

Review on Depression of Adolescents in Relation to Their Self Efficacy and Adjustment

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ABSTRACT

Education is as old as human race. It is a never ending process of inner growth and development and its period stretches from cradle to the grave. Education, in real sense, is to humanise and to make life progressive, cultured and civilized. Education has also led to technological advancement which has in turn lead to more complexities in life. When the internal needs of human beings oppose external demands, conflicts arise in mind. This creates tension, frustration and sometimes maladjustment in the individual. If this situation continues, it produces depression. No one can expect to go through life without some emotional tension. Mental disturbances brought about by emotional upsets result in decreased mental efficiency. Under stress the person is unstable and unpredictable and his performance is inconsistent. Depression is one of the emotional stresses common in people.

Keywords: *Adolescents, Self Efficacy.*

The person striving to live an effective and meaningful life is in continuous interaction with an active and dynamic environment. Both the person and the environment are real. They have boundaries, they have structures and people direct the course of their lives through the choice they make.

Turning difficulties into opportunities for growth is no easy matter. One must come to terms with strong emotions. The challenges of life often demand a new view of one's self, one's life, one's purpose and one's value.

CONCEPT OF DEPRESSION

The term 'depression' covers a variety of negative moods and behaviour changes. Some are normal mood fluctuations and others meet the definition of clinical problems. The mood change may be temporary or long lasting. It may range from a relatively minor feeling of melancholy to a deeply negative view of the world and an inability to function effectively.

Depression is a 'whole body' illness, involving body, mood and thoughts. It affects the way people eat and sleep, the way people feel about self and the way they think about things. A depressive disorder is not the same as a passing blue mood. It is not a sign of personal weakness or a condition that can be willed or wished off. People with a depressive illness cannot merely 'pull themselves together' and get better.

THE SYMPTOMS OF DEPRESSION

- Change in Thinking
- Change in Feelings
- Changes in Behaviour
- Changes in Physical Well-being

FACTORS OF DEPRESSION

- Biological Factors
- Heredity
- Age
- Life Events
- Lack of Social Support

CAUSES OF DEPRESSION

- The Psychodynamic View
- The Behavioural View
- The Cognitive-Behavioural View
- Biological View

CONCEPT OF SELF-EFFICACY

The concept was developed by **Bandura (1977)** as a key concept of his social learning theory. Though it is much similar to, but is not identical to the concept of expectancy. Where expectancy specifies only the effort as a cause of performance, the term self-efficacy refers to the expectancy of succeeding at a task resulting beliefs in one's overall performance competence.

Self-efficacy is one of the important self related cognition, which relates to the individual's sense of personal efficacy to produce and regulate events of their life. Self-efficacy beliefs are not fixed acts or simply matter of knowing what to do. Rather it is a generative capability in which all the cognitive, affective and cognitive components and social and behavioural skills must be organized into integrated course of action to serve innumerable purposes. A wholesome organization of these self-referent beliefs can stem from many sources including attributions about the causes of previous successes and failures, perception of the situation and of one's ability, adaptability, creativity and ability for personal control (**Wood and Locke, 1987**), employment status, social support and gender (**Jerusalem and Mittag, 1997**).

Self-efficacy also helps people in exercising control over events that affect their lives. Through the process of exerting influence on the conditions where they can command some control, people become able to realize desired goal and forestall some others that are not so desirable. Every person in life desires to have control over life circumstances and this desire permeates almost everything people do because it can accompany innumerable personal and social benefits. The ability to affect outcomes makes them predictable and this predictability results in adoptive preparedness. On the other hand, inability to exert influence over things adversely affects one's life by copying of apprehension, anxiety, apathy or despair. Thus, self-efficacy plays a significant role in producing useful outcomes and preventing undesirables ones through exercising adequate control over events.

CONCEPT OF ADJUSTMENT

Etymological the concept of adjustment is originally biological as propounded in Darwin's theory of natural selection and adaptation. The concept of adaptation was borrowed by psychologist and named as adjustment. Gates was of the view that adjustment is a continuous process made by a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Adjustment is very essential for the normal development of the individual's personality. Every one has to face some problems and tensions but how impressive an individual may be is not brought out by the number of his problems but his impressiveness is made clear, in how he faces the challenges of life. Adjustment is a dynamic procedure of process. The term 'adjustment' has been defined in a number of ways.

Warren (1934) defines adjustment as "any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal"

Carter V. Good (1959), says "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in environment".

The concept of adjustment is as old as human race on earth. Darwin's concept of adjustment was purely biological and he used the term adaptation. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they die. Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus, we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. Conflicts among various needs or demands of a person present special problems of adjustment. If one of the conflicting needs is gratified, the need which is not gratified will produce frustration and other problems.

CRITERIA OF ADJUSTMENT

- Physical health
- Psychological comfort
- Work efficiency
- Social acceptance

PRINCIPLES OF ADJUSTMENT

- Principle of knowing the self
- Principle of accepting one's self
- Principle of integrating the self
- Principle of self drive and shaping
- Principle of self control
- Principle of balance and harmonious development
- Principle of understanding others

On the basis of the above discussion, it can be said that adjustment persuades one to change one's way of life according to the demands of the situations and also gives strength and ability to bring desirable changes in the condition of one's environment. An unadjusted person becomes upset easily whereas a well adjusted person uses his knowledge and skills to act wisely on his environment. Adjustment plays a significant role in one's life by bringing happiness and making one mentally and physically healthy.

