



**Ministry of Higher Education
Kandahar University
Education Faculty
English Department**



**Investigating the Causes of Depression and its
(Negative) Effects on Students' Academic
Performances at Kandahar University.**

Ketabton.com

Researcher: Agha Wali Darbari

Supervisor: Abdul Ghafar Hotak

Date: 2022 – Nov

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



د لوړو زده کړو وزارت
کندھار پوهنتون
ښوونې او روزنې پوهنځی
تدریسي عمومي مدیریت

ښاغلی آغولي د عبدالستار زوی د (انگرېزي ژبې او ادبياتو) څانگې د څلورم کال محصل (**Investigating the Causes of Depression and Its (Negative) Effects on Students' Academic Performance at Kandahar University**) په عنوان خپل مونوگراف د علمي او اعتبار لرونکو منابعو او ماخذونو له مخې ليکلی دی ، تر اصلاح او ترتيب وروسته زما دتأيد ور وگرځېدی.

په درنښت

لارښود استاد

پوهنیار عبدالغفار (هوټک)

ژوري هيئت: د سيمينار د دفاع نېټه: / / ۱۴۰۱ل.

۱: پوهنیار عبدالغفار (هوټک)

۲: پوهنیار حبيب الرحمن (رحمانی)

۳: پوهنیار حشمت الله ترين

وکتل سو!

دلیسانس دورې مونوگراف () توگه د () امتیازي نمره په ترلاسه کولو د ژورې هیئت په حضور کې دفاع او د (انگرېزي ژبې او ادبياتو) څانگې د مونوگرافونو د ثبت په کتاب کې په () شمېره ثبت او صحت لري.

(پوهنیار فریدون انفال) دڅانگې آمر

دښوونې او روزنې پوهنځي د مونوگرافونو د ثبت په کتاب کې د (.....) شمېره ثبت دی.
 په درنښت

دښوونې او روزنې پوهنځی

Acknowledgements

Firstly, I would particularly like to thank my supervisor Abdul Ghafar “Hotak” and my dear lecturers Ahmad Zahir “Wali” and Hashmatullah “Tareen” for their guidance, support, knowledge, and time throughout the process of writing this paper. I would also like to thank all of the staff at Kandahar University who supported me during this challenging project. Additionally, I would like to thank everyone who took the time to participate in the current research. Finally, I would also like to thank my family and my friends for providing me with the support and patience I needed throughout this process

Abstract

Since depression is known as a major mental illness with stern psychological and physiological concerns and that is why the purpose of this study was to investigate the common causes of EFL students' depression, plus its undesirable influences on their academic output at Kandahar University. The problem was EFL students' weak academic performance due to depression at Kandahar University. The study used quantitative approach by adopting and developing a questionnaire consisting 20 items based on 5-likert scales. Two faculties, Education Faculty and Language and Literature Faculty, were the target population of the study, and data was collected from 125 students as a random sampling which 105 were male and 20 female students. The data was analyzed and interpreted based on mean and standard deviation through SPSS software (26) version. The study revealed different sources of depression like, unemployment, negative emotional state, financial crises, despairing, family engagements and unmet hopes, which ultimately affect students' academic performance negatively, like losing attentiveness, disbelieving while stating ideas and lack of lack of confidence.

Key words: EFL students, depression, negative effects, Kandahar University

Table of Contents

| | | |
|---|---|----|
| 1 | Introduction | 1 |
| 1.2 | Research Objectives | 2 |
| 1.3 | Research Questions | 2 |
| 1.4 | Research Hypothesis | 2 |
| 1.5 | Purpose Statement | 2 |
| 1.6 | Significance of the Study | 2 |
| 2 | Literature Review | 3 |
| 2.1 | Causes of Student's Depression | 3 |
| 2.2 | Negative Effects on Academic Performance | 4 |
| 3 | Methodology | 6 |
| 3.1 | Research Design | 6 |
| 3.2 | The Instrument | 6 |
| 3.3 | Site | 6 |
| 3.4 | Population and Sampling | 6 |
| 3.5 | Data Collection Procedure | 7 |
| 3.6 | Validity and Reliability | 7 |
| Table 1. Reliability of the Questionnaire | | 7 |
| 3.7 | Data Analysis | 7 |
| 4 | Findings | 8 |
| 4.1 | Demographics of the Respondents | 8 |
| 4.2 | Factors of EFL Learners' Depression | 9 |
| 4.3 | Negative effects of Depression on Students' Academic Performances | 10 |
| 4.4 | The Difference of Responses towards the Factors of Depression among Male and Female Students. | 11 |
| 4.5 | The Difference of Depression's Effects on Students' Academic Performance in Regard to the Students' Class level. | 11 |
| 5 | Discussion | 12 |
| 5.1 | Limitations and Recommendations | 13 |
| 5.2 | Implications | 13 |
| 5.3 | Conclusion | 14 |
| 6. | Reference | 15 |
| Appendix | | 18 |

1 Introduction

In general, depression is a major mental disorder with thoughtful psychological consequences; such lack of interest in learning, low academic obtainment, troubles in everyday activities and sleep disorder (Shah et al., 2010). Many studies have discovered that depression related problems among university students are increasing ghastly (Hunt & Eisenberg, 2010; Verger et al., 2010). Most importantly, it is ranked third after cardiac and respiratory diseases as major cause of disability and premature death around the world (Ibrahim et al., 2012)). Additionally, the researchers explained that depression affects people from all walks of life somehow and young students in the universities are no exception (Ahmed et al., 2016). Similarly, (NIMH, 2012) found that throughout the college life many students experience the first symptoms of depression like hopelessness and helplessness, which ultimately effect on a students' ability to perform their academic activities.

Likewise, Collingwood (2016) stated a combined anxiety disorder and depression affected about 16% of undergraduates in the University of Michigan in 2007, with thoughts of suicide among 2% of these students. The researcher further stated that overall the students depressed by depression are very likely to lose their interest in performing any activities, particularly in educational related activities as a result of different difficulties depression brought in their lives. Also, depressed students commonly experience various problems such as lack of energy, unusual sleeping habits, feeling irritably and finally mind pressure that don't allow them be existed as the active students to perform their academic performances successfully, and even make them somehow distant from the society, as well as distract their attention to concentrate on their studies (Hysenbegasi et al., 2005).

