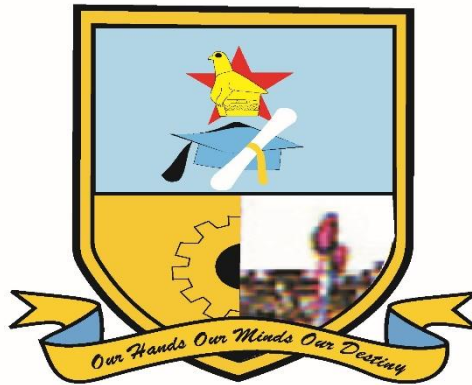


FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY



PREVALENCE OF DEPRESSION AND PERCEIVED PSYCHOLOGICAL, SOCIAL
AND EMOTIONAL CAUSES AMONG FINAL YEAR STUDENTS IN THE FACULTY
OF SOCIAL SCIENCES.

RESEARCH BY

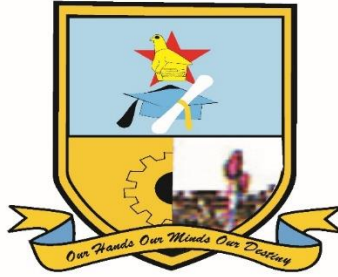
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OCTOBER, 2016

**THIS DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN
PSYCHOLOGY**

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***Research topic:* PREVELANCE OF DEPRESSION AND PERCEIVED PSYCHOLOGICAL, SOCIAL AND EMOTIONAL CAUSES AMONG FINAL YEAR STUDENTS IN THE FACULTY OF SOCIAL SCIENCES.**

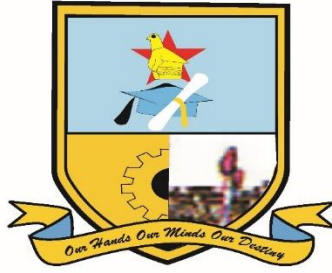
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DEDICATION

This dissertation is dedicated to my family for their support throughout the course of the study

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My special gratitude goes to Mr B Mambende for giving me insight and constructive guidance during the course of my research. I also want to acknowledge my family for the support, understanding and love they gave me. Above all I want to thank the Almighty for making this research a success.

ABSTRACT

The purpose of this study was to reveal the levels of depression that exists among final year students and also highlight the perceived causes of depression. Much research was done in Western countries, I feel it's my turn now to conduct local studies and make an addition to local scholarly content. Using an expedient sampling technique, a mock-up of 100 students from Midlands State University faculty of social sciences, were selected and completed the questionnaires of the Beck depression inventory. The researcher chose the sample from six departments available on campus that were psychology, geography and environmental studies, human resources management, local governance, media society studies, music and musicology and politics and public management departments. However due to relocation of politics and public management would not be in the study since they are in Zvishavane campus. The descriptive quantitative research approach was considered appropriate in measuring depression prevalence and the attributed causes behind depression according to the students. Data was entered using Microsoft excel with the aid of graphs and analysed using both descriptive and inferential statistics. The analysis of results showed that most students were depressed as characterised by large scoring found in the results. Limitations of the research include lack the number of people selected to represent a large group. Generally, present study stated that most students in college were at risk of being depressed at some point or another.

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CHAPTER ONE

INTRODUCTION

1.0 Topic

Prevalence of depression and perceived psychological, social and economic causes among final year college students focusing on the faculty of social sciences midlands state university.

1.1 Introduction

In their research on the prevalence of mental health problems affecting students, Dachew, et al (2015), argue that mental distress is an important public health challenge that is under recognized as a public burden around Africa. Due to this under recognition, very little research is carried out in Africa at large on prevalence of psychological depression in the community according to Buri (1991). Zimbabwe too is not an exception to this anomaly. However, information pertaining to these kinds of research is vital in providing information to assist in mental health policy formulation as well as for counselling strategies among the vulnerable university students. It is against this backdrop that this research seeks to probe further the actual pervasiveness of perceived psychological, social and emotional causes of depression in final year students, predisposed to the faculty of social science at the Midlands State University.

This chapter details the background to the study as well as motivation of the study and statement of the problem.

1.2 Background of study

The World Mental Health Survey in 17 nations found that by and large around 1 in 20 individuals reported having a sense of sadness in the previous year as indicated by <http://www.who.int/points/discouragement/en/>. Depression is one of the need wellbeing issues secured by WHO's Psychological well-being Crevice Activity Program as per <http://www.who.int/mediacentre/factsheets/fs369/en/>. The Program tries to help nations organize administrations for people with mental, neurological and substance utilize clutters, through care gave by wellbeing specialists. As per WHO site, despondency is a typical ailment around the world, with an expected 350 million people influenced. Accordingly, much consideration ought to be sent towards investigation of the degree to which it influences our groups and measures that should be set up to control the impacts of wretchedness.

Psychosocial issues as a part of psychological wellness among college undergrads speak to a vital and developing general wellbeing sympathy toward which epidemiological information are expected to advise directing intercessions (Eisenberg, Gollust, Golberstein, and Hefner, 2007). College life can be very distressing, Means (1994) notes students going to school, in any case, the process is frequently distressing and disappointing. The opposition for evaluations, the need to perform, connections, dread of failure, profession decision, and numerous different parts of the school environment can cause depression. Before denouncing stress out and out, it ought to be noted depression is just destructive when it is exorbitant.

1.3 Statement of the Problem

As per the National Institute of Mental Health (NIMH), around 40% of undergrads will undoubtedly be depressed. Such statistics shows how MSU is not an exception and students are at risk to depression due to various reasons. Therefore this study looks at the prevalence and perceived causes of depression among final year students in the faculty of Social Sciences.

1.4 Purpose of Study

The purpose of this research study is to make a survey study on the statistics of depression in final year students and the perceived reasons behind the depression. Focus will be on final year students in the faculty of Social Sciences at Midlands State University.

1.5.1 Objectives

- ✓ Examine the perceived social causes of depression
- ✓ Find the prevalence of depression in final year students
- ✓ To establish the perceived psychological causes of depression
- ✓ To find the perceived economic causes of depression.

1.5.2 Research questions

Below are questions which will be addressed in this research. The questions will assist in obtaining as much data as possible so that the students, society and school counsellors might get a look to the prevalence of depression among college students.

This study will be based on the following questions:-

- ✓ What are the depression levels in final year students
- ✓ What are the psychological causes of depression in final year students

- ✓ What are the social causes of depression in final year students
- ✓ What are the economic causes of depression in final year students

1.6 Significance of the study

This study serves to enlighten school administration of the value of mental health in student life. This research encourages the University to invest in mental health awareness and realise its importance and value to student wellbeing. College students make up of adolescences that are target population that have to be natured to reach a desired level of high positive coping ways of life and effective support systems from the school and peers.

Its important for the counsellor, school administration and students to be fully aware of the perceptual views and candid response coming from the students. Counsellors will be able to able to be respond in a positive manner. This research will also benefit the researcher's community. It should be noted less study attention has been put towards final year depression but rather on first year depression. It is my hope my research work will be of future use to other scholars who decide to focus in this area.

1.7 Assumptions

All test takers will be willing to take part in the research.

Questions will be answered truthfully.

Test takers will comprehend the expectations and demands of the research question.

Participants will be able to highlight their feelings regarding the questions..

The participants are going to be interested in the research question.

1.8 Delimits

Concept of depression according to this study shall be taken to mean sever and mild according to the Beck`s depression inventory scale used in this research to classify depression. This study will focus on Midlands State University, final year students in the faculty of Social Sciences. I decided to focus on social sciences since focusing on all faculties is beyond my individual capacity. Final students being looked at in this chapter are undergraduate students who are convectional students, in terms of geographical location the research looked at on campus and off campus students.

1.9 Limitations

The study was carried out in one University and as such, the findings may not be interpreted to represent all students in other Universities in Zimbabwe . In essence, the findings cannot be interpreted as representative of all college students at MSU since the research looked at six departments only. In addition, this research did not encompass views of every students but rather a group of people that represented the whole students. Therefore the findings are the participant's perspective rather than individual views.

The test for depression being self-report, results could have been biased as self-analysis is hard. Macgill (2004) notes self-inspection can lead to false data as participants give socially desirable answers. Furthermore, this study used a very small size sample , and this made the generalization of results unclear. This is so since the way in which an individual determines their vulnerability to depression might differ. Therefore, the use of a bigger sample would have changed the findings of the research for the better.

To add on , there is lack of clarity of what may be categorized as depression in the participants. To add on, the results could have been motivated by other causes which the researcher cannot change, such as status , spiritual beliefs and timing of the test. A few members will likely be unwilling or ease back to react to the polls given to them by the scientist. In any case, the specialist will attempt to deal with this by making subsequent meet-ups and clarifying that the entire procedure.

1.10 Definition of terms

Depression

According to Williams (2008) a depression is not a passing blue state of mind but rather relentless sentiments of trouble and uselessness and an absence of longing to participate in some time ago pleasurable exercises. Asarnow, J. Retal (1987) notes how a perplexing personality or body ailment, gloom can be treated with medications or treatment. Depressive disorder is among one of the most common mental disorders, with lifetime prevalence of 16.2% and 12-month prevalence of 6.6% in the general population according to Nair (2004)

1.11 Chapter Summary

It's a consideration to point that depression is commonly found in college students that has a direct impact towards the student life. Therefore, to acquire a basic knowledge pertaining different coping strategies development is important because stressful events are unavoidable.. Moreover, as Universities take ownership and implement effective mental health centers around the school, students will gain better self-confidence, have developed positive self esteem, improve academic performance, fight against negative peer pressure and develop an optimistic view of the world. In other words, identification of modifiable risk factors of depression in students is important in developing interventions to prevent and to enhance better coping strategies to stressful events.

CHAPTER 2 LITERATURE REVIEW

2.1. Introduction

This chapter involves the theoretical framework of the study and will also look into previous literature studies on depression and the causes behind depression. In the end the chapter will highlight the knowledge gap.

2.2. Depression

Depression has been around for quite a while, spreading over a great many years, going back to the season of Saul the bible character (Eaton, 2001), yet despite the fact that Dejection is a turmoil that is as yet being contemplated. Depression according to Veilstom (2002) notes its a perspective which keeps people from carrying on with a conventional life, at work, school . socially or with their family. Seligman (1973) implied depression as one of most dangerous mental conditions. As indicated by Williams (2008) a depressive issue is among a standout amongst the most widely recognized mental issue, with lifetime occurrence of 16.2% and 12-month commonness of 6.6% . Nair (2004) notes how depressive manifestations are generally disseminated in the populace and disturb individuals' typical life. College understudies are a unique gathering of individuals that are persevering through a basic momentary period thus at high danger of being discouraged and succumbing to depression.

In my research I am going to embrace Velstorm (2002) `s meaning of depression which says it says depression is a perspective which keeps people from carrying on with a conventional life, at work, school, socially or with their family

2.3 College Depression

A recent U.K. study found that the present era of college understudies are at a more serious danger of uneasiness and despondency than their ancestors. The study by the Illustrious School of Specialists found that numerous understudies are caught off guard for college life and face higher obligation and less employment prospects than past eras of understudies as indicated by Hammen, C., and Brennan, P. A. (2001).

Derby (2014) notes how past researches reported that depressive symptoms in university students are noted around the world and the prevalence seems to be increasing. Many students will simply drop out of school.

In addition to dropping out, depressed undergraduates are at a more serious danger of being exposed to harmful conditions such as substance misuse. Derby (2014) goes ahead to note that more than 66% of youngsters with substance abuse issues likewise experience the ill effects of a diagnosable emotional sickness, for example, sadness. Davidson (2012) notes discouraged undergraduates will probably hit the booze hard, smoke pot, and partake in unsafe sexual practices to adapt to enthusiastic torments. Derby (2014) takes note of that in the Unified States, suicide is the third driving reason for death in youngsters between the ages of 15 and 24. Young fellows kick the bucket by suicide at five times the rate of young ladies, albeit female undergraduates endeavour suicide all the more regularly. The greater part of youngsters who die as a result of suicide, depression is the main cause.

