



Depression and Anxiety in the Present Era: Correlation Analysis of Numerous Factors Among Students

¹Juliet George

georgejulietmanjilas@gmail.com

Clinical psychologist

phd scholar

Suresh GyanVihar University

Mahal Jagatpura

Jaipur

NAAC A Grade

MOB NO-9497653068, 7594016166

MPHIL IN CLINICAL PSYCHOLOGY

RCI NO A47269

²Kalpana Randhawa

email id: kalpana.randhawa@mygyanvihar.com

assistant professor

sureshgyanvihar university

jaipur

Abstract

Depression and anxiety are psychological phenomena that have developed as a severe concern in students' behavioral attitudes and perceptions in the setting of globalization. The present era of globalization is the synonym of the technology-based world, where the medium of the internet is giving an important role in the career of students, but it is also leading to the level of anxiety and depression among students. In these consequences, the present research paper explores the nexus of anxiety/depression and internet addiction among graduate students in Indian universities and colleges. The research work methodology is focused on analyzing sample primary data among graduate students in universities and colleges in India. The study found that internet addiction is a major cause of graduate student anxiety and despair. This study also examines student anxiety and sadness in the context of internet addiction and its effects.

Keywords: anxiety; depression; graduate students; internet addiction; pandemic

DOI Number: 10.48047/NQ.2022.20.12.NQ77715

NeuroQuantology2022;20(12): 3907-3921

1. Introduction

Depression and anxiety are major problems in the present era in the context of globalization because it is well known that matters of depression and anxiety are caused by the extreme level of human activities regarding achieving their target and goals. Depression is caused by an extreme level of negative attitudes in human behaviors about their dreams, target, goals, and achievement

because negative aspect increases the level of anxiety among students about their activity in the mainstream of society. Consequences of depression and anxiety generate problems of deprivation from the mainstream of society because consequences of depression and anxiety create phenomena of isolation among students, and it is also important to mention that consequences of depression and anxiety influence the student as hidden problems



because most of the student do not have aware about nature, process and consequences of depression and anxiety because they consider its part of their daily routine of lifestyle. Therefore, it is found that matter of depression and anxiety is the result of socioeconomic and psychological phenomena of human activity because the problem of depression and anxiety is largely affecting the individual behavior of students with socio-cultural and psychological behavior of a student in the mainstream of society. Additionally, it is also found that problems of depression and anxiety are also associated with the demographic profile and occupational profile of the human because every student has their own view and perception about the judge to their individual goals as well as the perception of occurring socioeconomic phenomena in the mainstream of the society. In the context of the present era, it is also found that the young population is facing the problem of depression and anxiety because the young population has lots of dreams about their life in the context of globalization.

In the context of India, it is well known that India has the world's largest young population, those who are engaged in socioeconomic activities according to their wishes and abilities because the consequences of wishes and abilities determine the nature of the cultural landscape. The nature of the cultural landscape is the reflection of the socioeconomic and psychological phenomena of students on the ground level. In these consequences, the nexus of depression and anxiety is creating deprivation in the psychological behavior of youth and consequences of deprivation in psychological behavior increase the extreme level of anxiety among youth, which may be considered depression. Problems of depression and anxiety generate sleep problems, loss of appetite or other eating issues, lack of energy, loss of concentration, problems of self-confidence and ongoing thought of death and suicide. These are the basic symptoms of depression among the youth population.

The context of problem of depression and anxiety has occurred as serious psychological problems among students in India because it is well known that students face the pressure of lots of expectations from their families, relatives, friends, and society. These consequences are generating psychological problems among students regarding their individual behavior and perception of their individual life and society. The phenomena of anxiety and depression are led by the structure and pattern of the syllabus as well as the dream and expectation of the students is also leading the determinant factors of depression and anxiety among students in India. In the context of the present era, the innovation of social media is giving an important online digital platform to students, where these students are connected to each other as well as closely observe and share their views and perception about global incidents. These consequences minimize the geographical distances among students, but the negative aspect of these consequences is associated with the problem of depression and anxiety among students because these students can achieve the goals of their life through a shortcut. Additionally, it is also important to discuss that tendency of competitive examination patterns is also responsible for increasing the problem of depression and anxiety among students of India because it has been found that students are unable to face the burden of competitive examination in the era of globalization and new liberal economic policies of the education system in India. There are multiple determinant factors associated with the educational system of India because the present era of the educational system of India is being led by the aspect of globalization.

