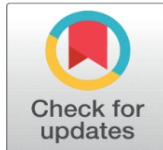# ROLE OF SOCIAL SUPPORT GROUP IN PROMOTING OR PREVENTING DEPRESSION AND REMEDIES TO MINIMIZATION OF THE DEPRESSION PROBLEM FOR STUDENTS AND PARENTS

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ABSTRACT

Social support has been demonstrated to be useful in enhancing mental health by acting as a cushion against stressful life conditions. Social support originates from a network of individuals comprising friends, family, and the community. Lack of social support worsens students' mental health issues, particularly signs of depression, and affects their quality of life. A multifaceted strategy is essential to mitigate depression among students and parents, emphasizing prevention, early intervention, and support. This encompasses the promotion of healthy habits, the encouragement of open communication, and the pursuit of expert assistance as required. Students and parents can enhance resilience by practicing self-care, obtaining support from peers and trustworthy adults, and participating in activities that foster joy and purpose. In this article, role of social support group in promoting or preventing depression and remedies to minimization of the depression problem for students and parents has been discussed.

Keywords: Social Support Group, Depression, Remedies, Students, Parents

1. INTRODUCTION

Research showed that there is a strong negative correlation between social support and psychological problems including stress and sadness. Consistent results from this cross- sectional study demonstrated the significance of social support for students' welfare. Similarly, it was discovered that the effect of academic stress on psychological well-being is influenced by the level of perceived peer social support. Academic stress is characterized by conflicts, demands, adjustments, and self-imposed constraints. A study found that children's social support from friends and family had a significant impact on their emotional, social, and intellectual development. In adolescence, peers assume greater significance than family regarding social support, as they play a crucial role in the child's individuation process, overshadowing parental influence. Peer social support is a strong predictor of depression among students. By looking at the links between social support, depression, and well-being across different age groups, two systematic reviews with a mean age of 20 showed how important social support is for predicting the mental health of teens. However, these evaluations did not assess the quality of life, indicating the need for further research to fully comprehend these connections. (McCrae, N. et al., 2017)

Parental disapproval is another factor considered to be a potential contributor to depression in individuals. Children of divorced parents are more likely to suffer from depression, according to a number of studies. The study's findings indicate that parental conflict, especially verbal or physical abuse, is detrimental to a child's mental health. The rationale behind the conflict is crucial because a person's depression could be caused by their parents' extramarital romances. A youngster who experiences parental unity feels safe, cherished, and respected. That being said, the likelihood of a person developing depression is lower if they have the love and support of one or more parents. A prior study found that due of their strong link with their fathers, girls from divorced homes did not have an increased risk of depression. Instead, they did not develop low self-esteem.

2. ROLE OF SOCIAL SUPPORT GROUP IN PROMOTING OR PREVENTING DEPRESSION FOR STUDENTS AND PARENTS

Teenagers go through a transformative time in school where they pick up new skills, encounter new things, widen their social circles, and acquire information. As they adjust to changes in their relationships, communities, and way of life, many adolescents may discover that attending school is a stressful event in their lives. The shift from adolescent to young adulthood is fraught with difficulties, including adjusting to more independent duties and managing one's life. During this era of transition, the individual has the opportunity to explore and try out their identity and future aspirations. Many of the students are living away from home for the first time for an extended length of time. Globally, there is a growing trend of students being diagnosed with mental health disorders, and numerous experts have linked this trend to difficulties in students' social, academic, and economical lives. Financial hardships, self- sufficiency in daily life, and autonomous decision-making have all been linked to symptoms of depression in school-age children. The likelihood of depression & mental health issues is significantly influenced by academic accomplishment, as many students experience academic pressure in educational environments.