Thus, depression distracted the EFL learners from their good academic strengths and productivity that ultimately caused them to have poor academic output due to performing their language learning skills unsuccessfully at Kandahar University. In addition to the fact that, if it is recognized as early as possible and provide a treatment for, the students will not experience the problems as mentioned above. A similar concern was revealed by (Tahir et al., 2021) that depression influences various aspects of life, particularly the academic activities of both male and females' students of university. As well as, university students' learning activities are affected negatively to a high extent because of depression (Robotham & Julian, 2006). Furthermore, these researchers explained that the level of depression among university has gotten improvement promptly due to the severity of the circumstances he or she suffer from, and added that these psychological distractions do not allow them to perform their assignments admirably. In addition to all these studies carried out regarding depression and its negative effects on students' academic performance, still depression and its negative effects on students' academic performances are ignored as a non-important phenomenon at Kandahar University. Hence, no study has been already conducted for the purpose of causes of students' depression and its negative effects on students' academic performances at Kandahar University. Therefore, this study will fill this gap. The focus of this research is to educate people, like teachers, parents and the students themselves to understand this dangerous phenomenon of depression and its causes and negative effects on students' academic performances at Kandahar University particularly, in Education and languages and Literature faculties.

1.2 Research Objectives

- To investigate the causes of depression of EFL undergraduate students at Kandahar University.
- To identify the effects of depression on the academic performances of EFL undergraduate students at Kandahar University.

1.3 Research Questions

- What are the causes of EFL undergraduate students' depression at Kandahar University?
- What are the effects of depression on the academic performances of EFL undergraduate students at Kandahar University?

1.4 Research Hypothesis

The following hypotheses were postulated for the study.

- There is no significant difference in sex (Males and females) responses to the factors of depression at Kandahar University.
- There is no significant difference in the extent of depression's effects in regard to students' classes' level at Kandahar University.

1.5 Purpose Statement

The purpose of this study is to find out the causes of depression prevalence and its negative effects on EFL under graduate -students' academic performances at Kandahar University.

1.6 Significance of the Study

This research will help to provide the students with a great deal of facts about the causes of depression, and its negative effects on academic performances of ELF undergraduate students at Kandahar University. Furthermore, this study would encourage the overall undergraduate students of Kandahar University to take an action against the factors and negative impacts of this serious phenomena by surface the university. In shortly, its significances are: Development awareness of all departments' staff of the university and students about the causes and impacts of depression: Inviting the university staff, students' parents and the students themselves to take measures to minimize activities that lead to depression: Individuals who are interested to conduct a study on the issue by using the findings in the future as a source.

2 Literature Review

Depression is known as a common disorder of mind that affects an individual's ability to perform life long term and short term activities effectively Zainab et al.(2019).There is a large volume of previous studies available regarding the causes of students' depression and its negative effects on students' academic performances such as (Govinda & Varghese, 1993; Al-Najma, 2008; Zivin, 2009; Busari, Al-Duwailah, 2019;Sarokhani et al., 2013; and Arora, 2014).Similarly, in current study the researcher covered two aspects of depression 1; Factors that causes students' depression 2; Negative effects of depression on students' academic performances.

2.1 Causes of Student's Depression

In literature reviews many studies have shown various factors of depression among university students. This part of literature review is dedicated to the common factors of depression that many studies have indicated during the academic career of students in universities. For example, there is no specific single cause of depression among the people, which means people suffer from different causes of depression among their lives (Hoagwood et al., (2018). However, the scholars also believe that overall people's genes may make them more likely to get depressed, whereas others believe stressful life events were the causes of depression. However, researchers such as Cope and Garrett (2019) stated that losing of a loved one, economic problems and unmet expectations are the overall shared stated factors by the students of university term that that lead to depression. Generally, different studies have indicated several factors as the main and major contributors to depression among the people such as the scarcity of support, partners, friends, financial stress and stress as the main factors of depression (Saeed et al., 2018).Moreover, Morales, Aguilar, and Guzmán, (2013 stated that bringing the appropriate balance between the social life and class tasks, concern regarding money, living away from family, unbalanced sleeping habit, the abuse based on drug, living away from home may also cause students to face up with depression somehow due to the difficulties they suffer from outside of their homes like in college or university.

According to Dapaah and Amoako (2019) who stated losing of beloved one, economic problems, and academic tasks are the major contributors of depression among the students of university. Meantime, the findings of their study stated that a student's academic performance can be affected seriously by depression. Moreover, researchers such as Awadalla, Davies and Glazebrook (2020) agreed with the findings, and have also stated futher that depression isn't a one-size-fit- mental-illness and explained there is a great collection of symptoms, factors and effects that a depressed person is experiencing that varies from person to person like feelings of hopelessness, losing concentration, no interest in any work, morning awakening, or oversleeping, remembering, making decisions and life long term sadness. Likewise, according to Calvete and Connor-Smith (2006) who identified common environmental un-recognized circumstances, lack of family unity, increased number of home conflicts, weakness of relationships among the members of a family, scarcity of involvement, stress due to academic point in time, despair, sleeping and eating disorders as a the common factors that mainly lead to depression among university students.

2.2 Negative Effects on Academic Performance

Researchers such as Aydogan and Buyukyilmaz (2017) who explained that for university students' depression is associated with poor academic performances, drop-out, insecure relationship, weak work performance, substance abuse, acute infectious illnesses and poor physical and mental health. Similarly, depression in this current period commonly can result more in negative consequences during a student academic career compare to the previous once as a result of relatively clear difference based on the level of depression among the urban and rural students (Ngin et al.,2018).Likewise, Roy and Marg(2022) stated , the level of depression among the rural students is identified some extent higher compare to the students living in district, thus it caused the students of the rural to have a relatively high academic performance compare to the students living in the city due to the low level of depression they suffer from.