In the context of the present era, students are facing symptoms of depression like lack of sleep, fear, and psychological phobia in the modern educational system of the school. These consequences are leading to the problem of depression and anxiety among students in school (Allison et. al., 2014). The consequences of depression and anxiety are generating the problem of stress among undergraduate nursing students across the

3908

globe. Additionally, the consequences of depression and anxiety are also leading to the deprivation of the mental health of students because nursing students are facing problems in representing themselves with self-confidence due to the burden of depression and anxiety (Chernomas & Shapiro, 2013). There are numerous determinant factors behind the predictors of depression and anxiety among international students because students are facing problems of negative approaches due to the expectations of their family members, friends, and relatives in the era of globalization (Sumer et. al., 2013). The correlation between depression and anxiety leads to the level of stress among undergraduate students in universities because this study shows that socioeconomic and psychological determinants are important factors behind depression and anxiety among undergraduate students at universities. Additionally, this study explores the correlation between depression and anxiety (Lama, 2011). The consequences of depression and anxiety occur as serious problems among medical students in both developing and developed countries because it is found that medical students have lots of expectations about their careers, but the structure of the syllabus also creates an environment of negative aspects among medical students. These students are facing the problem of lack of sleep and concentration in their life (Mirza et. al., 2021). In the context of the global impact of COVID-19, it is found that the consequences of the pandemic of COVID-19 and continuously lockdown increased the problem of depression and anxiety because students found themselves in an isolated environment due to uncertain questions about their careers due to consequences of COVID-19 (Islam et. al., 2020).

2. Review of Literature

Based on the above-prescribed introduction part, it can be argued that matters of depression and anxiety are associated with psychological problems with its effect on psychological reflection on the socioeconomic behavior of the students. In these consequences, students are facing these types of psychological problems in camps, among

families and in society. In the case of India, it is found that there is a cordial linkage between depression and anxiety because both phenomena are generated by negative attitudes among students. The aspect of negative attitudes is the result of psychological phobia among students about their personal achievements, targets, and goals for the future. These students expect lots of achievements in their early affluent part of society. These consequences lead to the mechanism of depression and anxiety among students, but it is also important to mention that problems of depression and anxiety can be solved by psychological guidance because every problem is a question proposed for the solution in the present era in the context of globalization. In these consequences, the section review of literature is categorized into the following sections according to the nature of the study:

- i. Phenomena of depression and anxiety in Psychology.
- ii. Study of numerous factors about depression and anxiety among students.
- iii. Correlation between internet addiction and depression/anxiety among graduate students.
- iv. Way of solution of depression and anxiety in Psychology.

The above three sections give a depth analysis of the nature, process and consequences of depression and anxiety among students with numerous factors in the present era in the context of globalization. It is also important to mention that there is a need for depth analysis of the review of the literature to develop a better understanding of the phenomena of depression and anxiety.

i. Phenomena of depression and anxiety in Psychology

There is a long history of the study of phenomena of depression and anxiety in the subject of psychology with theoretical and practical concerns because it is also found that matters of depression and anxiety are more effective in developed countries (Sugimori et. al., 2005). There is a significant role of clinical psychology in the treatment of depression and anxiety because, in this study, it is found that cardiovascular disease leads to

3909

the problem of depression and anxiety, but the implication of clinical psychology has the capability to solve the problem of depression and anxiety (Compare et. al., 2011).The matter of depression and anxiety is associated with the academic performance of students because it has been found that those students who have low academic records they were more affected by depression and anxiety compared to students who have high academic records. Additionally, this study shows that there is an adverse impact of depression and anxiety on the academic record of students because depression and anxiety are linked to poor academic records students (Owens et. al., 2012). In the context of clinical psychology, problems of depression and anxiety have occurred as a global pandemic because it has been found that phenomena of depression and anxiety are influencing the socioeconomic and psychological behavior of the affected people across the globe (Taylor,2022). However, phenomena of depression and anxiety are the subject matter of clinical psychology because clinical psychology takesthe problem of depression and anxiety as a way of solution.Clinical psychology has a way of treatment of depression and anxiety with theoretical and practical concerns because the guidance of clinical psychology provides a way of relations and satisfaction through psychological guidance (Joseph & Wood, 2010).In this study, it is found that diseases are the major causes behind the determinant factors of depression and anxiety, but there is a long debate on the study of depression and anxiety in clinical psychology (Bird & Blair, 2012).