Within social networks, social support fosters a sense of appreciation and belonging that is beneficial to mental health and general quality of life. Being supported has been linked to a decreased incidence of mental health issues, making it a preventive measure against depression. Prior studies from friends and family both predicts and significantly adversely correlates with depressed symptoms. Numerous studies demonstrate the relationship between depression and general well-being and social support from friends, family, and significant others. A study that revealed friends' social support is more significant to students and a stronger predictor of depressive symptoms than support from family and romantic partners corroborated our findings. The strong friendships, shared experiences, and intimate relationships that kids in this age group had with their peers while attending school may help to explain this in part. In the classroom, students are given the chance to socialize, build networks, and make lasting relationships with others. As a result of moving away from home to attend school, the majority of teenagers now spend more time with their friends than with their families. This is the time when students can develop their social skills and explore their identities as they go from youth to early adulthood. These factors could all be connected to the invaluable support that friends have given throughout this time of change. Additionally, family social support was found to be connected with depression symptoms, albeit not as strongly as support from friends. These findings confirm past research and emphasize the critical role that families play in offering support to safeguard students' mental health. Given that people view the maturity of their support systems as a critical factor when seeking assistance, the parents' wisdom and life experiences may contribute to the explanation of why the family functions so well as a social support system. In this age range, there is likely a stronger correlation between depressive symptoms and friends than with relatives. This could be due to the close-knit nature of friendships and the fact that students, particularly those who have moved away from home, require support while pursuing their education.

When students get support from significant others, their mental health improves. There is contradicting evidence in the literature that implies social support from significant others is a predictor of depressive symptoms among school-age children, despite the fact other research have not identified such a predictive association. This study found no correlation between social support from close relationships and depression symptoms. The variability of findings documented in the literature to many metrics employed, the creation of replacement scales that assess broader categories or average scores, or that concentrate solely on specific sources, such as the network of friends and family for social support. One may view informal social support networks derived from friends and family as more stable and trustworthy than other types of networks. By looking at specific social support sources that haven't been fully explored

in the literature, this emphasizes the significance and validity of our study; hence, some research may have overlooked this issue. (Nguyen, D.T. et al., 2019)

A thorough analysis revealed that female students reported significantly higher levels of social support from significant people than did their male colleagues. In a similar vein, several studies have revealed that female students generally got higher levels of social support than their male counterparts. According to study, female students are more likely than male students to ask for help when they need it, which may explain why they have higher levels of social support. Women may be more susceptible to these kinds of situations, despite more likely to be sociable and to use emotional coping mechanisms and social support to deal with social pressures and interpersonal interactions.

A difficult idea to grasp, quality of life evaluates the advantages & disadvantages of a person's physical, mental, social, and environmental well-being. Research indicates that social support positively affects life quality, enhancing students' academic, mental, and social well-being and facilitating a seamless transition to school. We discovered that social support from friends or family can be a powerful predictor of the psychological aspect of quality of life, and that social support is also considerably positively connected with overall quality of life. The results align with an earlier study that shown the influence of social support on schoolchildren's overall well-being. Life quality is influenced by a wide range of social elements, including relationships, friendships, teachers, moving away from home, parental expectations, and peer pressure. Furthermore, we discovered that social support from friends or significant others predicted the social relationships domain of quality of life. Studies indicate that psychological well-being is more strongly predicted by family social support than by the quality of social relationships. This is during trying circumstances, people are more prone to seek out emotional support from their relatives. However, social support from significant others may be a more accurate indicator of social relationships than the psychological aspect of life quality, as these ties enhance the quality of social interactions. This is true because the need to make friends and fit in at school and in the community at large affects social relationships.

Family, friends, and significant others were the three social support networks that demonstrated a positive correlation with the social interaction's quality of life domain. Metrics related to social interactions and the quality of these relationships both likely have an impact on this domain. Teenagers are under more pressure to succeed academically and to establish their identities, which could be the cause of the reported rise in mental health issues and decline in some people's quality of life.

A positive correlation exists between quality of life and social connections as well as psychological factors. This is probably attributable to the enhancement of psychological well-being through robust social connections. Our research illustrates the beneficial and detrimental impacts of social support sources on schoolchildren's depressive symptoms and general quality of life.