According to a report of USA National Institute of Mental health (2015) which stated that depressed people do not experience the same level and symptoms of depression based on environmental circumstances and further added that the symptoms of depression varies from person to person and from environment to environment based on its severity and duration someone experiencing as a depressed person. Depression is known as the overall collection of depressed mood, non interest or pleasure, guilty feelings, lifelong term sadness, and consequently these factors are the leading contributors of weak academic performance of the students at university (Tahir et al., 2021).shortly, the writers explain the overall effects of depression into four categories such as the depressed students usually becomes emotionally weakened, socially weakened, becomes distracted, and finally becomes even lost that can happen due to a specific factor or a random phenomenon.

Many depressed students may be unable to perform well in academic field because of the scarcity of courage and energy in what they are doing (Sindhu, 2016).Likewise, according to Bilgel and Bayram (2014), students may feel that is impossible to reach the standard of a good performance that is set for themselves, thus they continuously feel disappointed, perceive things negatively and consider themselves as failures that can definitely contributes towards too many serious problems in their academic life such as poor grades and other weak academic related performances. Additionally, O'Callaghan and Cunningham (2015) identified that academic performance is negatively associated with depression and also claims inequality between the negative impacts of depression towards male and female students' academic output. The researchers added more that over all the females suffer somewhat more from depression compare to the males. Also, a study conducted by Khanam and Bukhari (2015) discovered depression has a negative correlation with academic performance of the students plus the level of depression and academic performance between the females and males students are somewhat different. Having problem concentrating, problems related to sleep, suicidal mood, regret feelings, loss of interest, and weight changes and many unwanted factors that expressed as a result of depression are commonly affecting students' academic performances (Gao, Ping & Liu, 2020). In addition to all these specialties of depression such as scarcity of interest, assertive behavior, and losing of weight; In the same way, depression does not allow

the students towards focusing on their academic performances (Saravanan& Wilks, 2014).The investigators like Arshad, Zaidi and Mahmood(2015) believed studying at university itself is a challenge, still students are supposed to face up with more and more other difficulties, and challenging situations arising from adjustment like, living far away from home , nonsupport of family , and the stress of a new environment at the university .

In addition to all these negative effects on students' academic performances, as well as satisfaction of the students towards their academic performances is also negatively correlated with depression (Andrews, & Wilding, 2017).Similarly, researchers such as Khan, Altaf and Kausar (2013)found out that depression is confirmed as a mental illness in which a person experiences deep, unshakable disappointment and faded interest in nearly all activities, which results a great chance for students suffering from depression will carry out poor academic performances at university. Additionally, writers such as Storrie, Ahern and Tuckett (2010) concluded that depression remains as barrier against being active: prevent the students from their advancement in academic field: disengages them from the work they are responsible for: even creates the long term academic challenges. Fortunately, the writers also pointed that certain learning strategies such as positive attitudes, interactive classes and other similar specific resources can give them the capacity to struggle against the difficulties of depression and particularly educational related once. Despite, all these facts mentioned about the dangerous impacts of depression regarding human life, still the treatment-seeking is very less or even accounted as nothing (Ahmed & Julius, 2015). For example, the researchers claimed that people from traditional cultural environment even deny that it occurs because of psychological distress; rather they interpret psychological distress as physical illness.

3 Methodology

3.1 Research Design

This study was conducted based on quantitative research based method to investigate the EFL students' causes of depression and its negative effects on students' academic performance at Kandahar University. According to Fraenke, Wallen and Hyun (2016), in a survey method, the researchers collect information from a large group of participants through their responses to the questionnaire items. The researchers added that quantitative study essentially tries to explain the problem using numbers and attempts to generalize the study from a larger population. Thus, quantitative research based study is considered as the best way of conducting and managing it.

3.2 The Instrument

The main instrument used in this survey research is a questionnaire. The questionnaire is adapted from the articles of (Verner-Filion & Vallerand, 2016) and (Ho et al., 2008). The questionnaire has three Parts Part One: A demographic information, Part Two: there are 10 items self-developed by the researcher himself regarding the common causes of students depression based on 5-likert scales and finally part Three: There are 10 items adapted from the article of (Verner-Filion & Vallerand, 2016) regarding the negative effects of depression students' academic performance based on 5 likert scales. 1-Strongly Disagree 2- Disagree 3-Neither Agree nor Disagree 4- Agree 5- Strongly Agree

3.3 Site

Kandahar University (which is located in northern part of Kandahar city) is selected as the research site. A large number of students every year come to this governmental university for getting their Bachelor degree as a totally free form. This university is consisted of eleven faculties. There are two semesters in an academic year that lasts about 9 months in a year.

3.4 Population and Sampling

The population of the study consists of all the EFL 180 undergraduate students of Education and languages and Literature Faculties of Kandahar University. According to Krejcie and Morgan (1970), for a population of 180 subjects, a sample size of 125 subjects is required to represent the whole population

Thus, up to 125 EFL undergraduate students both male (105) and female (20) were selected randomly as a sample of the study to fill the questionnaire from Education and Languages and Literature Faculties based on the requirement of the study to collect data which identifies the common causes of depression and its negative impacts on academic performances of students at University of Kandahar disregarding their marital status, socio-economic status, and position in the classroom. The random sampling technique helped the researcher to ensure every respondent in the sample had an equal chance of being selected (Gravetter & Forzano, 2006).

3.5 Data Collection Procedure

The researcher collected the data through questionnaire in two weeks and participants were invited to participate and find out the relevant factors of depression and its effects on their learning process. The researcher has selected the target population from two faculties Education Faculty and Languages and Literatures Faculty. First the researchers took the permission from the deans of both faculties to collect the data. In keeping with ethical standards, the researcher himself went to the classes introduced himself, explained the questionnaire to the participants and described his aim for conducting this study. And received the participants' conformation through assigning the consent forms (see appendix) by respondents. And all the participants (Males and Females) were satisfied to participate in this study if they were willing. Finally, the questionnaires were collected by the researcher after completion.