ii. Study of numerous factors about depression and anxiety among graduate students

In the context of India, it is found that the global impact of COVID-19 increased phenomena of depression, stress, and anxiety among students in India because the pandemic of COVID-19 and continuous consequences of lockdown created negative energy among students about their careers and future (Rehman et. al., 2021). Academic stress is the major cause behind determining

numerous factors of depression and anxiety among high school students in India. This study shows that students are developing negative perceptions about themselves due to academic burden because the difficult structure of the syllabus is leading to the phenomena of depression, stress, and anxiety among students in India (Deb et. al., 2015). In the context of India, it is found that mental health is an important issue in the context of depression and anxiety among students in India. The burden of academic performance and dreamsleadsto multiple determinant factors of depression, stress, and anxiety among students inIndia (Singh et al., 2015). The phenomena of depression, stress, and anxiety are serious psychological issues among medical students in India because a vast majority of the students are involved in the preparation for medical education, but a few numbers of students get success in medical education. These consequences lead to the phenomena of depression and anxiety among students who do not find success in medical examinations in India (Sarkar et. al., 2017).Indian students have trouble adjusting to American society, which leads to melancholy and anxiety. Indian students in the US are also depressed and anxious due to cultural assimilation(Tochkov et. al., 2010). Consequences of the extreme level of depression, stress, and anxiety are adversely affecting the psychological behavior of medical students in India as well as increasing the tendency to suicide medical students in India (Arun et. al., 2022).

iii. Correlation between internet addiction and depression/ anxiety among graduate students.

The extreme level of use of the internet is increasing the level of depression and anxiety among graduate students across the globe. Consequences of internet addiction emerge as internet addiction disorder among graduate students in universities (Owenss et.al., 2012). In the context of India, there is an adverse impact of internet addiction on the academic performance of dental students in India because it has been found that there is a negative correlation between internet addiction and the academic performance of

3910

students (Kumar et.al.,2018).Matters of internet addiction are associated with the measurement of mental health among university students in North India. This study shows that internet addiction increases the tendency of depression, stress, and anxiety among university students in India (Gupta et.al., 2018). In the case of engineering students, it is found that there is a significant role in a pattern of internet addiction among engineering students, but it is found that extreme levels of the use of the internet increased the psychological distress among students in India (Anand et al.,2018). Prevalence of the use of internet addiction is leading the psychological distress among college students in India because it has been found that these students are facing the problem of psychological deviation from concentration due to internet addiction (Bisen& Deshpande, 2020). There is a linear correlation between sleep quality and internet addiction among university students in India because it has been found that the introduction of the internet is adversely affected the sleep quality and level of awareness among students in universities and colleges in India (Gupta et. al., 2021).

iv. Way of solution of depression and anxiety in Psychology

There is a need for psychological assessment of the problem of depression and anxiety among Indian students because it is well known that most of the numbers of students are not aware of the nature, process and consequences of depression and anxiety. In these consequences, there is a need to give psychological guidance to these students regarding the treatment of depression and anxiety (Sawhney et. al., 2020).Consequences of depression and anxiety can be considered as a way solution according to the norms and standards of clinical psychology because it is well known that theory and practical based models of psychology have the capability to consider the nature, process, and consequences of the problem of depression, stress, and anxiety.The problem of depression and anxiety among students can be better understood by psychological guidance because the mode of psychological guidance

gives a better understanding of the treatment of depression, stress, and anxiety among college students (Cuijpers et. al.,2016). The consequences of depression and anxiety are the synonyms of serious problems among students because it has been found that students find themselves in troubled conditions due to depression and anxiety. Therefore, it is needed to give specific attention to the implementation of psychological guidance for depressed college students (Merrel,2008).The problem of depression and anxiety can be better treated by cognitive behavior therapy and medication because depression and anxiety are global pandemic. Therefore, it is needed to create an environment of awareness among students about depression and anxiety with a change in the perception and attitudes of depressed students about depression and anxiety (Peynenburg et. al.,2020). There are multiple determinant factors of depression, stress, and anxiety among students. These consequences can be better managed by psychological guidance with cognitive behavioral therapy for the treatment of depression, stress, and anxiety among depressed students (Beiter et al., 2015). Implementation of cognitive behavior therapy and meditation is an important tool for the treatment of depression, stress, and anxiety among students because the theory of cognitive behavior therapy and meditation minimizes the level of depression and anxiety as well as increases the confidence level among students (Gonzalez et. al., 2019). Yoga is an important medium for the treatment of depression and anxiety among depressed students because it is well known that the methodological approach of Yoga is suitable for the treatment of depression and anxiety in the context of Indian students in universities and colleges (Falsafi,2016).