Depression is the greatest hazard factor for suicide youth. Davidson (2012) notes other hazard components incorporate substance misuse, a family history of gloom and dysfunctional behavior, an earlier suicide attempt, unpleasant life occasions and self-hurting practices such as blazing or cutting. Milton (2008) says a relationship separation will encourage an episode of melancholy and is more mainstream in young ladies. School matured ladies encounter more prominent misery, ruminate on a previous relationship longer, and have higher rates of trouble, uneasiness, and general negative feelings than do young fellows as indicated by Joiner et al (1992)

Dangers of depression related to break ups include trouble controlling negative thoughts and trouble sleeping. As indicated by Voltshere (2000) upwards of 43 percent of undergraduates experience a sleeping disorder in the months taking after a separation. Voltshere (2000) goes ahead to note that undergraduates that are well on the way to wind up bothered after a separation may have encountered disregard or manhandle amid adolescence, had an unreliable connection style, felt more deceived, and were more not ready for the separation which prompts greater depression patterns.

Rodwood (2004) takes note of the best treatment for depression accelerated by relationship separation as time however intellectual behavioral treatment, interpersonal psychotherapy and, particularly, muddled pain treatment have high achievement rates for mending a broken heart. In addition, past studies have demonstrated that college undergraduates' wellbeing is poorer and there are higher rates of mental issue, particularly misery and anxiety, compared with their associates everywhere throughout the world as indicated by Crocker, J et al (1995). Accordingly, wretchedness is a noteworthy, vital issue and has been highlighted in college

understudies, since depressive indications influence scholarly execution, are identified with wellbeing, and may in extraordinary cases prompt suicide.

2.4. Previous literature on depression

Global studies

A cross-sectional study was done in January 2010 to find the regularity of melancholy among understudies in Mangalore city. This cross-sectional study was done among college understudies from two private and one government school in Mangalore city of Karnataka state in south India. They were guaranteed that an aggregate secrecy of school personality might be kept up. Along these lines, an aggregate of 310 were chosen haphazardly utilizing PC produced arbitrary numbers. In this study, the predominance of melancholy was surveyed using Beck's Depression Inventory.

These questions were translated to local dialect (Kannada) and were later validated by back interpretation. . The prevalence of depression in this study was observed to be 79.2%. The study demonstrated less discouragement rates in private universities which can be credited to a superior lifestyle they have contrasted with government schools. The study demonstrated how financial causes, for example, status , access to sustenance , settlement and reasonableness are a fundamental driver to depression. Be that as it may however the study was non specific as far as understudy year of concentrate yet the Harbin contemplate beneath concentrated on definite year understudies and thought of similar after effects of financial variables being a cause to despondency. However though the study was generic in terms of student year of study yet the Harbin study below focused on final year students and came up with the same results of economic factors being a cause to depression.

The Harbin study was led in Harbin, which is the capital of the Heilongjiang Area in North eastern China. Chevron etal (2014) notes there are two fundamental sorts of colleges in China: one is the national key college and the other is the general organizations. The national key college gets a huge state of support from the focal administration of China.. The general institutions are administered by the province. The kind of college went to can determine value and social position according to Eaton (2001) . Two national key universities and four standard schools intelligently were picked by discretionary numbers: Harbin Foundation of Innovation, Harbin Designing College, Harbin Therapeutic College, Harbin Typical College, Heilongjiang College, and Heilongjiang Establishment of Innovation, exclusively.

A random choice of 6,000 undergraduates from aggregate of 274,041 students from the 6 universities was finished. The season of examination stayed away from the starting and end of the semester, when undergraduates are experiencing stressors identified with moving or get ready for last, most decisive tests and undertakings. Williams (1989) noticed how timing of research is a vital figure of inclination research. Depressive side effects in this study were evaluated with the 21-test BDI.

The outcomes demonstrated 56.1% of members had a score between 5 and 13 (marginal clinical depression). The study demonstrated how depression levels were seen more among conclusive undergraduates of the administration school than private universities most likely could be because of reasons like deficiency of offices, lesser nature of instructive frameworks, and absence of social exercises in the grounds regularly saw in government universities. Another motivation to this could be that undergraduates in government schools are more often than not of a poor financial foundation when contrasted with undergraduates of private universities and are subsequently more inclined to depression according to Steptoe et al (2007). Hence the study indicated how monetary status was a fundamental driver behind despondency in conclusive undergraduates.

A study done that showed the psychological causes of depression was done in Saudi Arabia to assess prevalence of anxiety and depression among medical students in a medical college in the country. A cross-sectional study was done on premedical first to final year students of College of Medicine, Qassim University. The instrument used to measure depression was the Aga Khan University Anxiety and Depression Scale (AKUADS). Denver (2015) notes the estimated prevalence of emotional disturbance found in different studies on medical students was higher than that in the general population.

In general the ordinariness of depression was 66.6%. Such results demonstrate how mental issues, for example, stretch and tension prompt misery in undergraduates. Furlley (2015) takes note of how medicinal education is seen as being unpleasant, as it is portrayed by numerous mental changes in undergraduates. Abnormal state of stretch may negatively affect intellectual working and learning of undergraduates in the therapeutic school. After effects of studies recommend that psychological wellness compounds after undergraduates start restorative school and stay poor all through the preparation. Denver (2015) takes note of how in numerous restorative schools, the demands of the courses are an all overarching weight circumstance, giving a tyrant and inflexible framework, one that empowers rivalry instead of participation

between learners. Such unfriendly and requesting mental conditions are a substantial clarification to school sorrow.

2.5 Regional studies

A study done in Kenya

As indicated by N'yongo et al (2013) depression is a typical reason for bleakness yet predominance levels among Kenyan college understudies are inadequately caught on. An irregular specimen of 923 College of Nairobi understudies (525 male and 365 female) were talked with utilizing a poll to record sociodemographic factors. Depressive side effects were measured utilizing Place for Epidemiological Concentrates Short Misery Scale (CES - D 10). The outcomes appeared out how depression was fundamentally more basic among the primary year understudies, the individuals who were married ; the individuals who were financially burdened and those living off school campus. Different factors fundamentally identified with higher gloom levels included year of study, scholarly execution, religion and school went to. Strategic relapse demonstrated that those understudies who utilized tobacco, occupied with drinking and the individuals who had a more seasoned age will probably be depressed. No distinction was noted as for sexual orientation in this study.

However Harton et al (2014) takes note of this study was a cross sectional study depending on self-report of side effects and could hence be mistaken. Harton et al(2014) goes ahead to note in spite of the fact that the study was directed in the biggest college in the nation that concedes understudies from assorted foundations in the nation there could in any case be local contrasts in other neighbourhood colleges since gloom happens in a critical number of understudies. Gouldings (1999) noticed that suitable intercessions ought to be set up in higher organizations of figuring out how to distinguish and treat these clutters giving careful consideration to those at hazard particularly those off guard.

2.6 Local studies

According to <https://www.ncbi.nlm.nih.gov/pubmed/10101425> a local study was done at University of Zimbabwe measuring depression in medical first year students. Vaz RF, Mbajjorgu (1998) notes the students were aged 18 and 24 years who had spent about seven months in the medical school. A sum of 109 out of 123 first year medicinal undergraduates was used as a part of the study. The two polls delivered comparative results with a normal of

around 35.5% typical and a normal of 64.5% of the understudies being at different levels of stretch as well as sadness. Around 11% reported large amounts of push while most of the focused on understudies fell inside the centre section. The quantity of influenced understudies diminished as the level of push and melancholy expanded and shows the distinctions in the stretch limit of the individual understudies. Estimation of suicide propensities from both surveys demonstrated that around 12% of the understudies were at genuine hazard and around 20% at lesser danger of mental depression.

The study has showed that various first year students wee were at different levels of depressions. Those understudies in the extraordinary stretch or dejection amass require genuine consideration. Vaz RF, Mbajjorgu (1998) notes how the condition of mental and demanding levels of medicine studies can lead to depression in students. My sresearch however will look at final year students and shift from medicine students to social sciences students.

2.8 Social Causes of Depression

One of the most important social causes for depression is stressful relationships among college students. Gregory S. Beattie, the author of the book `Social Causes of Depression` acknowledged this as a factor to depression. When a relationship is not working it turns into a stressor, which often causes depression among females and leads males to use drugs and might also lead to abuse. Stressful relationships and breakups are the leading cause for depression among women according to Whisman (2001). Women genetically predisposed to stress are three times more likely to develop depression than women not genetically predisposed according to Hammen (1992)

Gotlib and Hamenn(1992) argue that intimate relationships play great role in depression of individuals. The nature of a family has the most weight and effect on a discouraged person. On account of companions, the prosperity of one life partner will notably affect the other life partner and on the welfare of their marriage. Brown (1998) notes how in 30% of all relationships, there is one companion that can be portrayed as clinically depressed. The reason why a spouse might have a unipolar mood disorder could be due to their relationship being characterized by friction, hostility, and a lack of affection according to Gotlib & Hammen, (1992).

O'Hara, Lewis, Schlechte, & Varner (1991) notes depression issues can likewise be brought about by the effect of having a child. At the point when a lady is pregnant, she can encounter an entire scope of feelings because of the changing of interpersonal association with spouse and the working of another association with the unborn baby notes Whisman (2001). Chen and Rubin(1995) notes a lot of college students drop out o school because of unplanned pregnancies. Unplanned pregnancies can be a cause of depression in college students according to McCullough (2003).

The effect of depressed guardians can affect their kids also. In a study on the connection between discouraged adolescences and discouraged mothers. Hammen and Brennan (2001), found that the discouraged children of discouraged mothers had more adverse interpersonal conduct as contrasted and discouraged offspring of non-discouraged moms. This is strengthened when a study by Chen and Rubin (1995) demonstrated that the guardians of discouraged children are less warm and minding and more threatening than guardians of non-discouraged kids. As a result of this pessimistic interpersonal connection amongst children and their parents, kids can build up a negative perspective of their family. This negative view can prompt the sentiment absence of control and having a high danger of contention, dismissal, and low self-regard according to Asarnow, Carlson, and Guthrie, (1987).

Cummings (1995) noted that any changes in a family environment due to parental depression increase the risk of developing a mood disorder in children. It should be noted as much as students stay at school they have a home where they come from Beck,(1988) . The emotional distress of students caused by various issues in the family can lead to depression when they are at school. Cummings (1995) notes that at times its not the depressed parents that lead to the onset of depression in their children, but rather it is the change in the family environment that stems from the parents' depression that causes the children to become depressed. Hankin, etal (1998) notes how most students who have parents going through a divorce go through depression.

Hoeksema (1991), notes how depression of college students at times can be traced from an early stage Encountering wretchedness while as a tyke or a juvenile can likewise prompt reoccurring slips as a grown-up. Disheartened individuals routinely perform ineffectually in marriage and relationship with relatives and they in like manner may respond unfavourably to others, which can make irritating life events, which along these lines may drive the individual further into trouble notes Blumberg (1985). Discouraged individuals are reliant on other

individuals and continually look for consolation in a manner that pushes individuals away. Such a situation can worsen the situation.

According to Derby(2004) socialization is vital to maintain good relationships and feeling appreciated and a portion of somebody's life. Depression can adversely affect the social limit of depressed people impacting their social working and ability to react and oversee obnoxious conditions. Gotlib and Hammen (1992) concentrated on the social working of people with sadness and found that people with the signs of despair are found to test low in social activities, comfortable associations, family exercises, and framework contact, yet they test high in family and companion contentions. Such results indicate how discouraged people are not enthused about social collaboration.