3.6 Validity and Reliability

After designing the questionnaire, the researcher shared it with the supervisor in order to take his confirmation regarding the questionnaire. The reliability of the questionnaire was checked using the Cronbach's alpha calculation of SPSS v26 software. Table 1 shows that a reliability analysis was carried out on the perceived task values scale comprising 20 total items. Cronbach's alpha for the first 10 items of the questionnaire is, $\alpha = 0.759$ the second 10 items acquired a score of, $\alpha = 0.802$. All items of the questionnaire appeared to be worthy approving

Table 1. Reliability of the Questionnaire

| Reliability of the Questionnaire Variables | 1. Items Deleted | N of items | Alpha |
|---|---------------------|------------|-------|
| Factors of Depression | - | 10 | 0.759 |
| Negative Effects of Depression | - | 10 | 0.802 |

3.7 Data Analysis

After collecting the data from participants the data was analyzed in order to know the result of the research. The analysis process was held with the help of (SPSS) software 26 version from different aspects regarding the factors and negative effects of depression using descriptive statistics by finding the mean scores, standard deviation, frequency and Independent sample t-test, One Way -Anova along with percentage the questionnaire items.

4 Findings

4.1 Demographics of the Respondents

Table 2. Shows the demographic information of the respondents in categories of gender, level of education, age, and Faculty.

| Gender: | Characteristics | No of Respondents | Percentage |
|---------------------|----------------------------------|-------------------|------------|
| Male | | 105 | 84% |
| Female | | 20 | 16% |
| Level of Education: | Freshman | 26 | 20.8% |
| | Sophomore | 30 | 24.0 % |
| | Junior | 35 | 28.0 % |
| | Senior | 34 | 27.2% |
| Age: | 18-23 | 94 | 75.2% |
| | 24-27 | 28 | 22.4% |
| | 28-35 | 2 | 1.6% |
| | Over 35 | 1 | 0.8% |
| Faculty: | Education Faculty | 62 | 49.6 % |
| | Languages and Literature Faculty | 63 | 50.4% |

Table 2 Shows that there were one hundred and twenty-five (125) participants. Out of one hundred and twenty-five, 105(84%) were male and 20(16.8%) female students. Depending on their level of education, freshmen were 26(20.8%), sophomore 30(24%), junior 35(28%), and 34(27.2%) senior students. With regards to age, 18-23 years old were 94(75.2%), 24-27 years old 28(22.4%), 28-35 years old were 2(1.6%) students and over 35 years was 1(0.2%) student. Regarding faculty division, 62(49.6%) were from Education Faculty and 63(50.45%) students were from Languages and Literature Faculty.

4.2 Factors of EFL Learners' Depression

The first objective of the study aimed to investigate the causes of EFL learners' depression at Kandahar University. The specific findings are as present in Table 3 below

Table 3. Indicates the factors causing EFL learners' depression

| Factors that Cause EFL Learners' Depression | Mean | SD |
|--|--------|---------|
| I usually suffer from depression because of jobless | 3.8080 | 1.08283 |
| I usually suffer from depression because of negative feelings | 3.7280 | 1.25965 |
| I usually suffer from depression because of my economic problems. | 3.7280 | 1.18714 |
| I usually suffer from depression because of my hopeless about Unknown future. | 3.5920 | 1.27061 |
| I usually suffer from depression because of the strict behaviors and Pressure of hard work-loads of my teachers of University. | 3.4800 | 1.24822 |
| I usually suffer from depression because of Home conflicts. | 3.4320 | 1.21374 |
| I usually suffer from depression because of my Unmet expectations. | 3.3120 | 1.04276 |
| I usually suffer from depression because of the propogandas of Social media. | 3.2400 | 1.27254 |
| I usually suffer from depression because of addiction. | 3.0480 | 1.22380 |
| I usually suffer from depression because of love. | 2.9600 | 1.34044 |

Table 3. Shows the mean scores for the EFL learners' depression at KDR University. All of the items had the mean scores between the ranges of two to three. The average level of the EFL students' depression was in the range of "Agree" and "Undecided". Items which gained higher mean scores in this dimension were identified as "I usually suffer from depression because of jobless" $M=3.80$ ($SD=1.082$), "I usually suffer from depression because of negative feelings" $M=3.72$ ($SD=1.259$) and "I usually suffer from depression because of my economic problems" $M=3.72$ ($SD=1.187$). Meanwhile, the three items with comparative lower mean scores were "I usually suffer from depression because of love" $M=2.96$ ($SD=1.340$), "I usually suffer from depression because of addiction" $M=3.04$ ($SD=1.223$) and "I usually suffer from depression because of the propogandas of Social media" $M=3.24$, ($SD=1.272$). The result reveals that minority of the participants were (Undecided) but, majority of the participants were (Agree) with the questionnaire items. Thus, the researcher emerged the major factors that cause EFL students' depression. Those major factors are called: jobless, negative feelings, economic problems and hopeless about unknown future.

4.3 Negative effects of Depression on Students' Academic Performances

The second objective of the study aimed to investigate the negative effects of depression on learners' academic performances at Kandahar University. The specific findings are as present in Table 4 below.

Table 4. Indicates Negative effects of depression on EFL learners' academic performances

| Effects of Depression on Students' Academic Performance | Mean | SD |
|--|--------|---------|
| I think about a lot of things that make me sad and distracted from learning | 3.6560 | 1.36845 |
| I cannot achieve my goals that I set for myself | 3.3200 | 1.34164 |
| I cannot express my idea and intelligence in the class | 3.2880 | 1.30641 |
| I cannot make a plan of the things I have to do every day | 3.2640 | 1.30843 |
| I cannot effectively manage my time | 3.2560 | 1.23722 |
| I cannot effectively prepare myself to take exams | 3.2320 | 1.26450 |
| I cannot participate in events such as seminars, lectures and other my field related activities promoted by the University | 3.2080 | 1.25271 |
| I cannot adequately complete the assigned duties. | 3.1920 | 1.20948 |
| I am not able to take decent notes during classes | 3.1600 | 1.18049 |
| I cannot concentrate on my studies | 3.0560 | 1.30942 |

Table 4 shows the mean score for "Negative effects of depression on students' academic performance". All of the items had the mean scores in the range of three. It was deduced that the average response of the respondents is "Almost agree". These findings indicate that the respondents only partially agree to all the negative effects on academic performance caused by depression at university as presented in table 4 above.