3. Material and Methods

Based on this above thematic review of the literature, it can be argued that there are various socioeconomic and psychological determinants associated with depression and anxiety among students because it is found that socioeconomic phenomena determine the psychological behavior of the students about themselves, followed by their

www.neuroquantology.com

family members, relatives, and friends. It is also important to discuss that perception and attitudes of the students determine the behavioral attitudes of the students, but it has been found that the present era is the synonym of globalization, where students find themselves in the era of global competition. These consequences are leading to the problem of depression and anxiety among students because students desire to consumption of goods and services according to their wishes and abilities. The combination of wishes and abilities determines the socioeconomic and cultural landscape for students regarding the reflection of psychological behavior about themselves and society. In these contexts, it is important to discuss that the socioeconomic behavior of the students is the reflection of the attitudes, perceptions, and norms of students based on their individual perception with perceptions of society. These consequences lead to the mechanism of post-modernism, where students expect achieves to their desires and dreams according to the global demand for cultural consumption in the present era. Therefore, the tendency to increase cultural consumption is the major cause of depression, stress, and anxiety among students in the present era. Understanding depression and anxiety is the subject matter of psychology because theories and models of psychology explore and measure the socioeconomic and cultural phenomena of depression, stress, and anxiety among students in the context of a retrospective to the prospective approach of the study. From these perspectives, socioeconomic and cultural phenomena are the important numerous determinant factors in problems of depression, stress, and anxiety among students. In the context of India, it is well known that India is in the phase of the demographic dividend because India has the world's largest youth population, and these youth have lots of expectations and dreams. Consequences of the burden of the expectations are increasing the tendency of depression and anxiety among students of India. The present era is suffering from a global pandemic of COVID-19; the consequences of COVID-19 increased the negative perception

eISSN1303-5150

and attitudes among students about their careers. Various studies show that the pandemic of COVID-19 is adversely affected the psychological behavior of the students as well as social norms and values of students about individuals and society. In these contexts, the present research paper tries to explore the nature, process, and consequences of numerous phenomena of determinant factors of depression and anxiety among students in the context of internet addiction. Additionally, this research paper fills the gap in the review of literature about phenomena of depression and anxiety among students in the perspective of India as well as gives a broad sense of developing a conceptual framework of the research work in the context of management of global pandemic of depression and anxiety in the present era of globalization and internet.

Based on the above-prescribed arguments about the statement of research problems, there are the following research questions:

- i. What is the connection between internet addiction and anxiety?
- ii. How internet addiction influences the level of anxiety among graduate students.
- iii. What is the connection between internet addiction and depression among graduate students?
- iv. What are the determinant factors behind the connection between internet addiction and depression among graduate students?
- v. Which types of variation have occurred in stream differences in internet addiction among graduate students?
- vi. What are the determinant factors behind analyses and investigation of stream differences in internet addiction among graduate students?

Objectives

Based on the following research questions, there are the following objectives:

- i. To study the connection between internet addiction and anxiety
- ii. To study the connection between internet addiction and depression.

3912



- iii. To analyze and investigate whether there is a stream difference in internet addiction among graduate students.
- iv. To give suggested prescribed recommended policies for better understanding of numerous determinant factors of depression and anxiety among graduate students.

The above objectives give a better understanding of the given arguments in the context of the nexus of internet addiction and depression, and anxiety among graduate students. Additionally, this research paper fills the gap in the review of literature in the area of the psychological study of depression and anxiety among graduate students in the context of the impact of globalization in the present era of the internet-based world.

Data Collection Method and Analytical Framework

The research work is based on the analysis of primary data to develop a better understanding of the nature, process, and consequences of influences of depression and anxiety among graduate students in the context of internet addiction. The primary data is collected from a total of 900 graduate students in Indian universities and colleges. The primary data is collected by structured schedule with open-ended structured questions according to the nature of the research work.

The above objectives are analyzed by statistical tests like- Pearson correlation and analysis of variance (ANOVA) method. In this research work, the first and second objectives are analyzed by Pearson correlation, while the third objective is analyzed by the ANOVA method.

Pearson Correlation

Correlation is a measurement of the linear relationship between two variables. A correlation coefficient comprises a range of values that exist from -1 to +1. The values, which are near +1, signify a firm association

between the variables that are being associated.