Lancedon(2016) takes note of how a demoralized individual can influence their social settings by demonstrating absence of self-respect, ending up being more sensitive to the suppositions of others, and more crucially to be less physically dynamic as indicated by Lewinsohn, Gotlib, and Seeley (1997. This infers they won't have any longing to go out, that they would lean toward not to investigate their surroundings. A prime instance of this would be an athletic in school that gets the chance to be discouraged and stops sports

The social class can likewise affect sadness. Cocoa and Harris (1978) reported that the females with kids in the regular workers were more inclined to gloom than females with youngsters in the white collar class. This can be credited to the common labourers mother leaving home to work, leaving her tyke alone. This interpersonal connection can bring about extraordinary enthusiastic weight and worry that the ladies is not being a decent mother when contrasted with the white collar class mother, who can stand to stay at home and deal with the youngsters or her family notes Means (1988)

As indicated by Okazaki (199) Asian-American understudies have higher sorrow rates in a scholarly social setting, which was credited to their status as a minority and the push that stems from this. Another component could be the social structure of families from various societies. In numerous occurrences, kids, particularly offspring of migrants or from families abroad, are pushed hard by their folks to perform profoundly in school with the goal that they can land a position and bolster their family. These youngsters show perfectionistic inclinations, normally in view of cumbersome controlling by one or both guardians. Kenney-Benson and

Pomerantz (2005) found that guardians increased utilization of control, particularly that of the mother, brought about perfectionistic qualities in kids, which prompted elevated depressive side effects when the tyke was not ready to accomplish exceptionally. The parent elevated requirements for their kids, seen regularly in groups of outside understudies, or for this situation the groups of Asian-American understudies, has been appeared to prompt depressogenic musings and early side effects of depression. Such a documentation by Ozaki (1997) demonstrates how underlying foundations of an individual can prompt despondency.

In most cases its very likely that if one partner is depressed the other one will become depressed too. according to Nolen-Hoeksema (1991). Nolen-Hoeksema et al (1994) when the depressed partner overcomes depression, it is common to relapse if he or she has an unsatisfying marriage. Marital and relationship distress can also occur if the distressed partners behaviour triggers negative effects in the spouse notes O'Hara et al (1991). In the large proportion of couples experiencing marital distress, at least one partner is clinically depressed, adding even more stress to the other partner (McCullough, 2003). Joiner, Alfano, and Metalsky (1992) carried out a study to assess effect of depressed individuals on other people. The study showed how depressed individuals rub off their negativity on those around them highlighting the huge force and impact depression. These inter-partner problems could even lead to physical abuse.

An effective support network is an essential social factor in depression in college students. Support network comprises of a fortifying family and companions who can help the influenced individual to work through any issues, for example, the demise of a relative, loss of an occupation, real damage, or any of various different stressors that can add to mental sicknesses, for example, misery. Peak (1998) notes people with an undeveloped informal organization, or those with an adversely strengthening interpersonal organization of real life occasions can bring about more noteworthy damage to the individual as a result of an absence of support. An immature informal organization can't deal with the weight of an individual searching for support, and a contrarily surrounded interpersonal organization can really strengthen considerations of misery, disappointment, and being useless. Without this support, it is more probable for that person to create indications of melancholy Swim and Kendler, (2000).

Family connections diminish depression and the rate of suicide contrasted with the individuals who are not seeing someone. The partner assists the individual to get past circumstances that are difficult to get by all alone. One realizes that there is somebody there to get one through times of sorrow. The individuals who are not in relationships become more depressed since

they don't have the solace and support of a friend or family member. A private relationship expands joy in a man, since one realizes that one is not the only one on the planet. A certainty support from the accomplice diminishes the distress and conditions of pity in a man. Connections are an approach to keep friends and family from falling into a more profound gloom (Smolders, Sayer, and Moras, 1994).

The individuals who have recouped from depression have a tendency to relate more with those that have it since it is a typical feeling that everybody has encountered in their life. They identify with their circumstances significantly more, since they have had similar sentiments and contemplations (Crocker, Kayne, and Composite, 1985). Individuals who don't have the sickness are all the more giving and comprehension to those with it since they identify with their sentiments and can be a much more effective support system to a depressed individual. Everybody realizes that life is distressing, particularly on the grounds that a considerable measure is normal from individuals in this general public.

Family support is important when it comes to dealing with depression. At the point when the family is there for the individual, they can decrease the individual's stretch and tension by demonstrating their adoration and love (Martire, Lustig, Schulz, Mill operator, and Helgeson, 2004). A family can help their relative by getting one the help one needs with the goal that one doesn't fall into a more profound discouragement. Families can likewise lead their relatives into a more profound condition of depression but also at the same can be the most effective support system a depressed individual can ever ask for. Adoration and support for the relative gives them a feeling of having a place on the planet.

2.9 Psychological causes of depression

Depression and self-regard are entwined and add to negative effect on an individual. Low self-regard is an essential pointer utilized by clinicians as one conceivable side effect when they analyze a depressive issue. Research has demonstrated how self-regard impacts depression, and a few studies have recommended that sadness works contrarily to reduction self-regard. Seeing how each of these conditions influences the other is vital with a specific end goal to adequately treat depression and different conditions that co-happen, for example, nervousness. With an end goal to decide the way of the relationship between self-esteem and depressive indications, Julia Friederike Sowislo of the Bureau of Brain research at College of Basel in Switzerland directed an audit of existing exploration on these conditions.

Sowislo(2012) broke down 18 factors on nervousness and self-regard and an extra 77 contemplates on dejection and self-regard. She took a gander at the feebleness factors of each symptom and overviewed the impact they had on each other. The data she reviewed were accumulated from individuals stretching out in age from early youthfulness to late adulthood. The studies Sowislo picked were driven using a grouping of estimations and periods, considering a wide study of data.

The results revealed a strong relationship between self-respect and depression. Sowislo (2012) found that decreases in self-respect were in relation with depression. These revelations give additional and clear affirmation of the noteworthiness of self-respect in distress. "The power of the impact additionally reinforces the potential significance of self-regard mediations," said Sowislo(2012) . She trusted that medicines for diminishing disheartening by strategy for upgrading self-respect could give temporary increments for clients and in addition whole deal certification from wretchedness for those most at peril.

Sowislo incorporated that giving careful consideration to age or sex, individuals should be told how to improve their sentiment self-regard remembering the true objective to satisfactorily regulate and overcome their depression. According to Dr. Lars Madsen located on <http://psychcentral.com/blog/chronicles/2014/03/29/>, Australian clinical clinician and self-regard authority, noticed that self-regard is a key calculate both the advancement and support of melancholy and sadness which are min characteristics of depression. A man with low self-regard thinks about things literally, and contrarily Sowislo (2012). A person with low self-esteem takes things personally, and in a negative way Sowislo (2012).

Gross(2002) takes note of how individuals with low self-regard make an effort not to refute but rather to check their adverse self-idea by looking for antagonistic input from the general population around them. They consider their deficiencies, concentrate on the negative input they get from others, contemplate that criticism, and thus turn out to be more discouraged noted Brewer(2004). Their negative inclination additionally drives them to be seen all the more adversely by others, which drives them to feel hurt and rejected.

2.10 Economic causes

In the study, which will be published in the issue of September *Psychological Science*, researchers examined 50,000 responses to the General Social Survey, which has tracked well-

being in the United States since 1972. The scientists, drove by Shigehiro Oishi of the College of Virginia, focused in on Americans' levels of satisfaction somewhere around 1972 and 2008, alongside their impression of how reasonable and dependable other individuals are. Oishi and his partners contrasted these reactions both and members' accounted for family unit pay over those years and with a U.S. Statistics measure of pay disparity.

American populace all in all is less cheerful in times of more prominent wage disparity. Be that as it may, this wasn't valid over all levels of pay: Just low-salary members individuals whose wage set them in the last 40 percent of the whole U.S. populace reported lessened bliss in times of more prominent disparity. For different Americans, imbalance was not dependably connected to more noteworthy bliss or misery. As per <http://www.gallup.com/survey/158417/destitution-comes-melancholy-ailment-takes-note-of-that-americans-in-neediness-are-more-probable-than-the-individuals-who-are-not-to-battle-with-a-wide-exhibit-of-unending-wellbeing-issues,-and-misery-excessively-influences-those-in-destitution-the-most.-Around-31%-of-americans-in-neediness-say-they-have-sooner-or-later-been-determined-to-have-despondency-contrasted-and-15.8%-of-those-not-in-destitution.-Ruined-americans-are-additionally-more-inclined-to-report-asthma,-diabetes,-hypertension,-and-heart-assaults--which-are-likely-identified-with-the-more-elevated-amount-of-weight-notes> Hemsworth(2015).

The Gallup-Health ways Prosperity Record completed 288,000 meetings directed Jan. 2-Dec. 31, 2011 with American grown-ups from various money related status.. Tumor or elevated cholesterol are the two conditions that the list of higher predominance among U.S. grown-ups in poverty. Elevated cholesterol specifically as a rule has no immediate indications, and along these lines its analysis relies on upon the patient having admittance to screening tests that measure cholesterol. Hemsworth (2015) notes that vulnerability is also found in colleges faced by students who are in poverty.

2.11 GENDER AS A VARIABLE

Bermsburg (2015) there are a considerable measure of interpersonal relations with regards to sexual orientation, for example, the victimization sex in a scholarly setting. This is exceptionally conspicuous in females, where young ladies can confront expanded desires to adjust to the benchmarks put forward by society, to seek after ladylike sort exercises and occupations. It creates the impression that guardians have a tendency to have "bring down desires" for young ladies with regards to class. As an aftereffect of that brought down desires,

guardians have a tendency to not push their girls toward a prominent occupation, rather endeavoring to make their little girl comply with the generalization of society, as turn into an instructor or a medical attendant notes Blumberg (1995) . Truth be told, in 1986-1987, ladies just collected 15% of the four year certifications granted in building when contrasted with 76% and 84% for instruction and nursing, individually (Nolen- Hoeksema, and Girgus, 1994). Breaking the social standard can likewise prompt discouragement (Nolen-Hoeksema, 1991); the more wise a young lady is, the more probable she is to wind up discouraged.

This positive relationship could be credited to the more clever young ladies having the capacity to out-play out the young men yet get rebuffed for doing as such. Being discouraged as a female youthful can have outcomes over the long haul as far as social working, vocation, and pleasure in life notes Control, R. A., Rissmiller, and Beck, (2000). Hypothetically, if one somehow managed to be discouraged in secondary school, then their evaluations would endure. In the event that their evaluations were to endure, then their odds of entering a decent school would diminish. On the off chance that they can't enter a first class school, then they won't not have the capacity to get the profession they need, and with that they would not have the capacity to make the most of their employment and feel like they have passed up a great opportunity forever.

The distinctive encounters of every sexual orientation can likewise be the reason for a temperament issue. The experience can fluctuate by the age of the youngsters, adolescences, or grown-ups. For instance, after the age of 15, females are twice as prone to end up discouraged as contrasted and men and in another investigation of 11-year olds, just 2.5% guys met the criteria for significant sorrow while just 0.5% females met the criteria, however in an investigation of 14-16 year olds, 13% of the females met the criteria while 3% of the young men did (Nolen-Hoeksema, and Girgus, 1994). This sudden ascent of depressive issue in females amid the mid-to-late youth years can be ascribed to the more concerns a young lady has when contrasted with young men. These worries and stresses can run from their accomplishments or absence of, body disappointment, sexual manhandle, and low self-regard (Lewinsohn, Gotlib, and Seeley, 1997).

Gender is a fractional however fragmented clarification of why individuals may create despondency. Square with quantities of men and ladies create melancholic wretchedness. In any case, concentrates on have demonstrated that there is a much more prominent probability of ladies creating misery than men. Ladies are more probable than men to disguise stretch,

consequently putting them at more serious danger of creating despondency , unsuitable relational unions or who are tending to various youthful youngsters are additionally exceedingly over spoke to among tests of discouraged individuals and hormonal variables starting in adolescence may represent the expanded shot in ladies of creating tension an antecedent to gloom notes Berrington (2006) . Sexual orientation in despondency is fortified when another study found that between the ages of 15-18, the commonness of sorrow in young ladies will increment to double the pervasiveness of young men (20.69 to 9.58) yet will decrease amid 18-21 years old for both sexes (15.05 and 6.58) as per Hankin, Abramson, Moffitt, Silva, Mcgee, and Angell, (1998).