This means that they don't completely agree that depression at university would result in overthinking and distracting attention, incapacity regarding achieving selected goals, forcing not to express their idea and intelligence in the class, non-capacity making daily tasks' plans and the other negative effects (weaknesses) as mentioned in table 4 above against their effective academic performances at university.

4.4 The Difference of Responses towards the Factors of Depression among Male and Female Students.

Hypothesis one: There is no significant difference in sex (Males & Females') EFL learners' responses to the factors of depression at Kandahar University. The specific findings are as present in Table 5 below

Table5: Independent t-test showing difference between in sex response to depression's factors

| | Gender | Mean | SD | f | t | df | sig | Remark |
|---------|--------|--------|--------|-------|------|--------|------|--------|
| Factors | Male | 3.4343 | .70572 | 1.279 | .055 | 123 | .260 | p>0.05 |
| | Female | 3.4250 | .57113 | | .064 | 31.177 | | |

The results of the independent samples t-test indicate that there is no significant difference in responses of male and female students in terms of these factors: ($t(31.177) = .119$, $p = .260$). At the $p > 0.05$ level. Therefore, the null hypothesis was rejected.

4.5 The Difference of Depression's Effects on Students' Academic Performance in Regard to the Students' Class level.

Hypothesis two: There is no significant difference in the effects of depression on EFL students' academic performance in regard to the class level. The specific findings are as present in Table 6 below

Table 6: One –Way ANOVA showing difference in effects of depression in regard to students' classes level

| | | Sum of Squares | df | Mean Square | F | Sig. | Remarks |
|---------|----------------|----------------|-----|-------------|----|------|---------|
| Effects | Between Groups | 1.312 | 3 | .437 | .7 | .531 | p>0.05 |
| | Within Groups | 71.659 | 121 | .592 | 38 | | |
| | Total | 72.971 | 124 | | | | |

The One-Way ANOVA analysis indicated that there is no significant difference among the level of depression's effects in regard to the students' class level. The effects of depression on students' academic performances in terms of these impacts were; ($f(3, 121) = .738$ & $p = .531$) at the $p > 0.05$ level. Consequently, we fail to reject the null hypothesis.

5 Discussion

The overall aim of the current study was to provide a greater understanding of the causes of depression and its relationships with perceived academic performance within the population of EFL undergraduate students at Kandahar University in Afghanistan. The findings of this study prove several contributors to depression of EFL learners. Overall, Students responded that they face up depression because of being without a job, negative emotions, financial difficulties, despairing regarding unidentified future, and unmet expectations to a great extent at Kandahar University. Since the participants of this study were mostly young aged learners who are very lean to get depression rather easily compare to the other layers of human beings, namely, this is the layer of individuals who are mostly experiencing such kinds of issues. Therefore, the overall findings of this study suggest that these learners generally have gotten depression to somewhat extent as a result of these factors mentioned before. This finding is in line with Smith et al. (2018) who concluded that factors of students' depression contain undue load of difficult mental work, exam pressure, individual concerns, burden of study, and financial issues. Likewise, according to Dapaah and Amoako (2019) who have found that economic problems, misplacing of the beloved one and academic errands are leading towards the main givers of depression among the students of university. Additionally, this research finding also point towards the negative impacts of depression on students' academic performances. Keeping in view the statistics and designed tool responses it is most evidently seen that to some extent depression leaves one way or another destructive imbalance in students 'academic productivity. Such as, losing concentration, distrusting concerning uttering ideas, weak self-assurance towards achieving their goals and somewhat other to a little extent as mentioned before in the findings of this study. The findings of this study are in agreement somehow with the findings of Ngin et al. (2018)) who concluded these effects using different terms like drop-out, uncertain connections, weak work performance, and even poor physical and mental health for university students. Similarly, Muhammad (2018) demonstrated that depression for university students contains no result other than weak academic performances and further added that the higher the depression among students, the lower their level of performance.

5.1 Limitations and Recommendations

A number of limitations exist within current study are:

Firstly, the scale used to identify the factors of depression and measure perceived academic performance may not have measured this variable as accurately as possible. Despite this scale having an acceptable Cronbach's Alpha indicating satisfactory reliability, the scale only consisted of 20 items (Verner-Filio & Vallerand, 2016&Ho et al., 2008). Particularly, it could be claimed that this scale was not comprehensive enough to accurately generate a realistic score for perceived academic performance. Future studies may benefit by using an alternative scale with a great number of items to address every feature of this construct in order to attain more accurate results. The second limitation of this study was non-participation, dishonest responses and rushed responses of respondents which may affect the findings of the study. Future studies may benefit by using a balanced amount of respondents between male and females to accurately find the correct result of their study for generalizing. Finally, the third limitation of this study was unbalanced amount between the respondents. Namely, that there were fewer females participants compare to males. The current sample contained only 20 female students as respondents, that limiting the generalizability of the findings. As a recommendation base on the findings of this study it is recommended that: Educators, Counsellors, Psychologists, and Researchers to carry out further studies on a great number of students both (females equals males) through both quantative and qualitative approaches for developing strategies to reduce psychological problems like depression and its destructive influences among the students. This method would supply relatively more constructive knowledge regarding the occurrence of depression and plus its negative effects on students' academic achievements and it would enhance students' psychological well-being which may help to increase their academic performance.