Given its profound influence on depression and the quality of life of students, social support is a crucial resource for institutions aiming to protect and enhance the mental health of their students. It needs the support of friends and family to lessen the symptoms of depression and enhance mental wellness. However, when it comes to schoolchildren's social ties, social support from friends and significant others is crucial to enhancing the quality of life. These results offer data that can be utilized to create therapeutic and preventive strategies that benefit both academic institutions and students. Enhancing understanding of certain social support providers will safeguard the mental and social well-being of pupils. (Shen, H. et al., 2016)

Parents of teenagers experiencing scholastic difficulties should be in regular communication with teachers, school psychologists, and psychiatrists. There are parents whose mental health issues affect how their kids behave when they're not at home. The school is the first place to look for undetected psychological suffering that affects the whole family. It's probable that parents don't have enough mental literacy, and public health organizations, educational programs, and school personnel should address this. It's not the best scenario right now; educators have acknowledged that they don't know enough about mental illness to address issues that pathological parents raise. Teachers have to understand that what kids experience at home has an effect on their academic success, and parents have to understand that what their kids do at home has an impact on their academic achievement. The cooperation of parents and educators is crucial for the prevention and early intervention of serious depressive disease.

Instructors should routinely assess parents' mental literacy since classroom behavior frequently mirrors what occurs at home. Cooperation is crucial for building effective communication because parents' and school officials' viewpoints on pupils' problems may occasionally differ significantly. One of the first abilities required to start responding to these requests is the capacity to evaluate the primary psychosocial risk factors that have been around for some time.

These include instances of physical, sexual, or emotional abuse; co-occurring disorders; drug use habits; family conflicts; and any history of depression in the family. It's critical to ascertain whether the student has experienced a loss of a loved one and, if so, to be aware of the typical grieving phases. Ethnic and cultural issues—especially those pertaining to refugee status—are the most crucial. It is widely accepted that in student-teacher relationships, one should not undervalue the complexity of developmental experiences inside institutional contexts, particularly in adoption settings. All staff members in the school need to be trained in listening and communication skills in order to handle the times when children and adolescents experience bouts of distress and the development of acute melancholy.

A thorough evaluation of the student is necessary, which should involve a conversation with the family to look into any history of mental health issues and significant events that might have an effect on the student's quality of life. By using these observational methods, school personnel may, in certain situations, refer the child to certified professionals who can determine the student's clinical severity and provide a customized treatment plan.

Treatment of depression problems requires careful observation and discussion with the learner. Teachers must receive supervision and guidance from highly qualified people in order to guarantee that they are delivering quality treatment. Students' and school staff's comprehension of mental health issues is enhanced by implementing an effective psychoeducational program designed to educate and enlighten them about these conditions.

If prevention interventions, whether general or specific, are implemented, the prevalence of adolescent mental illness may decrease. Targeted interventions that include familial predisposition and non-genetic risk variables, such exercise, may make symptoms of anxiety and depression worse. Psychoeducational and psychological counseling could be beneficial as well. Universal public health programs that target the educational environment or the socioeconomic determinants (demographic, economic, neighborhood, environmental, and social/cultural) of mental disorders may help lower the population's risk profile. In addition to giving parents and teachers screening and intervention criteria, it would be beneficial to set aside a training area where children may learn more about the illness and emphasize the value of seeking treatment, thereby lowering stigma. According to research, providing dynamic lesson plans with clinical examples, educational materials, and practical experiences in psychiatric facilities to secondary school students greatly decreased the stigma attached to mental diseases. (Reddy, K.J. et al., 2018)

It is estimated that up to one in four teenagers will struggle with anxiety or depression, and current trends point to a possible rise in this occurrence. Enhancing access to appropriate treatment is crucial, but prevention is even more crucial to progressively lowering the prevalence of depression and anxiety and the accompanying costs to people, communities, and the economy. The majority of techniques for preventing teenage depression and anxiety have concentrated on schools, seeing the curriculum as a means of effectively delivering individualized, low-intensity therapy, usually based on behavioural and cognitive ideas. All things considered, there is little proof that these treatments lower the prevalence of anxiety and depression, they are not long-lasting, and their scalability is restricted. Furthermore, initiatives inside the educational system, such those aimed at enhancing social-emotional learning and student engagement, have often ignored the effects on mental health. Innovative preventative approaches that acknowledge schools as social settings that support learning, while also accounting for risks and providing appropriate mental health intervention measures within comprehensive school settings, are desperately needed. It is better to do this than to carry out further research on individual aspects. (Karmakar, T. & Behera, S.K., 2017)

Education is one of the most crucial tools for impacting the mental health of youth. The majority of young people attend school, and they are staying in secondary and postsecondary institutions for longer on average. This includes teenagers who attend secondary school for longer periods of time in low- and middle-income nations (LMICs). Education time is positively connected with favorable life outcomes, and educational contexts frequently foster meaningful ties with people who are not related to one another. Beyond the enhancement of mental health services and mental health knowledge, educational institutions have a significant impact on mental health. It also entails the advancement of social-emotional learning, the construction of safe and hospitable environments, and the encouragement of a sense of support and belonging for children, parents, and families. However, instances of bullying, a lack of enthusiasm in education, dropping out of school, and awkward grade transfers (from elementary to secondary school, for example) have been connected to poorer mental health and social relationships in youth.