However females are not by any means the only sex that that can get to be depressed , Swayer(2015) takes note of that a decent number of guys can create state of mind issue and experience sorrow. In the normal lifetime, 49% of all guys will encounter a depressive scene as contrasted and 63% of all females as per <http://www.healthline.com/wellbeing/melancholy/measurements> infographic. Guys will get to be pitiful and down and out for various reasons, for example, insinuate connections. At the point when a close relationship closes, guys will probably get to be discouraged at the misfortune than females Hankin et al (1998). This could be credited to the male's primal longing to have a mate so he will have the capacity to proceed with his family name.

2.12 Theoretical Framework

2.12.1 Cognitive Restructuring

Cognitive theory is a theory that is brief and oriented toward problem solving according to https://www.mindtools.com/pages/article/newTCS_81.htm. Cognitive therapists focus more on their client's present situation and distorted thinking than on their past. Cognitive restructuring, straight thinking or logical reanalysis is based on the belief that the way we feel, behave and respond to situations is based on the way we think according to <http://psychology.tools/technique-cognitive-restructuring.html> . This approach attempts to modify unhelpful thought patterns and beliefs. Cognitive restructuring, also known as cognitive reframing, is a technique drawn from cognitive therapy that can help people identify, challenge and alter anxiety provoking thought patterns and beliefs according to Hankin et al (1998).

2.12.2 Beck's (1967) Theory

One great cognitive theorist is Aaron Beck. He studied depressed individuals and found that they appraised events in a negative way. Beck (1967) identified three mechanisms that he thought were responsible for depression. According to Gross (2002) the cognitive triad are three types of negative thinking that are typical of individuals with depression which are negative thoughts about the self, the world and the future. These thoughts tended to be automatic in depressed people as they occurred spontaneously.

Derby (2004) notes that depressed individuals tend to view themselves as helpless, worthless, and not enough. They interpret events in the world in an unrealistically negative and defeatist way, and they see the world as posing problems that can't be handled according to Kenney-Benson (2005). Finally, they see the future as totally hopeless because their worthlessness will prevent their situation from changing to better.

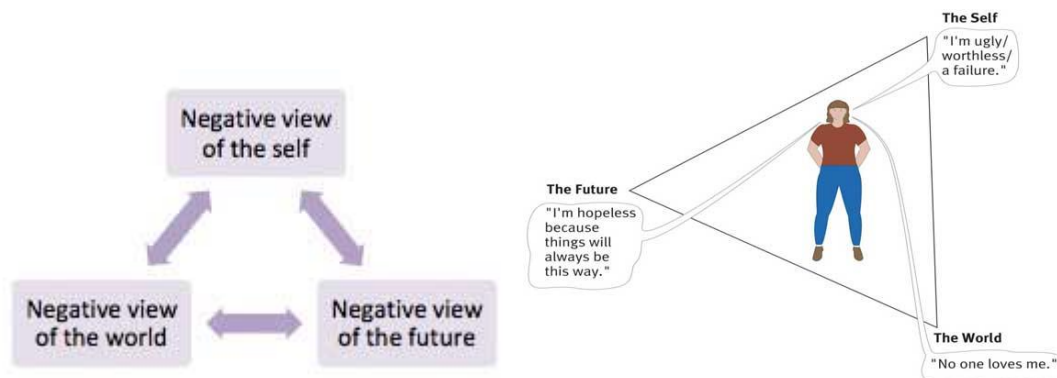


Fig 2. 1 The three mechanisms responsible for depression according to Beck.

Walters (2003) notes that as these three parts interact, they interfere with normal cognitive process flow, affecting perception, memory and problem solving as the individual becomes obsessed with negative thoughts. Beck believed that depressed individuals or people develop a negative self-schema. Walters(2014) notes how such individuals have a set of beliefs and expectations about themselves that are not good and pessimistic. Beck(1981) noted that negative schemas may be acquired in childhood as a result of a traumatic event. Experiences that might contribute to negative schemas involve death of a parent or sibling, parental rejection, criticism, overprotection, neglect or abuse and bullying at school or exclusion from peer group.

2.12.3 Knowledge gap

It can be noted that most ideas about college student depression outcomes are mainly based on Euro-American family studies. This implies that Zimbabwe does not have well informed knowledge and research on college student depression and the perceived causes behind the condition. Therefore the study on depression at Midlands State University will help in shading light as to depression level based on an African angle. Most depression studies are also based on medicine students hence the researcher focused on social sciences students and bridge the gap

2.13 Chapter Summary

Overall, mental health centres should be responsive, warm and give support to positively influence students in a positive way as they go through different patches of their lives. Mores (2004) notes mental health centres in colleges providing high levels of warmth, love, acceptance and nurturance are associated with high levels of better coping strategies to depression and stress.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This present section involves the strategies and systems utilized in an offer to expressive word usage in deliberately taking care of the study issue. Items secured in this area incorporate the examination outline, members, target populace, information accumulation systems, information presentation and investigation, methodologies, pilot testing, pre-testing, moral contemplations, estimation instruments and consistency and instrument improvements.

3.2 Research paradigm

A quantitative approach was taken for the study and a sample used to assemble information and represent data. Quantitative systematic methodologies proved to be narrative, objective and takes into consideration the reporting of results in numerical terms which implies it is conceivable to handle the data in an easy way as it is easy to interpret, (Leung and Kwan, 1998) . The use of quantitative research approach includes allowed testing and validating to be done in a very quick manner when it came to consolidating the data hence being less time consuming. Quantitative approach in this study was also effective in giving data that did not require analysis and qualitative material but rather statistical figures .The researcher employed use of statistical just like many other studies related to the research field

3.3 Target population

Midlands State University is the place where the study will be done , which is within reach to the researcher. The targeted group for the research included final year students in the Faculty of Social Sciences. Most focus has been on first year students hence this research aims to bring to surface data and statistics of depression in students

3.4 Data collection procedures

In regard to ethical contemplations, the researcher had to seek authority from the Midlands State University to conduct the research. The present researcher adopted the Beck Depression Inventory to assess the prevalence of depression. The researcher on the 16 of September 2016 approached the Social sciences participants in their lecture rooms.

3.5 Data presentation and analysis

Bar graphs and tables were used in the data presentation by the researcher. Microsoft Excel was used for scrutinising the data for the purpose the current study. The following test statics will be computed and presented in graphs and pie charts. Descriptive statistics that are used to investigate on the nature of parenting styles experienced by the participants.

3.6 Sampling Procedure

The study was carried out at Midlands State University, Gweru, focusing on main campus students from the faculty of Social sciences. The Researcher employed the Stratified Systematic Random Sampling procedure for participants selection. The criteria was strictly final year students and the researcher made use of ID cards to ensure each participant that was there was in their final year. Using s random sampling, the researcher picked one hundred participants .The researcher aimed to get a fair gender appropriation so as to get views on causes of depression. The Social science department has six departments which are Geography, Human Resources, Local Governance, Media and Society Studies, Politics and Public management and Psychology. However the researcher did not look at Politics and Public Management due to the fact it was moved to Zvishavane campus.

Table 3. 1 Showing number of participants per department.

DEPARTMENT	NUMBER OF PARTICIPANTS
PSYCHOLOGY	25
HUMAN RESOURCES	24
LOCAL GOVERNANCE	18
MEDIA AND SOCIETY STUDIES	16
GEOGRAPHY	17

The researcher targeted the social sciences lecture halls and approached the fifth person in a row to volunteer in the research. Below is a table highlighting the figures per department? Looking at the table one can see that Psychology has the largest participants who volunteered

and this is so because to the fact that it is the researcher`s departments hence had more willing participants that volunteered.

3.7 Pilot study

A pilot study is a small study conducted in advance of a planned project, specifically to test aspects of the research design, and to allow necessary adjustments before final commitment to the design. The pilot study of the present study was done at Midlands State University on 7 September 2016. The subjects had similar characteristics to those that were used in the main study except that their responses were not included in data analysis.

The pilot study helped the researcher to have an idea of the time required to complete the questionnaire and to anticipate any problem likely to be encountered during the main data collection. On the questionnaire for pilot study, respondents were asked to give comments and views regarding the questions.. The researcher noted that most participants have problems with term such as prevalence. This made the researcher to explain the meaning of the concepts on the consent forms and verbally during the main study.

With greater respect of ethics, the pilot study was conducted under the same administration procedures as expected for the main study. On average, participants took 15 minutes to complete the questionnaire. Finally the instrument was modified and reproduced for administration to the main sample.

3.8 Sampling technique

Wheatley (1969) defined sampling technique as a process or method of selecting a representative part of a population for the purpose of determining the characteristics of the whole population. The convenience sampling method which is a non-probability design was utilized by the present researcher since it recruits participants on the basis of their convenient accessibility, willingness to respond and proximity to the researcher. The study comprised 130 participants of which 44% were boys and 56% were girls. The range of age was non specific but rather main concern was on a participant being in their final year of studies. I choose 200 for the first test to identify 100 who were categorised as depressed who would later take the second test identifying the causes. Those identified as depressed would also highlight the prevalence of depression and the depressed would reveal the causes behind.

3.10. Ethical considerations

Research is an open trust that must be morally directed, reliable, and socially mindful if the outcomes are to be significant (Ohmann and Dimberg, 1969). In this manner trying to approach the exploration members with deference and in a way that maintained their rights and nobility, the specialist took after an arrangement of moral rules. Members were sufficiently given data about the motivation behind the study and strategies, advantages and dangers included. Martin et al., (1969) persevere that educated agree exists to guarantee that all examination including human subjects takes into account intentional investment by subjects who comprehend what interest involves.

The members were guaranteed of wilful interest. As it were members were guaranteed that they have the privilege to pull back from the learn at any minute they wish to do as such and were not to be punished for not finishing the poll. The members were moreover educated that there will be no outcomes to any understudy who picks not to take an interest. The members were guaranteed of secrecy of data. Truth be told, the analyst guarantees that member names and personality were to stay mysterious all through the concentrate even to the specialist. This was accomplished using number codes rather than genuine names. The acquired results and the survey were delicately taken care of with get to just to the specialist keeping in mind the end goal to maintain a strategic distance from disparagement of members by other individuals.

3.10 Research Instrument

According to <http://www.apa.org/pi/about/publications/caregivers/practice-settings/assessment/tools/beck-depression.asp> The Beck Depression Inventory is a mood-measuring device originally developed by Dr. Aaron T Beck. Dr. Aaron T. Beck, as a self-report inventory, and one of the most widely used instruments for measuring the severity of depression. The BDI according to Chevron et al (2014) was created by Dr. Aaron T. Beck, as a self-report inventory, and one of the most widely used instruments for measuring the severity of depression. has been created in various structures, including a few electronic structures, a card shape May, Urquhart, Tarran, 1969, referred to in Groth-Marnat, 1990), The Beck Depression Inventory (BDI) is a 21-item, self-report rating inventory that measures characteristic attitudes and symptoms of depression (Beck, et al., 1961).

The Instrument requires 15 minutes to complete , each question has a theme that it addresses and such themes include sadness, failure , pessimism , suicide , decision making and attitude. These themes act as a summation of the feeling of depression. Each answer has a mark that is added to give an overall score at the end of the test.

3.11. Chapter summary

The above section entails an outline of methodological considerations, methods and techniques of data collection. A thorough analysis of the research instrument is also part of this chapter. The chapter then ends with a discussion of ethical considerations for the research process. The following chapter (chapter 4) will provides a clear presentation and analysis of data.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

The chapter presents findings based on administered questionnaires given to fourth level students on the subject of depression. The data is presented using quantitative means that is diagrams and graphs demonstrating the levels of depression and the distribution of patterns of depression among students.

Table 4. 1 Demographics of the participants

AGE	NUMBER	GENDER		DEPARTMENT	NUMBER
21 AND BELOW	0	FEMALES	49	PSYCHOLOGY	25
				HUMAN RESOURCES	24
22-24	85	MALES	51		
				LOCAL GOVERNANCE	18
24AND ABOVE	15				
				MEDIA AND SOCIETY STUDIES	16
GEOGRAPHIES	17				

The 100 students were all aged between 22 and 25 years of age. They were from the following departments Psychology, Human Resources, English and Media and Society Studies. Their social statuses were as follows, poor families, middle class, upper middle and upper class, the research mixed both males and females in the research. The students were all honors degree

pursuers and they had not transferred from any school. Most of the students come from Harare and Bulawayo but some come from Kwekwe and Zvishavane. All the students were Zimbabwean and black.