5.2 Implications

Results obtained within the existing study have substantial useful implications. The current findings highlighted that perceived academic performance is negatively interconnected with depression within the population as a whole, this correlation was seen for depression within both male and female. These findings should inform student provision services to run any possible support for students struggling with depression at Kandahar University. Individualized support services, such as counselling, should be obtainable to all the learners, appropriate with their individual needs. As well as individual supports, in order to reach the entire student population within the university simultaneously free, reachable workshops and skills training courses could be run with the aim of providing students with the suitable coping approaches to deal with depression. Finally, this study should make aware further scholars and researches to better explore the overall public providers of depression and its negative influences. Thus, longitudinal researches might be needed in order to explore the direction of this relationship, and other givers of depression among all the undergraduate learners at Kandahar University.

5.3 Conclusion

The current study was designed to identify the causes that make the EFL students depressed and its negative impacts towards their academic output. The problem was EFL students' weak academic performance due to depression. Accordingly, with the previous literatures, the study stated that there were several causes of depression that affected EFL undergraduate students' academic performances negatively. Such as, out of work, negative mood, economic difficulties, disheartened about unknown future after graduation from university, stress of university, home-based encounters, and unmet prospects. Meantime, propagandas of social broadcasting, addiction and love were identified to somewhat little extent givers of depression that ultimately affects the students' academic performance destructively. Losing of focus, distrusting concerning conveying thoughts, dropping confidence towards achieving their goals and so on as stated in the findings of this study, were identified as the hazardous negative effects of depression among the EFL undergraduate students. Moreover, the study was conducted quantitatively by providing questionnaire through random sampling. Likewise, the data was analyzed through spss software (26) version in terms of mean, standard deviation, Independent t-test and One way Anova. Finally, the present study found that there were seven major causes as mentioned above that affected EFL students' academic performance negatively.

6. Reference

- Adewuya, A. O., Ola, B. A., Aloba, O. O., Mapayi, B. M., & Oginni, O. O. (2006). Depression amongst Nigerian university students. *Social psychiatry and psychiatric epidemiology*, 41(8), 674-678.
- Ahmed, B., Enam, S. F., Iqbal, Z., Murtaza, G., & Bashir, S. (2016). Depression and anxiety: a snapshot of the situation in Pakistan. *International Journal of Neuroscience and Behavioral Science*, 4(2),
- Ahmed, Z., & Julius, S. H. (2015). Academic performance, resilience, depression, anxiety and stress among women college students. *Indian journal of positive psychology*, 6(4), 367.
- Al-Duwailah, Reem. (2019). Phalangist symptoms and social shyness and their impact on the academic achievement of Kuwait University students. *Journal of the College of Education, Kafr El-Sheikh University*, 19(4),379- 410
- Al-Najma, Aladdin, (2008) "The Effectiveness of a Psychological Counseling Program for Reducing Depressive Symptoms for High School Students". Department of Psychological Counseling - College of Education, Islamic University – Gaza among college students: a longitudinal study from China. *Journal of affective*.
- Andrews, B., & Wilding, J. M. (2004). The relation of depression and anxiety to life-stress and achievement in students. *British journal of psychology*, 95(4), 509-521.
- Arora, J.M. (2014), The Relation of Depression and Anxiety to Life-Stress and Achievement in Students, *British Journal of Psychology*, 95 (4), 509-21.
- Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Self-Esteem & Academic
- Awadalla, S., Davies, E. B., & Glazebrook, C. (2020). A longitudinal cohort study to explore the relationship between depression, anxiety and academic performance among Emirati university students. *BMC psychiatry*, 20(1), 1-10.
- Aydogan, D., & Buyukyilmaz, O. (2017). The Effect of Social Media Usage on Students' Stress and Anxiety: A Research in Karabuk University Faculty of Business. *International Journal of Multidisciplinary Thought*, 6 (1), 253-260. <https://avesis.karabuk.edu.tr/yayin/f1ccaf9c-e660-4c13-bbef-3eefc8fd21cd/s>
- Bilgel, N., & Bayram, N. (2014). The Epidemiology of Depression, Anxiety, Stress, and Anger in Turkish High School Students. *British Journal of Education, Society & Behavioral Science* 4(9), 1153-1170.
- Busari, A.O. (2012). Evaluating the Relationship between Gender, Age, Depression and Academic Performance among Adolescents Retrieved from <http://www.scholarly-journals.com/sje/archive/2012/April/pdf/Busari.pdf>
- Calvete, E., & Connor-Smith, J. K. (2006). Perceived social support, coping, and symptoms of distress in American and Spanish students. *Anxiety, Stress, and Coping*, 19(1), 47-65.
- Collingwood, J. (2016). Depression in Students. *Psych Central*. Retrieved October 14, 2018, from <https://psychcentral.com/lib/depression-in-students/>
- Cope, H. L., Garrett, M. E., & Ashley-Koch, A. (2019). Anencephaly: Insights for Genetic Counseling. *Journal of Prenatal & Perinatal Psychology & Health*, 33(3).
- Dapaah, J. M., & Amoako, H. A. F. (2019). The Causes of depression among university students and its effects on their academic life in Kwame Nkrumah University of Science

