that have shown a significant and consistent association with major depressive illness includes neuroticism, extraversion (negative relationship), furthermore Isometsa (2006) also found that neuroticism appears to be most powerful predictor of depression, in an investigation Luqman, N.(2011) found that neuroticism appeared as significant predictor of anxiety in adolescents, Kotov (2010) found that common mental disorders are strongly linked to personality traits.

For post graduation group result were somewhat bit different, analysis revealed that first predictor was conscientiousness while second predictor was neuroticism.

Conscientiousness is the factor that encompasses self-discipline, dutifulness, competence, order, deliberation & achievement striving, good organization, strict adherence to principles and desire to achieve goals, as its already mentioned in above paragraph that result of post graduation group is bit different, possible reason for this result is that, conscientious individuals who tends to show good organization, strict adherence to principles & desire to achieve goals, self discipline, dutifulness, competence, order, deliberation & achievement, sometimes individuals are not able to fulfill above mentioned factors due to some unavoidable circumstances or situations, then these circumstances or situations pushes individual in distress, thus they tends to
ruminate those circumstances or situations that had pushed individual in distressful situation.

Rumination is more common in the peoples who are pessimistic, neurotic, and who have negative attributional style, the tendency to ruminate is stable constant over time and serves as a significant risk factor for clinical depression, there is also evidence that rumination is linked to general anxiety, it can be said from above discussion that possible cause for this specific result may be rumination. On the other hand second predictor variable that appeared to be significant was neuroticism.

Neuroticism is strong tendency to be anxious, self-consciousness, depressive, vulnerability, impulsiveness, anger hostility; its established fact that neuroticism is cause of both anxiety and depression and is supported by the previous researches mentioned in above paragraph, finally when analysis was done for overall data it was found that Neuroticism appeared as significant factor for both anxiety and depression. Thus findings of first objective are in conformity with previous researches.

Second objective was to examine cognitive distortions appears as risk factors of anxiety and depression among students or not in order to investigate it investigator applied simple linear regression analysis it was found that results were convincing, and findings indicate that the experience of anxiety and depression is associated with cognitive distortions, Castaneda et al (2008) found that cognitive impairments are common in major depression and anxiety disorders, in the year 2007 Hindmarch suggested that cognitive impairment is the primary presenting feature of pathological anxiety. In an investigation Luqman.N.(2011) found that cognitive distortions appeared
as significant predictor for anxiety among adolescents, hence it can be suggested that the findings of the second objective are in conformity with previous researches.

Finally last objective of present investigation was to explore life expectations & achievements appears as risk factors of anxiety & depression among students or not, analysis revealed that higher senior secondary group results were more dominating as compared to later two groups, finally when analysis was done for overall data it was found that both life expectations and achievements didn’t appeared as significant factor of anxiety and depression.

As its already mentioned earlier that there is no sufficient review of literature in support of these findings, and results are also stunning when analysis was done it was found that both life expectations and achievements appeared as significant factors of anxiety and depression among students of higher senior secondary school at this stage students are in such a situation that they are almost perplexed about issues related to their future and career orientation, they are not very consistent about what aim or goal to fix what is good for them besides this peer pressure, parental pressure, financial issues and many more similar issues are there with which they confront in day to day life but didn’t know how to deal with them, this is the point from where the problem starts and they are not able to find proper key to the problem since their mental set is not so stable that is they are not able to give intellectual look to their problem thus this leads to various kinds of problems now question arises how and why expectations and achievements appears as cause of anxiety and depression as its already mentioned earlier that at higher senior secondary level students are not intellectual enough fix targets for them thus when this happens they sometimes fix goal or expect something for them that is far behind then
their present potential even parents do start to expect high then beyond their children’s expectations that is they assign too much meaning to goals beyond the achievable capacity of student that is they are expecting high and unrealistic thus when this happens they go for this thing under pressure either by themselves or under parental pressure sometimes it so happens that they are not able to meet demands done either by themselves or by parents high self-expectations can also be detrimental to a person's self-esteem and personal well-being if these expectations are not met then these failures can compound leading to excess stress and other symptoms like anxiety and depression. Potential reason is that individual tends to recall failures negatively over again and again passively in turn all this combines with future worries, hence they tends to attribute failures negatively this serves as significant risk factor of anxiety and depression.

Similarly, achievement factor too appears as significant risk factor of anxiety and depression too, students sometimes experience the euphoria of accomplishing a goal or reaching a milestone, but shortly thereafter they feel anxious and depressed too. The severity of the anxiety and depression varies by the significance of the achievement – small achievements can generate mild depression that only lasts a short time. Hence in this way it can be said that both factor of life expectations and achievements appeared as significant risk factor for anxiety and depression among students in higher senior secondary school.

Further more for later two groups that is graduation and post-graduation group factor of Life Expectations and Achievements failed to appear as significant factor of both anxiety and depression only possible reason is that students at these levels tends to exhibit high level of consistency, proper mental set, good intellectuality, and one of the
fore most reason is that students at graduation and post-graduation levels have specific career paths to work, although analysis revealed many things but still over all investigation didn’t showed any significant signs of both life expectations and achievements to appears as risk factors of anxiety and depression among graduation and post-graduation students.

Further an additional statistical analysis that is One-Way ANOVA was applied in order to compare all three groups on personality traits, cognitive distortions in order to compare groups on factor of life expectations and achievements t-test was applied, when personality traits were compared all the three groups differed significantly on all five personality traits, higher senior secondary group scored higher on all five factors as compared to later two groups and the difference appeared to be highly significant, similarly when comparison was done on cognitive distortions it was found that difference was significant.

While when all the groups were compared on factor of Life expectations & achievements findings indicate 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.