4.1 The dominant feelings of sadness

Fig 4. 1 sadness among students.

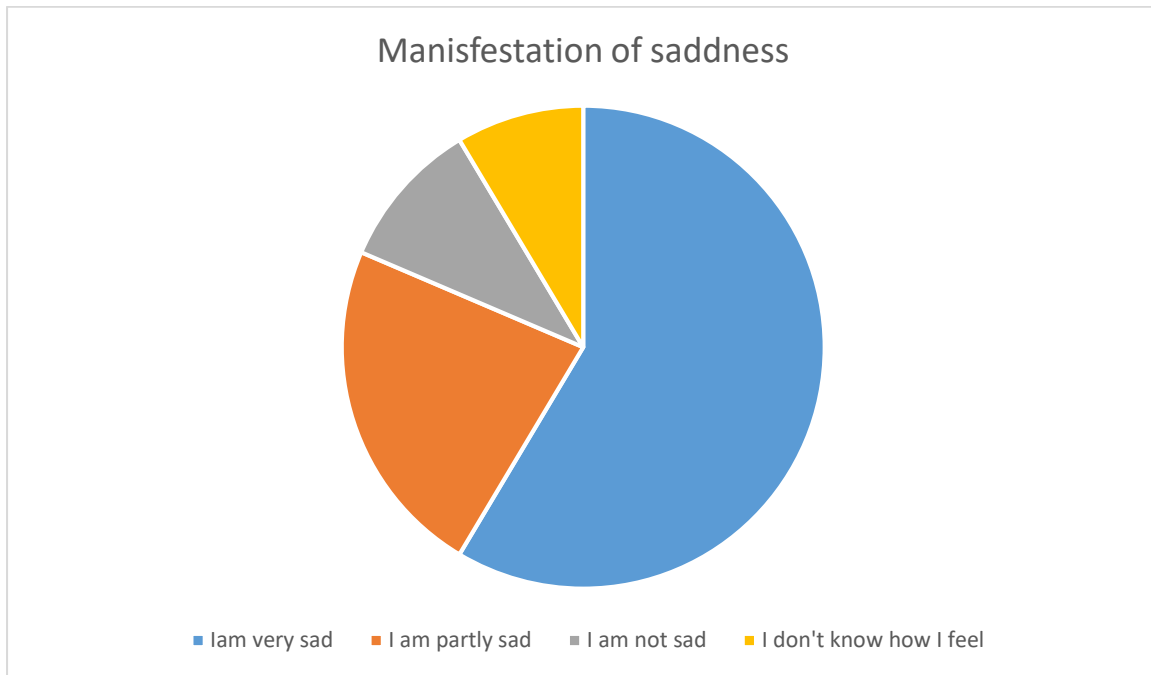


Fig 4.1 above demonstrates that the segment of students who feel that they are partially sad and on the chart ratings they are 2 out of 10. Meaning that they hold a 20% statistic and 2 out of every 10 students are partially sad. The last two segments are 10% each on the pie chart rating. In a summative statement the two 10s make 20 % and the 60% plus 20 % mean that 80% of the students who took part in this exercise admitted to being sad. Sadness was understood to lead to depression and to generally generate such feeling that may take away a person's happiness.

The interpretation of this pie chart is that fourth year students are particularly sad. As the senior students at the university in the Undergraduate category one may say their sadness may emanate from the hard work they are exposed to but the economic, social and psychological conditions around them the impact if these factors was part of this research's aim.

4.2 Levels of pessimism

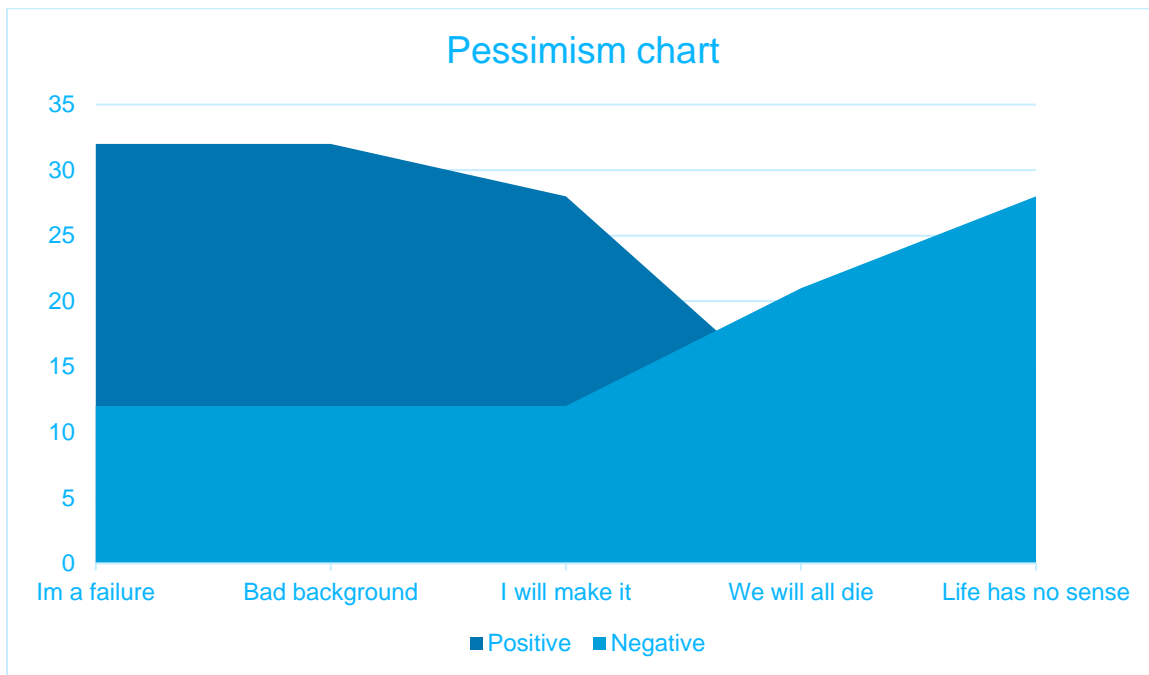


Fig 4. 2 levels of Pessimism

The study looked at psychological dispositions like pessimism which was described earlier as “the feeling that things will turn out badly”, (Marshal and Young, 2010). This pessimism works as a cloud of negativity that envelopes how an individual perceives his world. The study drew an assessment chart using two colour schemes to demonstrate the level of pessimism and how it sometimes interlaces with optimism. The study found out that the degree of pessimism interweaves with the degree of optimism in such a way that no one person was found to be completely pessimistic or completely optimistic. The subject became the determinant of one’s psychological disposition.

The scale used a grading system of assessment phrases, “I’m a failure”, “I come from a bad background”, “I will make it”, we will all die and “life has no sense”. The following results were obtained on a phrase by phrase bases basing on the color schemes orange for optimistic and blue for pessimistic.

“I’m a failure”

The color scheme segmentations show that a large number of students believe that they bare failures and were focusing on the negative aspects of their lives. This indications point to the fact that depression among fourth year students is great and it hinges on feeling of self-hate and self-blame. The color scheme segmentations interlace at a lower point to prove that the

feeling of failure change sometimes to optimism. In simpler terms the students do not feel like failures all the time sometime they score small victories that strengthen them.

4.2.1 “I come from a bad background”

The failure in the lives of students is sometimes alluded to the kind of background one comes from. The color schemes segmentations show that the types of backgrounds students come from differ therefore the number of people who are depressed because they come from a bad background changes. Also backgrounds tend to have golden moments that can be remembered to soothe the pain of struggling in former years.

4.3.2 “I will make it”

There were large sections of students who believed that in spite of the negativity surrounding them, they could still make it in life. Thus segment was large because there were shifts among those students who sometimes feel like their lives are desperately lost. The research also uncovered that the majority of the students who felt like they will make it did not come from upper or lower families but middle class. This shows that the feeling of optimism can be predominant even in individuals who do not have it all. Those in upper class did not feel like they will achieve much and were depressed about issues like relationships and friendships.

4.3.4 “We will all die”

The research discovered that there were students who had chronic depression which was nothing short of paranoia. They felt like no matter how hard people work in school and try to be good, people will all die one day. Whether you are good or bad therefore does not matter. This type of depression is symptomatic of the type of pessimism they had and this group was largely comprised of lower class students

4.3.5 “Life has no sense”

There were students who were depressed because they could not make any sense of their lives. They did not know why they were born or what purpose they served in university. They felt like the years they had spent had all counted for nothing. These were upper class students who were simply forced by their parents to attain university education.

4.4 The influence of past failures

The research weighed the influence past failures have on students and how this too contributes to depression and feeling of incapacitation. In this case students used their past to explain their future.

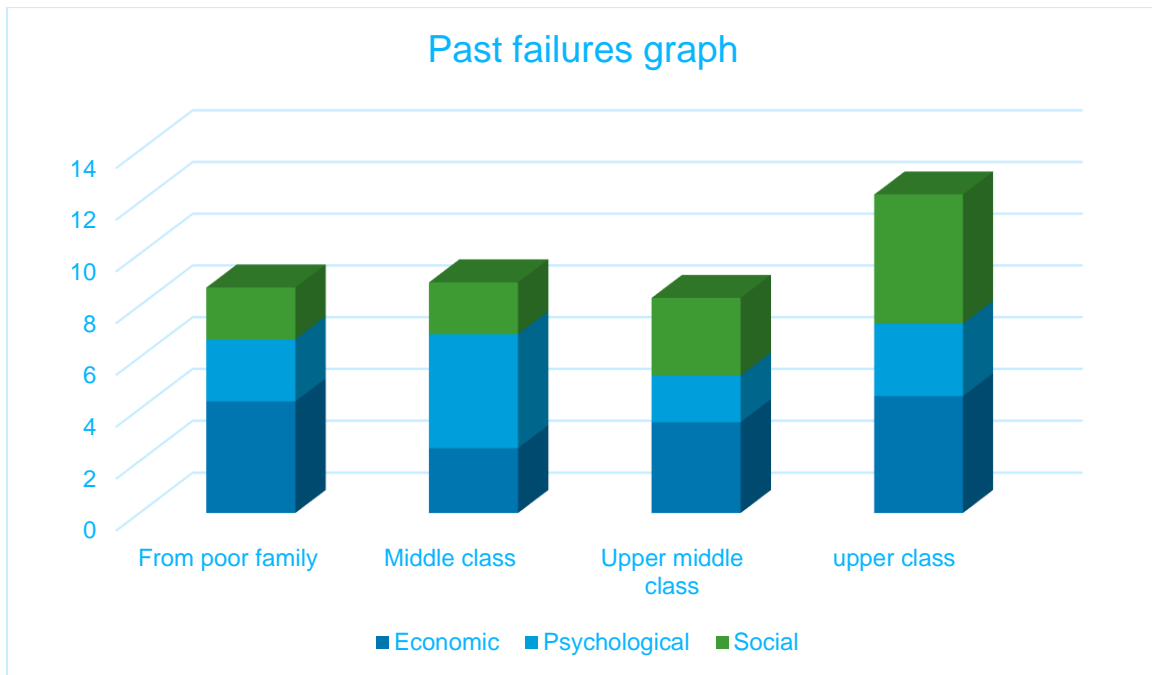


Fig 4. 3 Past Failures.

Students were graded according to their classes and social statuses, the criteria used was, poor family, middle class, upper middle class and upper class. The aspects measured were economic issues, psychological and social matters. There was no specific feeling or disposition that went along with any specific classes. For instance students from upper classes had their own failures in the matters to do with social life, that is friend ships and romantic affairs, students from upper middle class had psychological concerns where they saw themselves as failures such as struggling to accept their social status in life whole the lower class students took the failures of their parents as their own. On an overall scale the research established all classes of fourth year students were affected by past failures and they were a cause of depression.

4.5 The anticipation of bad news

The research also discovered that students generally expected bad news instead of good news. When rated on the scales according to their social status of poor family, middle class, upper middle class and upper class. The researcher noted that those from poor families always feared that they could drop out and fail to complete their studies.