- and Technology, Kumasi, Ghana. *International Journal for Innovation Education and Research*, 7(6), 154-167.d
- Fraenkel. J. R, Wallen. N. E & Hyun. H.H. (2016). *How to design and Evaluate Research in Education* (9th edition). New York: Mc Graw-Hill Education.
- Gao, W., Ping, S., & Liu, X. (2020). Gender differences in depression, anxiety, and stress
- Govinda, G., & Varghese, M., (1993). The Relation of Depression and Anxiety to Life-Stress and Achievement in Students. *British Journal of Psychology*. 95, 509–521.
- Gravetter, F.J., & Forzano, L.B. (2006). *Research Methods for the Behavioral Science* Belmont, USA: Thomson Wadsworth.
- Ho, P. J., Chen, M. J., Lin, Y. R., Yang, Z. H., Cai, X. C., & Huang, Y. C. (2008). What Are the Most Common Causes for Depression in College Students in Taiwan?
- Ho, P. J., Chen, M. J., Lin, Y. R., Yang, Z. H., Cai, X. C., & Huang, Y. C. (2008). What Are the Most Common Causes for Depression in College Students in Taiwan?
- Hoagwood, K. E., Atkins, M., Kelleher, K., Peth-Pierce, R., Olin, S., Burns, B., ... & Horwitz, S. M. (2018). Trends in children's mental health services research funding by the National Institute of Mental Health from 2005 to 2015: A 42% reduction. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(1), 10-13.
- Hysenbegasi, A., Hass, S. L., & Rowland, C. R. (2005). The impact of depression on the academic productivity of university students. *Journal of mental health policy and economics*, 8(3), 145.
- Ibrahim, A. K., Kelly, S. J., Glazebrook, C. (2012). Analysis of an Egyptian study on the socioeconomic distribution of depressive symptoms among undergraduates. *Social Psychiatry Psychiatric Epidemiology*, 47 (6), 927-937.
- Khan, M. J., Altaf, S., & Kausar, H. (2013). Effect of Perceived Academic Stress on Students' Khanam SJ, Bukhari SR. Depression as a predictor of academic performance in male and female university students. *Journal of Pakistan Psychiatric Society*. 2015;12(2):15–17.
- Morales, .C. F. Aguilar, .M. E. U. and Guzmán .R. G. (2013) Depressive symptoms and academic performance in medical students, *Salud Mental* 2013;36:57-63
- Muhammad, K., Terna, I. G., & Saanyol, D. B. (2018). The relationship between depression and academic performance among undergraduate students of Benue State University Makurdi, Nigeria. *International Journal of Education and Evaluation*, 4(6), 77-85.
- Muhammad, K., Terna, I. G., & Saanyol, D. B. (2018). The relationship between depression and academic performance among undergraduate students of Benue State University Makurdi, Nigeria. *International Journal of Education and Evaluation*, 4(6), 77-85.
- Ngin, C., Pal, K., Tuot, S., Chhoun, P., Yi, R., & Yi, S. (2018). Social and behavioural factors associated with depressive symptoms among university students in Cambodia: a cross-sectional study. *BMJ open*, 8(9), e019918.
- NIMH. National Institute of Mental Health. Revised 2012. NIMH Publication No. 11-4266(2012)
- O'Callaghan, P. & Cunningham, E. (2015). Can a targeted, group-based CBT intervention reduce depression and anxiety and improve self-concept in primary-age children? *Educational Psychology in Practice*, 31(3), 314-326. doi:10.1080/02667363.2015.1060587
- Performance among Adolescents', *olarly Journal of Education*, (2012) 1(1), PP. 6-12.

- Performance among University Students. *Journal of Education and Practice*, 6(1), Performance. *FWU Journal of Social Sciences*, 7(2). 146-151. *practice*, 16(1), 1-6.
- Performance. *FWU Journal of Social Sciences*, 7(2). 146-151.
- Robotham, D., & Julian, C. (2006). Stress and the higher education student: a critical review of the literature. *Journal of further and higher education*, 30(02), 107-117. <https://doi.org/10.1080/03098770600617513>
- Roy, M. A., & Marg, C. (2022). RELATIONSHIP BETWEEN DEPRESSIONS ON ACADEMIC PERFORMANCE AMONG SCHOOL GOING ADOLESCENTS OF PURULIA: A COMPARATIVE STUDY.
- Saeed, H., Saleem, Z., Ashraf, M., Razzaq, N., Akhtar, K., Maryam, A., & Rasool, F. (2018). Determinants of anxiety and depression among University students of Lahore. *International Journal of Mental Health and Addiction*, 16(5), 1283-1298.
- Saravanan, C., & Wilks, R. (2014). Medical student's experience of and reaction to stress the role of depression and anxiety. *The Scientific World ournal*, 2014, 737382. <httpsdoi.org10.11552014737382>
- Sarokhani, D., Delpisheh, A., Veisani, Y., Sarokhani, M. T., Esmaelimanesh, R., & Sayehmiri, K. (2013). Prevalence of Depression among University Students: A Systematic Review and Meta-Analysis Study. *Depression Research and Treatment*, 2013 (2013), 1-7.
- Scale. *PsycTESTS*. <https://doi.org/10.1037/t58631-000>
- SDefinition of Depression (2016). .*MedicineNet*. com. Retrieved December 4, 2017, from <http://www.medterms.com/script/main/art.asp?articlekey=2947>
- Shah, M., Hasan, S., Malik, S., & Sreeramareddy, C. T. (2010). Perceived stress, sources and severity of stress among medical undergraduates in a Pakistani medical school. *BMC medical education*, 10(1), 2.
- Sindhu P (2016), Impact of Depression on Academic Achievement among Engineering Students, *International Journal of Indian Psychology*, Volume 4, Issue 1, No. 82, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.146/20160401, ISBN:978-1- 365-59365-9
- Smith, C. A., Armour, M., Lee, M. S., Wang, L. Q., & Hay, P. J. (2018). Acupuncture for depression. *Cochrane database of systematic reviews*, (3).
- Storrie, K., Ahern, K., & Tuckett, A. (2010). A systematic review: students with mental
- Tahir, T., Ahmed, Q. W., Batool, S., Ishfaq, U., Zaman, A., & Minaz, M. (2021). Effects Of Depression On The Academic Learning Of Students At University Level. *LINGUISTICA ANTVERPIENSIA*, 7407-7420.
- US Department of Health and Human Services. (2021). National Institute of Mental Health.(2015). *Depression* (NIH Publication No. 15-3561). Bethesda, MD: US Government Printing Office.
- Verger, P., Guagliardo, V., Gilbert, F., Rouillon, F., & KovessMasfety, V. (2010). Psychiatric disorders in students in six French universities: 12-month prevalence, comorbidity, impairment, and help-seeking. *Social psychiatry and psychiatric epidemiology*, 45(2), 189199.
- Verner-Filion, J., & Vallerand, R. J. (2016). Perceived Academic Performance
- Wyatt, T., & Oswalt, S. B. (2013). Comparing mental health issues among undergraduate and graduate students. *American journal of health education*, 44(2), 96-107.