KINDS OF ADJUSTMENT

- Biological Adjustment
- Home Adjustment
- Social Adjustment
- Emotional Adjustment
- School Adjustment
- Self Adjustment

ADOLESCENCE

Adolescence is the phase of life characterized by change in every aspect of individual development, from social to biological change. With the onset of adolescence there is an increase of elements that affect the shaping of goals and goal-oriented behaviour. It is at this time that individuals begin to spend less amount of time with their family and more time with their peers. The satisfaction with this peer relationship is important for the development of good self-concept. The need for conformity together with heightened awareness of body image and sex can create confusion, leading to depression over the extent to which one is 'male enough' or 'female enough'. Adolescence is a time of greater possibility and it is also a period of stress and storm. Therefore, it was felt that a study of depression in relation to self-efficacy and parenting style of adolescents would be highly meaningful.

Sometimes these differences create depression. In this state, young people are unable to make a commitment to any single view of them. They cannot blend the various roles they play. They may lack confidence in their ability to make meaningful decisions. The resulting diffusion arouses depression, anxiety, apathy and hostility towards the existing role, none of which can be successfully adopted.

SIGNIFICANCE OF THE STUDY

In this age of scientific and technological advancements, every person wants to excel in this competent world and when he/she fails to fulfill his/her ambitions; he/she becomes depressive and fearful especially in adolescence age because it is the period of stress and strain. It is also called the most difficult period of life. In this period, because of certain physical changes, lack of confidence and maladjustment in school and home, the child's depressive level is at its peak.

Moreover, in this period, there is dynamics of emotions. The students worry about being successful in their studies, getting to school on time, mastering their lessons, obtaining good marks in report cards. They are anxious about their relationship with their teachers, parents, siblings and fellows. In schools, students face problems like inability to pay attention, day-dreaming, jumping into self-consciousness and acting without thinking. Self-efficacy plays a key role in the etiologic and maintenance of affective disorder.

Though, education is perceived as a universal phenomenon. It is adequately organized and regulated through formal institution like schools and colleges. There are different factors which determine the quality of education and it contributes to national development. The quality competence and character of teachers are undoubted by very significant. Basically, at secondary stage the educational carrier of the student is decided. So, it is very important stage. It is terminal stage of school education, which prepares the students either for higher education or for going in to vocational courses of their choice. Therefore, at this stage students Adjustment plays vital role for their personality development and academic achievement which is resultant factor of this thinking orientation become important naturally bring out very some significant relationship for their implications for education at the senior secondary level of education therefore, the problem for the present study is stated as under.

"Life presents a continuous chain of struggle for existence and survival" says Darwin. It is a continuous process of overcoming difficulties or making adjustments. The term 'adjustment' simply means regulating, adapting or settling whereas the dictionary meaning of adjustment is to 'make suitable' or 'adapt'. General meaning of adjustment is the process of living itself or a dynamic equilibrium of the total personality. It is a life-long process in which one enters into a relationship of harmony with one's environment. Psychologically, adjustment means a person's interaction with his/her environment. Fortunate is the individual who is adjusted and considers it so. Every individual great or small, old or

young is confronted with the problem of adjustment. The problem of adjustment which is both internal as well as external starts right from the birth of the child and continues till his death. It is related to arriving at a balanced state between the needs of the individual and their satisfaction. Moreover, adjustment is a relative term and the opposite of adjustment is 'maladjustment'.

By understanding the psychological aspects of adolescents of secondary school in relation to certain variables like self-efficacy and adjustment, the teacher can organize the learning experiences of school children in a more effective way.

The present study has certain relevance in the field of education. The researcher selected the problem to find out the relationship between depression and self-efficacy and relationship between depression and adjustment. Keeping all these views in her mind, the researcher selected the problem for the purpose of study.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Depression

It is an illness of the mind and the body. Some could argue depression is a way of coping with life's pressure. In the present study, depression deals with sadness, self blame, loss of appetite, insomnia, interpersonal relationship and school adjustment as measured by Children's Depression Inventory.

Self-Efficacy

People's judgments of their capabilities to organize and execute course of action required to attain the designated types of performance. Here, self-efficacy represents social self-efficacy, academic self-efficacy and emotional self-efficacy.

Adjustment

Adjustment is a continuous process of interaction between the environment and the individual. It is a continuous process. In such a process cause and effect relationship can be observed.

Adolescence

Adolescence is that span of years during which boys and girls move from their childhood to adulthood. In the present study, both male and female students in the age range 14-18 years will be taken for sample.

OBJECTIVES OF THE STUDY

1. To study the different Level of depression of male adolescents in Govt. and Private secondary level schools.
2. To study the different Level of depression of female adolescents in Govt. and Private secondary level schools.
3. To see the Level of self-efficacy of male adolescents in Govt. and Private secondary level schools.
4. To find the Level of self-efficacy of female adolescents of Govt. and Private secondary schools.
5. To study the adjustment of male adolescents in Govt. and Private secondary level schools.
6. To find the adjustment of female adolescents in Govt. and Private secondary level schools.
7. To see the relation between mean score of various level depression and Level of self-efficacy of adolescents of secondary schools.
8. To explore the relation between mean score of various level depression and adjustment of adolescents of secondary schools.

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