3. REMEDIES TO MINIMIZATION OF THE DEPRESSION PROBLEM FOR STUDENTS AND PARENTS

Many students find it challenging to acclimate to the academic setting when they first leave behind comfortable friends and family. Finding like-minded individuals and establishing a comfort zone in an unfamiliar location takes time. People frequently stray from the practices they have previously adopted in an effort to conform to the norms of a recently formed group. It involves a range of adjustments, including word choice, attire, and turnaround time. Many parents find it challenging to accept these changes in their children, who are now in school. The young adult wants to be independent, but they also want to uphold the conventional notion that they should be in charge of all aspects of their lives. Now that she is an independent adult capable of making her own decisions, she is eager to forge a new identity for herself. Individuals are compelled by their peer group to adopt specific behaviours. Many respondents also noted that peers see conflicts with parents as a way to increase one's standing. Students frequently report that their classmates have encouraged them to "stop acting childish." Peers call kids who don't get disciplined by their parents "good boys" or "good girls," which is a pejorative term. Early schoolchildren see following the rules as a violation, believing that disregarding the rules shows a strong personality. In order to avoid embarrassing themselves in front of their peers, many students comply with social norms by doing something they had previously avoided, such as spending the night at a friend's house or staying up later than normal. Conflict with parents may unavoidably arise in these circumstances, which will fuel animosity at home. But the young adult is afraid of being teased by their peers, thus they are unable to inform friends about these experiences. Consequently, friends and parents—two crucial social support systems—fail to offer the essential emotional shielding. This causes the person to feel more alone and dissatisfied in both home and non-home environments.

The trauma associated with sexual assault is frequently impacted by the victim's prior relationship with the offender. Crimes performed by strangers are not seen as trauma, but the same behavior by a trustworthy friend is. The victim becomes more distressed when her significant others react negatively to her. This negative response can take many different forms, including pressuring the victim to maintain her connection with the offender as it was before, urging her to keep the occurrence a secret from others, and laying the guilt for the incident squarely on her shoulders. Such reactions frequently leave the victim feeling guilty, powerless, and sorrowful, which deteriorates her mental health and increases her risk of depression. If the victim receives care and support, on the other hand, she will feel less vulnerable and the threats to her psychological health will be lower.

The case study of the girl who experienced sadness following her premature boyfriend's death highlights the detrimental consequences of parental attempts to control a child's environment. The desire to bring stability back into the child's life, which led to a hastily organized wedding, is indicative of the parents' attempts to control every part of their child's life. However, as the girl whose marriage ended abruptly above demonstrates, these quick decisions frequently have negative consequences. Due to the girl's parents' lack of support during her tough times, the daughter and her parents were alienated. The young person moved out on her own and away from her family. She was already undergoing treatment for depression.

Exams and their outcomes are frequently seen by students as stressful events in their life. Exam results are crucial since they greatly influence a person's future professional route. Beyond their usefulness for advancing one's career, evaluation scores can have other significance. Higher status and self-worth are linked to better test scores for both the test-taker and their parents. Depression symptoms might result from exam performance that falls short of expectations because people often feel pressured to do well due to implicit and spoken demands from their parents. The results of the study, however, point to the likelihood that indirect rather than direct parental pressure is what leads to stress. Direct pressure can occasionally drive kids to behave in a disgusting way when they are stressed. The young student occasionally uses his argument that he is not obligated to adhere to all of his parents' rules as a justification for his poor exam performance. Because he feels better about himself when he challenges his parents, he shields himself from feelings of remorse or unworthiness. The study's findings indicate that boys are more inclined than girls to embrace this perspective. When they don't live up to their parents' expectations, women are more prone than men to feel guilty. It is thought that distinct socialization experiences catered to the genders aid in the development of distinct personality types in boys and girls.