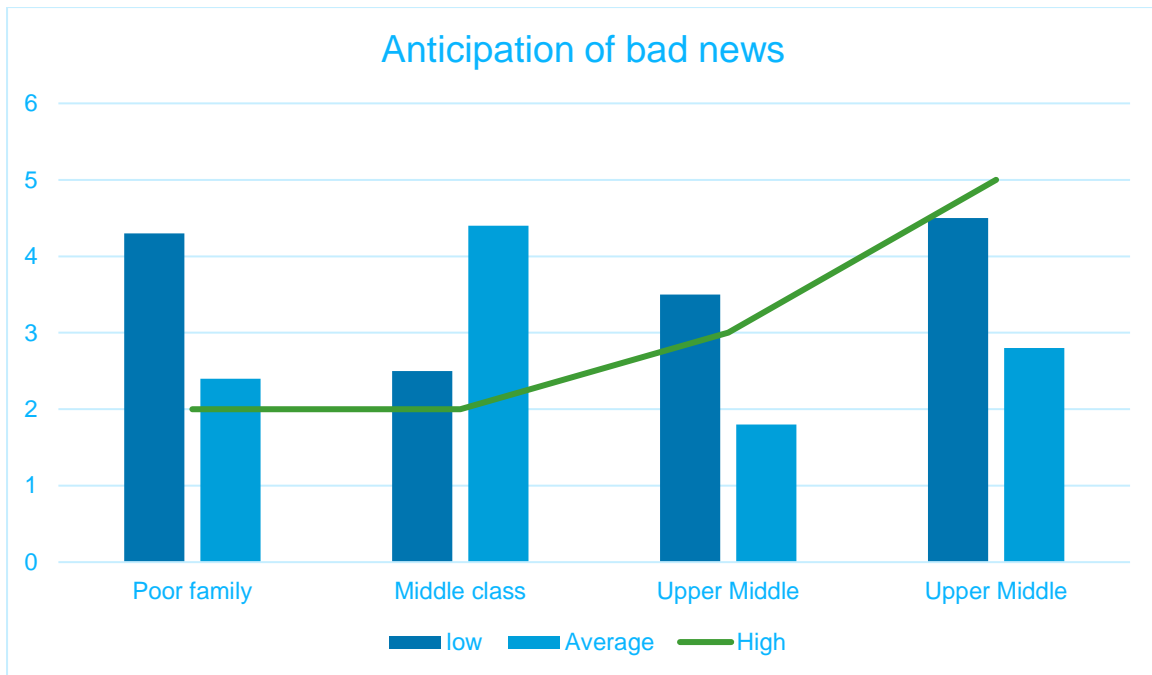


Fig 4. 4 Anticipation of bad news

Many students from middle class families showed that they did not expect any bad news but worked with whatever situation they faced. Upper class students defined bad news in terms of losing some of their privileges and relationships. It was established that all classes of fourth year students feared bad news somehow. Poor students feared more, and upper class students feared less.

4.6 The correlating factors of depression

The study paid attention to the factors of depression according to Versario (2009) who points out that they are correlating and work in cohorts. Depression as the study found out did not affect students in isolation but one factor lead to the other. Loss of sleep led to, loss of pleasure, which led to loss friendships; these factors then led to two out comes namely; loss of happiness and loss of taste in life.



The correlating factors of depression according to Versario (2009)

Fig 4. 5 Correlating factors of depression.

Students who admitted to being depressed stated that as a result they did not sleep much because their minds were occupied by many thought processes, this also meant that they were always too tired and could not enjoy life by going out clubbing or expressing overt pleasure, as a result they lost lots of their friends. The culminating factors now became a general loss of happiness due to loneliness and feelings of abandonment and life itself lost taste. Versario (2009) adds that this happens over a long period of time. Fourth year students claimed that they were full of life before but the trials experienced both at the Midlands State University and in life ruined their expectations and they were disillusioned to the failures ahead of them like the fact that after graduating there were no jobs to look forward to.

4.6 The debilitating feeling of guilt.

The study established that students at many different levels felt guilty and this contributed to their depression. The guilt came as a result of stagnation in life on many stages and the students blamed themselves among other things. They blamed first the Midlands State University, the Zimbabwean economy, they also blame themselves and their friends and lastly they blamed, everyone, including their birth parents.

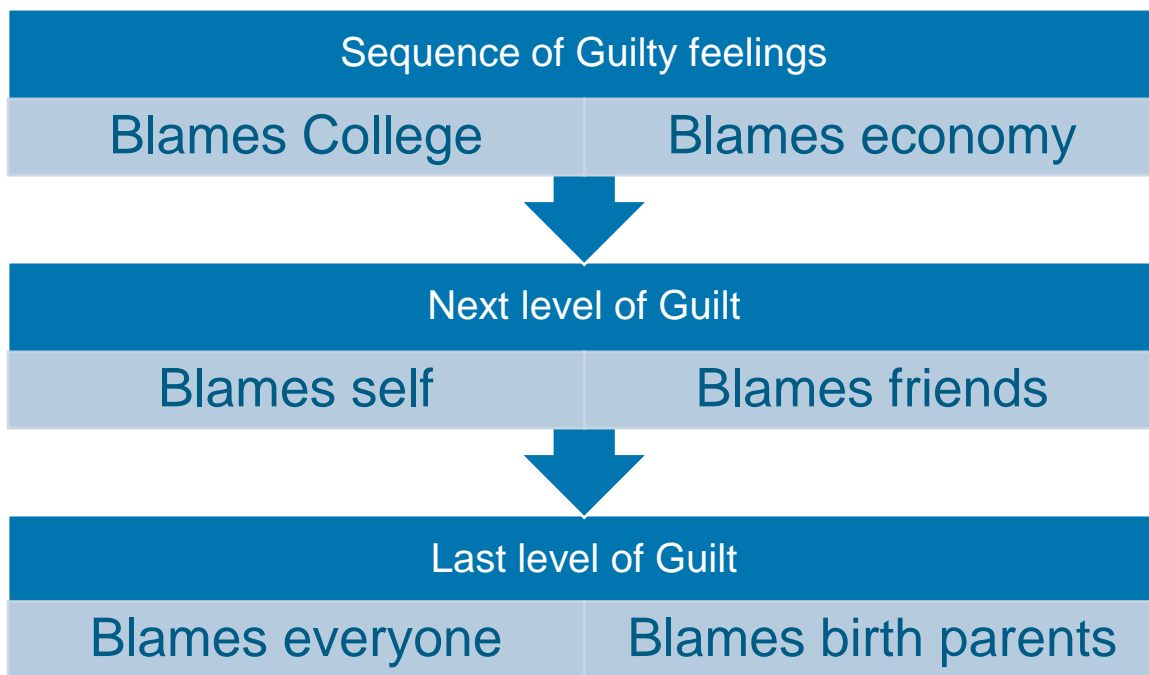


Fig 4. 6 Sequence of guilty feeling.

4.6.1 Midlands State University and the Zimbabwean economy.

The Midlands State University was blamed by the students for charging exorbitant fees and being intolerant to those who struggled to raise the money on time by barring them from using the library as well as writing exams. The students felt like the courses offered by the institution are too difficult for nothing because they do not weigh much on the job market.

The students also blamed the Zimbabwean economy because even if they work really hard there are no jobs. All the money wasted in educating them may not be recouped because the unemployment is rife and there is no pride in being a graduate. They were looking forward to selling firewood and fish in the streets of Zimbabwe. This was a great source of stress and they felt guilty because they too were Zimbabweans. If they were of another nationality maybe life would have been better.

4.6.2 Themselves and their friends

The students also blamed themselves for failing to succeed in life because there are some who make it in spite of the hardships in the world. Maybe they were also failures because one did not need university education to be successful in life, some college dropout were millionaires. They also blamed the kind of friends they had who were useless and had not contributed much towards changing their lives. They felt like they attracted useless parasites who only wanted to benefit from them one way or another and not add value to their lives.

4.6.3 Everyone, including their birth parents

The students blamed everyone in Zimbabwe for standing by and watching while the economy went to the dogs. They expected people to take some form of action to remedy the situation but it seems as if no one is doing enough to help the situation. The students lastly blamed their parents for giving birth to them in this hell hole of a country. They only heard stories that life in Zimbabwe may have been good but they never experienced the so called goodness themselves. The students seemed to accept the guilt of being born in the wrong country at the wrong time.

4.7 Manifestation of depression

The students showed clear signs of depression. The signs however differed depending on what was depressing them. Aspects such as economic, psychological and social were pointed out as the main causes of depression. On economic issues there were cases like failure to procure fees and also a poor quality of life due to lack of funds, on psychological issues were cases like self-hate and guilt and on social issues were matters like relationship troubles and sour friendships. The study grouped the students who showed distress according to their different categories and the findings showed that they were equally affected each group by a different matter. No group could say they were less or more affected.

Table 4. 2 causes of depression among the students.

Number of participants	Signs of depression	Main causes
5-10	Withdrawal from friends, social circles	Psychological
10-15	Angry for no reason	Psychological
15-20	Sleeping a lot even during the day	Economic
20-25	Broken out of romantic relationships for no reason	Social
25-30	Complaining all the time about the economy	economic
30-35	Switching communication off device, contacts	Social
Total		Social =2 Economic= 2 Psychological = 2

The findings show that the leading signs of depression among students in fourth year are; withdrawal from friends, social circles, angry for no reason, sleeping a lot even during the day, broken out of romantic relationships for no reason, complaining all the time about the economy, switching off communication device and discarding contacts. The main reasons given for all these signs were either economic, psychological or social but no students admitted to be more affected than the rest. The researcher noticed that signs of depression are sometimes easy to hide and others may not see them but there are other signs like anger which were not easy to keep away from people. The reality of the situation was however that greater numbers were affected by economic factors and social factors. The economic factors like boys not having any money had far reaching consequences like losing relationships. So the two areas were somehow interlinked. Those people who had lost relationships with girls because they had no money ended up having psychological effects like loneliness.

4.8 The pyramid of self-hate

Lucy and Miranda (2011) explain depression through the pyramid of self hate. This pyramid works to show that most people who hate themselves hate other people as well and they blame them for what is happening in their lives. The degree of hate differs with each person and it depends on why that person or object is being hated. This study found out that students hated certain individuals as well and the reasons are explained under the diagram. This is because depression generates a lot of negative feeling that need to feed on something to continue, The psychological link between these feelings is also explained.

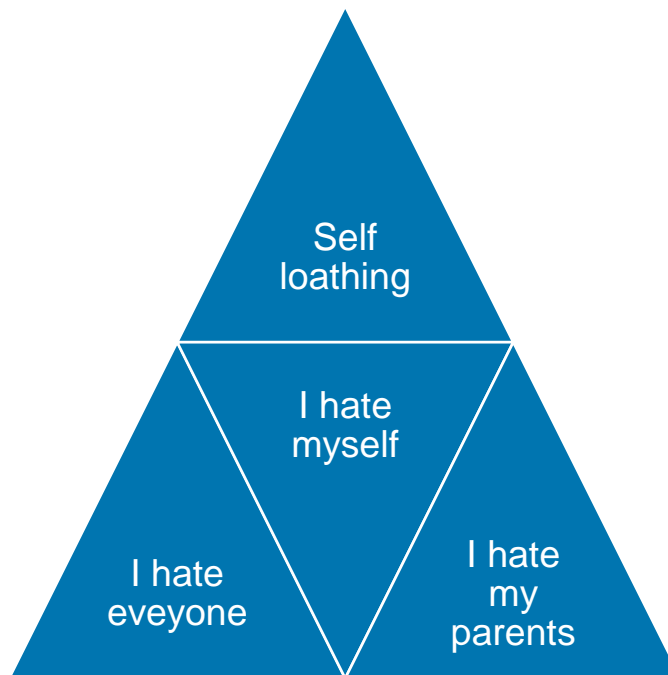


Fig 4. 7 The pyramid of self-hate.