Zainab, T., & Zafar, A. (2019). Poor academic performance as predictor of depression among university students. *career development*, 2(10).

Zivin, J. (2009). Adolescents with Depressive Symptoms and Their Challenges with Learning in School. *The Journal of School Nursing*. 26(5), 377-392.

Appendix

Research Questionnaire

Investigating the Causes of Depression and Its (Negative) Effects on Students ‘Academic Performances at Kandahar University

Dear participants!

I am Agha-wali (Darbar) one of the EFL learners at Kandahar University. This research intends to identify the causes of students’ depression and its negative effects on EFL learners’ academic performance at Kandahar University. Your volunteer cooperation and patience in sharing your points of view for this research will help us to conduct it successfully.

Part One:

Demographic Information

- 1 – Gender: 1: Male 2: Female
- 2 – Age 1: 18-23 2: 24-27 3: 28-35 4: over
- 3 – Shift 1: Morning 2: Night
- 4 – Class 1: Freshman 2: Sophomore 3: Junior 4: Senior
- 5 – Faculty 1: Education Faculty 2: Languages and Literature Faculty

Part Two:

Instruction: Please read each of the following statement carefully and select a number in the given boxes below.

| N O | Item | Strongly Disagree | Disagree | No idea | Agree | Strongly Agree |
|--------|--|----------------------|----------|---------|-------|-------------------|
| 1 | I usually suffer from depression because of negative feelings | 1 | 2 | 3 | 4 | 5 |
| 2 | I usually suffer from depression because of my economic problems. | 1 | 2 | 3 | 4 | 5 |
| 3 | I usually suffer from depression because of my Unmet expectations. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 4 | I usually suffer from depression because of jobless | 1 | 2 | 3 | 4 | 5 |
| 5 | I usually suffer from depression because of the propagandas of Social media. | 1 | 2 | 3 | 4 | 5 |
| 6 | I usually suffer from depression because of Home conflicts. | 1 | 2 | 3 | 4 | 5 |
| 7 | I usually suffer from depression because of my hopeless about Unknown future. | 1 | 2 | 3 | 4 | 5 |
| 8 | I usually suffer from depression because of the strict behaviors and Pressure of hard work-loads of my teachers of University. | 1 | 2 | 3 | 4 | 5 |
| 9 | I usually suffer from depression because of love. | 1 | 2 | 3 | 4 | 5 |
| 10 | I usually suffer from depression because of addiction. | 1 | 2 | 3 | 4 | 5 |

Part Three:

Instruction: Please read each of the following statement carefully and select a number in the given boxes below.

| N O | Item | Strongly Disagree | Disagree | No idea | Agree | Strongly Agree |
|--------|--|----------------------|----------|---------|-------|-------------------|
| 1 | I usually suffer from depression because of negative feelings | 1 | 2 | 3 | 4 | 5 |
| 2 | I usually suffer from depression because of my economic problems. | 1 | 2 | 3 | 4 | 5 |
| 3 | I usually suffer from depression because of my Unmet expectations. | 1 | 2 | 3 | 4 | 5 |
| 4 | I usually suffer from depression because of jobless | 1 | 2 | 3 | 4 | 5 |
| 5 | I usually suffer from depression because of the propagandas of Social media. | 1 | 2 | 3 | 4 | 5 |
| 6 | I usually suffer from depression because of Home conflicts. | 1 | 2 | 3 | 4 | 5 |
| 7 | I usually suffer from depression because of my hopeless about Unknown future. | 1 | 2 | 3 | 4 | 5 |
| 8 | I usually suffer from depression because of the strict behaviors and Pressure of hard work-loads of my teachers of University. | 1 | 2 | 3 | 4 | 5 |
| 9 | I usually suffer from depression because of love. | 1 | 2 | 3 | 4 | 5 |
| 10 | I usually suffer from depression because of addiction. | 1 | 2 | 3 | 4 | 5 |

Part Three:

Instruction: Please read each of the following statement carefully and select a number in the given boxes below.

| NO | Item | Strongly Disagree | Disagree | No idea | Agree | Strongly Agree |
|----|---|----------------------|----------|---------|-------|-------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | I cannot participate in events such as seminars, lectures and other my field related activities promoted by the University. | 1 | 2 | 3 | 4 | 5 |
| 2 | I cannot concentrate on my studies. | 1 | 2 | 3 | 4 | 5 |
| 3 | I cannot effectively manage my time. | 1 | 2 | 3 | 4 | 5 |
| 4 | I cannot adequately complete the assigned duties. | 1 | 2 | 3 | 4 | 5 |
| 5 | I cannot make a plan of the things I have to do every day. | 1 | 2 | 3 | 4 | 5 |
| 6 | I think about a lot of things that make me sad | 1 | 2 | 3 | 4 | 5 |
| 7 | I am not able to take decent notes during classes. | 1 | 2 | 3 | 4 | 5 |
| 8 | I cannot effectively prepare myself to take exams. | 1 | 2 | 3 | 4 | 5 |
| 9 | I cannot express my idea and intelligence in the class. | 1 | 2 | 3 | 4 | 5 |
| 10 | I cannot achieve my goals that I set for myself. | 1 | 2 | 3 | 4 | 5 |

Consent form

Investigating the Causes of Depression and Its (Negative) Effects on Students ‘Academic Performances at Kandahar University.

I am Agha-wali “Darbar” one of the EFL learners at Kandahar University. The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without effecting your relationship with this department, the instructor or the University. The purpose of this study is to identify the causes of depression and its negative effects on EFL learners at Kandahar University. Data will be collected using a brief questionnaire at the beginning of the class. Don’t hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researcher will know your identity. There are no known risks and/or discomforts associated with this study. If this study is later submitted for publication, a brief-line will indicate the participation of all students in the classes. Please sign this consent form. You’re signing it with full knowledge of the nature and the purpose of the procedures. A copy of this form will be given you to keep.

Signature

date

**Get more e-books from www.ketabton.com
Ketabton.com: The Digital Library**