Therefore, direct pressure deters young students—especially male students—from being motivated to succeed. Nonetheless, there is a subliminal strain on the individual to do well because failing to do so may increase the likelihood

that they would experience depression symptoms. The social support group consists of parents, siblings, grandparents, relatives, friends, romantic partners, and teachers. All or most of these ties are part of the life of a respondent. But having these relationships in one's life does not guarantee that one will get the help they need. Numerous studies have demonstrated that, far from offering support, these kinds of interactions put the individual's mental health at risk and raise the likelihood that they may experience depressive symptoms. A related idea is mattering. Individuals who experience a sense of mattering are recognized and valued in the lives of others. Key components illustrate the criteria used to assess social attachment and connectedness. Strong social relationships are frequently indicated by helpful exchanges, and these partnerships help people feel valuable to others. The study's findings demonstrate that when a young adult receives a significant home responsibility, he feels valued and consults with family members on matters that are significant to him. This discussion improves relationships. This study demonstrates how the views of others in our social support system affect how we perceive ourselves. The ideas we hear from others and the way we perceive them greatly influence how we view ourselves. A sense of support is a crucial prerequisite for significance; when we think that people care about us and are prepared to lend a hand, when necessary, we come to understand our importance and value to them. We know we are important to people when they take the time to get to know us, listen to our stories, engage with us in life, and share their own thoughts and experiences with us in the hopes that we can learn something from them. Because his parents asked him to suggest a menu for family dinner, the child feels valued. To obtain social support, one deliberately seeks acceptance from others in their close social group. An example of an endeavor to fit in with their social group would be a student who learns to play an instrument to join the school band or adopts trendy apparel to stand out from their peers. (Jain, G. & Singhai, M., 2018) This study indicates that students have pursued new hobbies and educational opportunities in an effort to remain relevant within their peer group. However, we must come to terms with the unpleasant truth that we are unimportant if people don't engage with us in a meaningful way, if nobody listens to what we have to say, and if we are unable to attract anyone's attention. Because her mother is too preoccupied with taking care of her sister's needs and listening to her worries, the girl thinks that her mother diminishes her own importance. Since the world can and does function without humans, it is actually quite small. These emotions can frequently motivate someone to go above and beyond in an effort to significantly improve the lives of others. The child's need to be acknowledged by significant others who are neglecting him may be a contributing factor in his inappropriate behavior in social settings. Therefore, rather than the absence of such a network, a major contributing element to feelings of loneliness is an individual's perception of social support. There are various crises that occur during the early adult years. It's common for a student to take on new duties and obligations, but the process of forming a new identity can be difficult for both the individual and their significant others, particularly their parents. Many parents find it challenging to acknowledge that their child has developed into an independent adult who is capable of making choices and acting on their own. Even though the first mistake is an essential element of early adulthood, many parents view it as undesirable. Teens, on the other hand, have a bad attitude toward their parents because they perceive their critical viewpoint as unyielding. They still require affection and consideration. Because of this, even if they want for friendship, young people vary between wanting to establish themselves and wanting to be alone. Adolescence is not the time when one stable identity changes into another stable identity. Identity dispersal was believed to be the outcome of an ineffective dispute resolution. As a person's emotional dependence on parents decreases in late adolescence and early adulthood, peer groups become increasingly significant. The study's findings suggest an alternative to this widely accepted belief. Family, especially the relationships with parents, remains the most significant source of emotional support for young students, regardless of the number of friends or the closeness of ties he has with other members of his external social support system. Generally, this research indicates that one can gauge the quality of non-familial connections by contrasting them with familial ties. A sympathetic and supportive friend is frequently referred to as a brother or sister. Good teachers are thought of as second mothers. Parental participation in a romantic relationship can be advantageous or disadvantageous. Regardless of the role that families perform, young adults view family bonds as crucial to their lives. (Bernaras, E. et al., 2019) A person who receives insufficient affection, care, or support is frequently compelled to search outside the home for these things. However, having a solid support network inside the family raises self- esteem and raises the risk of experiencing depressive symptoms. Its absence, on the other hand, diminishes self-worth. The way we are treated by others affects how valuable we feel about ourselves. The likelihood of experiencing depressive symptoms is higher in those with low self-esteem. Support from parents is regarded as the most crucial relationship inside the family. Even though self-esteem and confidence are damaged by criticism from parents, it is still regarded as a significant accomplishment when parents believe in and trust in their child. It motivates people to fulfill their ambitions, both