Lucy and Miranda (2011) Stated that the people who are hated may change on the pyramid but in the mind of the individual who is depressed they are all interconnected somehow. The findings show the different groups; they hate themselves, everyone, and their parents. This is the second time parents are seen on the receiving end of negative feelings. This is because parents are responsible for giving birth to the depressed person, who hates him/herself. Society is hated for somewhat abstract reasons but the truth is nothing makes sense to a depressed person.

4.9 Evidence of suicidal tendencies/ notions.

The researcher found out that some of the students had suicidal notions and tendencies. These were emanating from the depression they were experiencing every day. The phrases; “I want to Kill myself”, “I don’t want to kill myself, sometimes I do/ I don’t” and “I wish to die by other means” were posed to the students in a bid to see which ones they would agree with and which ones best described their psychological predispositions. The researcher found out that most students stated that sometimes the thought of killing themselves came to their minds but sometimes it did not.

Replace graph

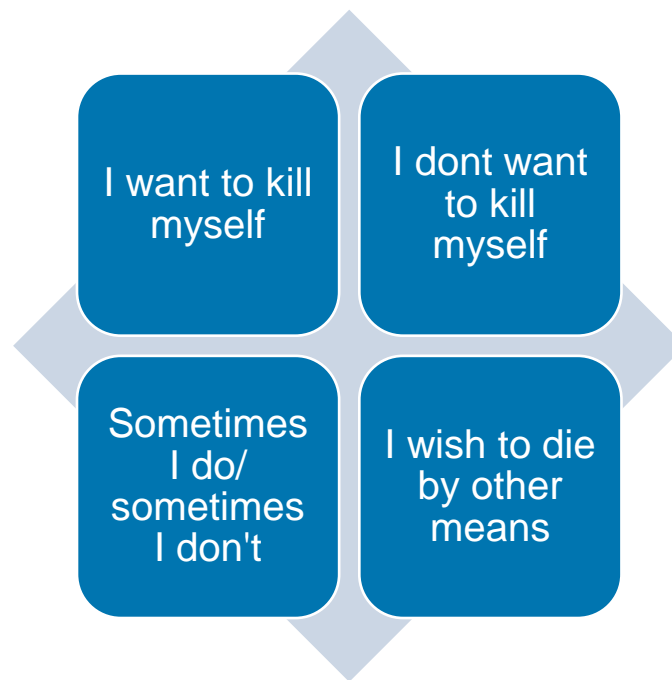


Fig 4. 8 Suicide among students.

Some of other students in the fourth years claimed that they wished to die by some other means. This shows that they did not appreciate being alive but they did not show outright suicidal notions like wanting to kill themselves. This demonstrates the level of depression they were experiencing and the hopelessness that characterized their lives. Morzarrati (2012) states that every year 12 out of 10 adults take their own lives due to chronic depression and because many countries do not invest greatly in dealing with depression. African communities do to have established systems where people can go and talk to counsellors who are professionally trained to detect and deal with depression. This means the deaths themselves can be preventable. This research found out that people can be depressed and yet not show it overtly.

4.10 The circle of crying

Wyoming and Lee (2012) state that the circle of crying demonstrates that a person has now entered a zone of chronic depression with each state being intertwined with the other. In the cycle of crying one might just feel like crying but for no reason, or actually cry or fight the feeling of crying. The mind would be admitting to failure and disappointment. The fact that makes the circle of crying more depressing is that the crier won't know why they are crying, want to cry or are fighting the feeling of crying.



Fig 4. 9 The Circle of Crying

The students were subdivided into three 3rds, most male students admitted to fighting the feeling of wanting to cry. Wyoming and Lee (2012) point out that fighting the feeling of wanting to cry worsens the situation because, too much impression, without expression leads to depression. The feelings have to get out and this gives a feeling of temporal upliftment and release. The female fourth year students admitted to crying a lot but for no reason. Thus happens mostly towards their bedtime. In the afternoons they just feel like crying. Some said they cry after a trigger like watching a sad movie or learning a very sad story. All the same this demonstrate the emotional turbulence they experience.

4.11 The interlinked cog of causatives.

The findings found out that there was an identified cog of interlinked factors causing depression among students. This cog was made up of three factors; economic, social and psychological.

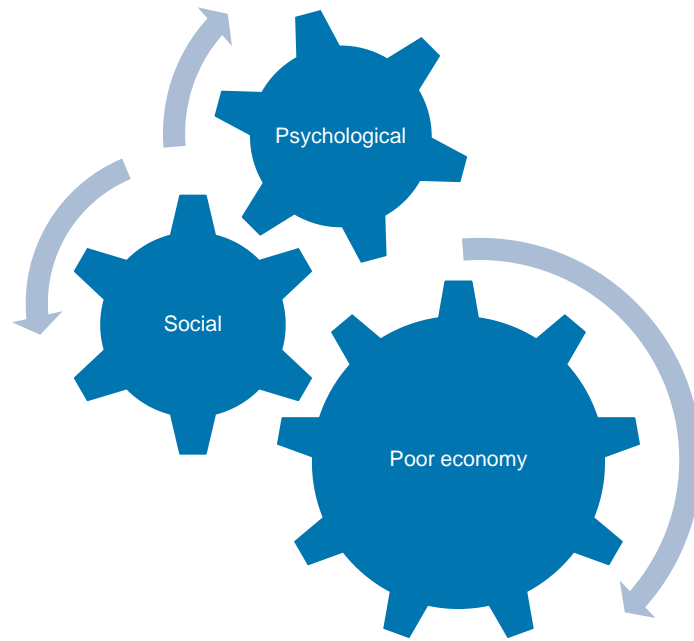


Fig 4. 10 causes behind depression.

Each factor affected the students differently depending on how major it was to them. Once the first cog started moving it turned around other gears. This did not matter how small which piece of the three factors started affecting the students. The study had investigated these issues differently while paying attention to each matter as an individual entity. This was however revised and they were seen as one whole.

4.11.1 Economic factors

The economic factors affecting students were identified as the biggest cause of depression because the largest number of students were affected one way or the other with economic matters. The first group of students stated that they had not paid their school fees in full and this concerned them greatly. They had never succeeded in having this matter completely dealt with since level one and so they now owed. The second group of students pointed out that the quality of life they led was poor because most of their money had gone to school fees and rentals, as a result they lacked sufficient funds for basic survival. The last group of students pointed out that their parents had money but they had no resources for other things like taking their girlfriends/boyfriends out to have a good time. They were not happy with lack of money in their lives because more could still be done and achieved.

4.11.2 Social factors

There were students who claimed that because they had no money their social life had been affected. They had been misrepresented as people who are generally uninteresting because they

could not join their friends who were going for a party somewhere. They also could not buy fancy clothes or attires they were comforted in. This meant they end up being ostracized and left out of social groups. They were social out casts so to speak. The boys could not buy meaningful presents for their girlfriends on Valentines or their birthdays. The girls struggled in one way or the other because they could not compete with their friends who kept changing hairstyles and make up. They felt like their poverty and lack was showing.

4.11.3 Psychological factors

The economic and social issues were in turn affecting them psychologically because they did not feel complete. They felt like they were paying a price for being poor or underfunded. They also felt lonely and dejected. Those who owed fees felt like they may not attend the graduation or finish their studies. Those who failed to change make ups felt like others thought they looked ugly or unpresentable. As a result the cog of causative demonstrates how the feelings of depression manifest in students and are somehow interlinked and spur each other into action.

4.12 The effects of loss of sleep

Most of the students pointed out that because of their situations they end up struggling to find sleep. The re researcher established that the majority of the students who struggled to control their feelings also struggled to sleep. The loss of sleep was therefore seen as a primary culprit in the depression circle. The reasons pointed out by fourth year students as contributing to loss of sleep included, studying, and finish up projects, general feeling of sadness or just lacking sleep for no reason. Some claimed that they sleep and they suddenly wake up but for no reason then they fail to sleep again.



Fig 4. 11 Lack of sleep to depression.

Loss of sleep is carried on for too long had the effect of decreasing their appetite and after some time without eating they became depressed. The researcher observed that a large number of the students were struggling to complete their research projects and therefore lost sleep when others finished on time and they had not. They also did not know exactly how to go about the projects in spite of the fact that they had supervisors to guide them. Such individuals were at times unavailable, too busy or their explanations could not translate into the writing of a meaningful project. The second group of depressed students admitted to sleeping then just waking up in the middle of the night having lost the will to continue sleeping.

This frustrated their bodies and affected their appetite until they either ate less or did not eat at all. Some male students admitted that they ate less but female students said they just drink water. The depression therefore came upon them gradually because they had traces of sleep that had not been attended to for many days and they had developed poor eating habits. The students admitted that not eating did not mean that there was no food but they had no craving to it. They meant their bodies were being deprived of two most fundamental needs to continue existing normally; food and rest. This then lead to depression and suicidal thoughts.

4.13 Conclusion

The study discussed many factors that cause depression in students in the fourth year at MSU and it pointed out that the patterns of depression were different with each student. Some students were depressed more and others were depressed less but the causes of the depression were largely economic factors, social and psychological. What depressed most students was the fact that they could not deal with the problems they faced and not just that the problems existed. All the students showed signs of depression but the most outstanding cause of their depression was economic troubles.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This research had aimed to reveal the depression levels of final year students and the perceived causes. Data was collected using the systematic stratified sampling and depression was measured using Beck depression Inventory. Results were shown in chapter four, now below the major findings and recommendations shall be discussed

5.1 Discussion of Findings

What are the levels of depression in final year students?

The findings stated that depressed student at MSU showed overt signs of sadness. This was discussed under the theme of the dominant feelings of sadness. The research found out that sadness was dominant among the fourth year students who all professed to be generally sad sometimes for no apparent reason. Gross (2002) posits that feeling of sadness in depressed people are not uncommon. The sadness may be subliminal and the individual may not pinpoint why exactly they are sad. On a measurement scale of 1 to 10 using pie chart segmentations, the ratio of level 4 students who took the "I am very sad" rating were 6 out of 10.

The findings brought out that depression is also caused by past failures that weigh in on the fourth year students. The research weighed the influence past failures have on students and how this too contributes to depression and feeling of incapacitation. In this case students used their past to explain their future. Walters (2003) explained that failing in the past needs to be seen as having to do with the circumstances that were in play during those days. Students however saw the failures they committed as defining their entire personalities. It should be noted that college is the first button stick of independence giving to students which is usually characterised by mistakes and irrational decisions. Failures differed with each different class and the lower classes took the failures of their parents upon themselves.

The findings also presented that some students were depressed not because of what had happened but because they anticipated bad news in the futures. Such news as failing to complete their education or failure to get a job after graduation. This was not based on any factual evidence supporting that bad things could happen, they just feared it. The research also discovered that students generally expected bad news instead of good news. When rated on the scales according to their social status of poor family, middle class, upper middle class and upper class. The upper class showed less fear of bad news.

What are the social causes of depression?

The findings found out that there were many correlating factors that led to depression and these factors made the depression heavy for some students. Williams (1989) points out that depression take time and eventually leads to suicidal thoughts and tendencies. Depressions can also lead to chronic personality disorders. The study paid attention to the factors of depression according to Versario (2009) who points out that they are correlating and work in cohorts. Depression as the study found out did not affect students in isolation but one factor lead to the other. The findings prove that students who are depressed struggle to share their feeling with other individuals and this leads to isolation and worsens the situation for the person. Meadle (2008) loneliness is a factor that can lead to depression

The findings showed that guilt had a debilitating effect on the students and led to depression on many levels. This discovery makes perfect sense when looked at from the angle of the blames that are then leveled by the students against themselves and the different individuals they hold responsible for their sadness. The study established that students at many different levels felt guilty and this contributed to their depression. Goulding (1999) posits that guilt comes from accepting the blame or believing that someone else is to blame. This creates a blame cycle where blame is the centre of the feeling but there is no solution and without the solution the guilty individual may not have closure. This is why guilt is debilitating because in the end it leads to self-hate. The guilt came as a result of stagnation in life on many stages and the students blamed themselves among other things.

What are the psychological causes of depression?

After many gloomy feelings have set in the gut, the students begins to show manifestation of depression. The findings noted that the students showed clear signs of depression. Beck (1967) stipulated that depressions has early warning signs that need to be taken into account. The signs however differed depending on what was depressing them. Aspects such as economic, psychological and social were pointed out as the main causes of depression. Self-hate is one of the leading causes of depression Lucy and Miranda (2011) demonstrate on the pyramid of self-hate. They explain that depression works like a pyramid with one thing leading to the other. This pyramid works to show that most people who hate themselves hate other people as well and they blame them for what is happening in their lives. The findings also demonstrate that the students showed evidence of suicidal tendencies/ notions. The researcher found out that

some of the students had suicidal notions and tendencies. These were emanating from the depression they were experiencing every day.

The findings also discovered traits similar to the circle of crying propounded by Wyoming and Lee (2012). They state that the circle of crying demonstrates that a person has now entered a zone of chronic depression with each state being intertwined with the other. The crying just happens for no reason and may be caused by many different variables, some known others unknown. The findings finally confirmed that the causes of these depression symptoms are intertwined. Mores (2004) states that the leading cause of depression in developing countries is poverty and lack of resources.

The findings found out that there was an identified cog of interlinked factors causing depression among students. This cog was made up of three factors; economic, social and psychological. The findings also presented the effects of loss of sleep. Most of the students pointed out that because of their situations they end up struggling to find sleep. Lancedon (2009) states that the human body needs to rest for over 8 hours to regenerate. The researcher established that the majority of the students who struggled to control their feelings also struggled to sleep.

The psychological contributions to depression were seen as working hand in glove with other factors. Students who admitted to being depressed stated that as a result they did not sleep much because their minds were occupied by many thought processes, this also meant that they were always too tired and could not enjoy life by going out clubbing or expressing overt pleasure, as a result they lost lots of their friends. These findings were effective in pointing out the role played by loss of sleep in causing depression. The culminating factors now became a general loss of happiness due to loneliness and feelings of abandonment and life itself lost taste.

What are the economic causes.

The economic factors pointed out in this discussion were according to three groups; the first group of students stated that they had not paid their school fees in full and this concerned them greatly. They had never succeeded in having this matter completely dealt with since level one and so they now owed. The second group of students pointed out that the quality of life they led was poor because most of their money had gone to school fees and rentals, as a result they lacked sufficient funds for basic survival. The last group of students pointed out that their parents had money but they had no resources for other things like taking their girlfriends/boyfriends out to have a good time. They were not happy with lack of money in their lives because more could still be done and achieved.

5.2 Conclusions

The research aimed to find out the psychological, social and economic contributions to depression in fourth level students. The social causes to depression were seen a broken relationships and loss of friendships. These however did not exist in a vacuum but the intertwined because social aspects can also be affected by the kind of background a person comes from. The failure in the lives of students is sometimes alluded to the kind of background one comes from. The color schemes segmentations in chapter four show that the types of backgrounds students come from differ therefore the number of people who are depressed because they come from a bad backgrounds.

The study was effective in pointing out not just the causes of depression but how they work together to affect the disposition of students. The generalized findings prove that those students that came from the middle class were less affected by matters like social dysfunctions but upper class students were concerned with petty issues like maintaining relationships while lower class students worried about fees and issues of life. The underlying point is that there are many factors that cause depression and students did not point out a way of coping with that depression they suffered each person in his/her own way. The study however does not assume that other groups of students do not suffer from depression but the primary focus was level four students.

5.3 Recommendations

In light of the causes of depression affecting level four students the researcher made the following recommendations:

Fourth year students need to focus on things they can change or improve and worrying about issues like the Zimbabwean economy or the state of affairs at the Midlands State university may not help their situation. Its important for students to maintain a hopeful and optimistic mind-set so they can adjust to the current economic situation. I would also recommend for students to explore effective coping habits such as exercises, music, gardening and reading. Investing in such healthy coping strategies can help reduce depression in students.

The researcher recommends that students should help out in the community in order to have a sense of purpose and they should use technology to benefit themselves through creating links with positive minded people. In a situation where the economy is not performing as well as one would want, its easy for final year students to be depressed about jobs and the future. In this light i would encourage the students to leverage on technology, connect, think outside the

books , be creative and think of having their own business'. The ability to adjust and be flexible can help the students to avoid being depressed.

Students should also join churches or religious groups that offer comforting news and have individuals like pastors who would freely offer them assistance in difficult situations. It should be noted the church is one of the most effective coping strategy to stress and depression. Prayerful people are resilient to problems as they cope through issues by prayer and meditation.

I also recommend students to have great support networks through friends and family. This support system will help students cope during bad days and recover from depression. Taking part in social activities, meeting new people and being involved in social activities. Its important for students to avoid being alone when stressed but rather to be with people and be distracted so they don't think too much.

The researcher recommends that there is need for honesty in relationships about economic statuses. Worry and depression come when people lie that they have resources and then fail to produce them. Instead they should tell the truth to their girlfriends and peers.

Female students should not try to impress others as if life is a competition, they should live within their means and when others change hairstyles they should not take as a signal to change theirs as well. Competition is am main issue to depression in young people as the compete to be better and be the best. That pressure can lead to disappointment and failure to fit in among peers.

The study recommends that the counselling facilities at Midlands State University should be used by the students instead of trying to solve problems on their own, this lightens their burden. There is need to carry out interactive functions by mental health providers and encourage students to come forward for counselling.

To the researcher community would recommend carrying out the study of college depression using a large sample of participants. I would also suggest the study be carried using two or more universities, this will help in comparing results and see the prevalence of depression among final year students.

5.4 Conclusion

This chapter presented the discussion of findings and the conclusions and recommendations. The chapter also stated that most of the research questions were effectively answered and the problem of depression was very real. The study however recommends that measures should be

put in place to lighten the burden of depression like using available facilities at churches and the university.

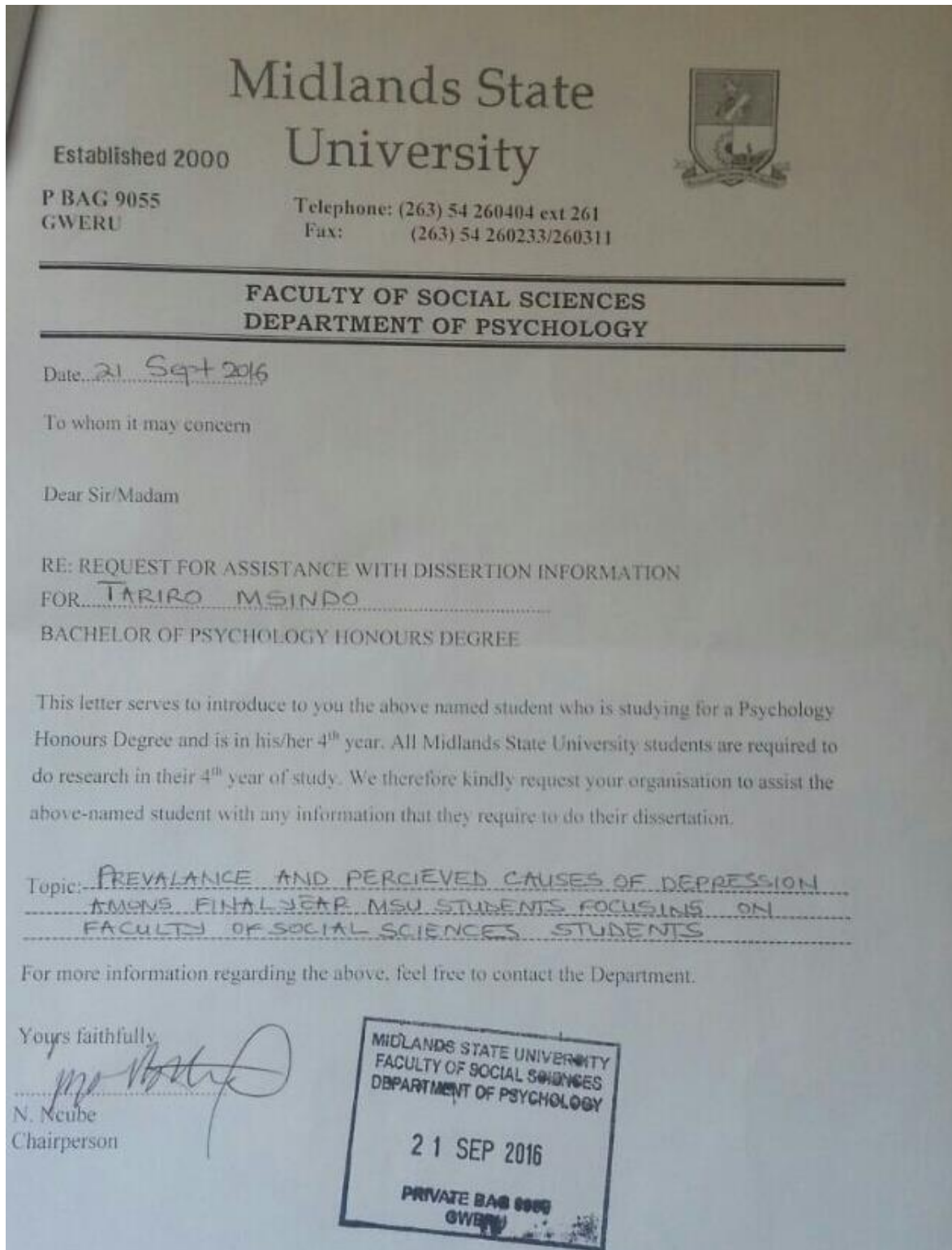
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APPENDIX A



APPENDIX B

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22 September 2016

For attention: Mr E Mupfiga

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Reg
22/09/16

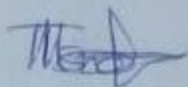
**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MIDLANDS STATE
UNIVERSITY**

Dear Mr E Mupfiga

My name is Tariro Msindo, and I am a Psychology student at the Midlands State University in Gweru. The research I wish to conduct is for my undergraduate research project entitled **Prevalence and Perceived causes of depression among final year MSU students focusing on Faculty of Social Sciences students**. This project will be conducted under the supervision of Mr Mambende (MSU, Zimbabwe).

I am hereby seeking your consent to approach students from the faculty of Social Sciences to provide participants for this project. I have provided a copy of approval letter which I received from the Midlands State University, Faculty of Social Sciences and the Department of Psychology. Upon completion of the study, I undertake to provide the Midlands State University with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on +263 774762845 or hopemsindo@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,
Tariro Msindo
Midlands State University



APPENDIX C

APPENDIX D

Audit sheet

DATE	ACTIVITY	COMMENTS	STUDENT'S SIGNATURE	SUPERVISOR'S SIGNATURE
14/03/16	Research Topic	Approved		
16/03/16	Research Proposal	Rework and submit		
01/08/16	Research Proposal	Approved proceed to chapter 1- 3		
18/08/16	Chapter 1-3	Rework and resubmit		
02/09/16	Chapter 1-3	Rework and resubmit		
25/09/16	Chapter 1-3	Approved proceed		
30/08/16	Questionnaire	Approved and collect data		
16/09/16	Chapter 4	Rework and resubmit		
25/09/16	Chapter 4	Rework and resubmit		
27/09/16	Chapter 4	Approved proceed to 5		
01/10/16	Chapter 5	Rework and resubmit		
09/10/16	Chapter 5	Approved and bring your first draft		
13/10/16	First draft	Approved		
14/04/ 16	Final draft	Submit		

APPENDIX F
MARKING GUIDE
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

A GUIDE FOR WEIGHTING A DISSERTATION

Name of Student Brian Bhekinkosi Maphosa REG NO R132095P

	ITEM	Possible Score	Actual Score	Comment
A	RESEARCH TOPIC AND ABSTRACT clear and concise	5		
B	PRELIMINARY PAGES: Title page, approval form, release form, dedication, acknowledgements, appendices, table of contents.	5		
C	AUDIT SHEET PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Addresses major issues and concepts of the study. Findings from previous work, relevancy of the literature to the study, identifies knowledge gap, subtopics	15		
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection, procedure, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly summarized and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results: how results and interpretations agree with existing and published literature, relates theory to practical, implications, conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
I	Overall presentation of dissertation	5		

J	References	5		
	TOTAL	100		