personal and professional. People gain a sense of self-worth through their social duties, which helps shield them from unpleasant emotions like alienation and loneliness. Young adulthood is a time in life when people try out various relationships and roles. One starts to spend more time outside of their house. There is far less protection in school life than there is in family life. The latter necessitates a rigid class schedule and secured school grounds, while the former offers greater freedom and less accountability. Participation in academics is the primary goal of school life; teachers oversee other activities. However, while being an academic setting, the school offers a variety of programs and extracurricular activities that are largely organized by the students themselves. A mixed sense of strength and fragility is created by this first taste of freedom, when decisions are taken on all fronts and the results can either be appreciated or suffered. Since learning is a process, young kids will unavoidably experience some success and some failure. Frequent criticism for his errors harms his relationship with his parents, makes him feel hopeless, and makes him speak to them less and less. However, parents still consider their children to be children—sometimes one or both of them. They find it hard to believe their child is an adult. People are often forced to act in a controlling way as a result of this propensity, which frequently has unexpected results. Such an attitude fosters a greater distance between the parents and their child, which heightens the child's sense of loneliness and raises the possibility that the child will exhibit symptoms of depression. (Psychogiou, L. et al., 2017)

Even more harmful than complete alienation from their child can be a parent's overwhelming involvement in their youngster's life. A student who feels pressured by his mother to stay in an unfulfilling romantic relationship or a student who chooses mathematics as his honors subject in order to satisfy his father's expectations despite his love of literature are two examples of how such entanglements have detrimental effects. This study indicates that rather than being a legitimate mental disorder, depression is occasionally believed to be a product of the imagination. Some believe it to be a depressed personality that can be improved by recreational pursuits. Even if it's regarded as an issue, it's handled personally by maintaining a positive mindset. These three things make it difficult for people to identify it as a disorder and prevent them from ever seeking help. Choosing to see a counsellor is not always viewed as a stress- reduction strategy, but rather as a passing fad that costs money and effort. The stigma associated with mental diseases is frequently invoked to justify this point of view. If treatment is not initiated at the earliest opportunity, depression can deteriorate to the point where it becomes detrimental to the individual suffering from it as well as to society at large. Some persons may be at risk of suicide based on the severity of their illness. Disorders such as depression require medical attention. How one handles this circumstance is largely determined by the attitudes in one's immediate social group, which are reflective of broader cultural attitudes. (Weitkamp, K. et al., 2016)

4. CONCLUSION

The impact of social support on depression among adults and the general populace has been extensively researched. The student body signifies a unique developmental change marked by increased social contacts and autonomy; however, it also presents specific obstacles. Consequently, to facilitate their emotional, social, and academic adjustment, students must establish targeted social support networks that protect their mental health and overall well-being. Previous research on social support among students has focused on outcomes such as depression, anxiety, and psychological distress, rather than examining the impact of social support sources on depressive symptoms and quality of life. Research indicates the impact of social support on depressive symptoms and general quality of life among school-aged adults; however, the samples included in this study were confined to medical students, rendering them unrepresentative of the broader student population.

Mental health problems are becoming widespread among young pupils worldwide. The paradoxical situation of young pupils whose physical health is perfect but whose mental health is rapidly declining perplexes academics. This is analogous to the emergence of a new age group, emerging adulthood, which is distinct from both childhood and adulthood's full independence. Emerging maturity has its own distinct problems, culture, and solutions. It requires therapy modalities that are substantially dissimilar from those appropriate for students who are younger and more developed. The person's relationship with the members of their social support networks; however, due to time constraints, not all facets of this interaction could be examined. Several studies have indicated that embracing health-promoting practices can be a significant factor in averting depression. It encompasses, among other things, dietary habits, exercise routines, and sleeping patterns.

CONFLICT OF INTERESTS

None.

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