In this study, the first and second objectives are measured and justified by a correlation matrix where there are the following sequences in the correlation:

- i. Linear correlation between anxiety and internet addiction.
- ii. Linear correlation between depression and internet addiction.

ANOVA Model

Analysis of Variance (ANOVA) examines differences between more than two independent samples. The ANOVA model is categorical independent variables with two or more categories and a normally distributed interval and ratio-dependent variable.

Therefore, there are the following assumptions about the one-way ANOVA model:

- a. The dependent variable should be measured in ratio or interval scale.
- b. The sample mean should be normally distributed.
- c. Respondents should be selected randomly.
- d. Respondents of the entire group should not be associated with each other.
- e. The variances of all the groups are equal.

4. Result

Objective 1: Connection between internet addiction and anxiety.

The table shows that description statistics show the value of the mean and standard deviation of two variables, including anxiety and internet addiction. The mean value of the variable of anxiety is 12.5 and standard deviation value is 4.2, while mean value of the internet addiction is 21.25 while standard deviation value is 6.2 for variable of internet addiction. Value of mean and standard deviation in internet addiction is more than mean and standard deviation value of anxiety (Table 1).

3913

Table 1: Descriptive Statistics			
	Mean	Std. Deviation	N
Anxiety	12.5544	4.21005	900
Internet addiction	21.2533	6.26005	900



Source: Field Survey, 2022

This table shows the Pearson correlation between anxiety and internet addiction among graduate students. There are two hypotheses in the context of linear correlation between two variables:

H₀: There is no correlation between anxiety and internet addiction among graduate students.

H₁: There is correlation between anxiety and internet addiction among graduate students.

Result shows that there is linear positive correlation between anxiety and internet addiction. The correlation coefficient is .254 and it is statistically significant because p- value is less than 0.05(Table 2).

		Anxiety	Internet addiction among graduate students
Anxiety	Pearson Correlation	1	.254**
	Sig. (2-tailed)		.000
	N	900	900
Internet addiction	Pearson Correlation	.254**	1
	Sig. (2-tailed)	.000	
	N	900	900

** . Correlation is significant at the 0.01 level (2-tailed).

3914

Source: Field Survey, 2022

Above statistical model shows that internet addiction is the important determinant factors and correlated with increasing anxiety among graduate students.

Objective 2: Connection between internet addiction and depression.

This table shows that value of mean and standard deviation of two variables including to internet addiction and depression. In the case of internet addiction, value of mean is 21.6 and value of the standard deviation is 6.33 while, mean value is 15.10 and value of the standard deviation is 5.2 in the case of depression. This table shows that internet addiction is more influent among graduate students (Table 3).

	Mean	Std. Deviation	N
Internet addiction	21.6044	6.33450	900
Depression	15.1044	5.28732	900

Source: Field Survey, 2022

This table shows the correlation between internet addiction and depression among graduate students. There are following two hypotheses about this objective:

H₀: There is no correlation between internet addiction and depression.

H₁: There is correlation between internet addiction and depression.

Result shows that there is linear positive correlation between depression and internet addiction. The correlation coefficient is .066 and it is statistically significant because p- value is less than 0.05(Table 4).

	Internet addiction	Beck Depression Inventory

Internet addiction	Pearson Correlation	1	.066*
	Sig. (2-tailed)		.049
	N	900	900
Depression	Pearson Correlation	.066*	1
	Sig. (2-tailed)	.049	
	N	900	900

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, 2022

Above both correlation matrix shows that internet addiction is the important numerous determinant factors in matter of anxiety and depression among graduate students because both objective first and objective second show the significant correlation between anxiety and internet addiction, depression, and internet addiction respectively.

Objective 3: Analyze and investigates whether there is a stream difference in internet addiction among graduate students.

This table shows that categorised independent variable _ internet addiction in three categories of graduate students including to

commerce (N=300), arts (N=300) and science (N=300). The mean value of arts group is 21.7 followed by science group is 21.5 and commerce group is 21.4 while mean value of the Total (N=900) is 21.6. This table also shows that there is little variation in the mean value of the among three independent group of categories. Additionally, value of the standard deviation is 6.5 for arts group followed by 6.26 for science group and 6.21 for commerce group. Therefore, this table shows that there is little variation in categorised independent variable_ internet addiction among graduate students (Table 5).

3915

Table 5: Descriptive								
Internet addiction								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Commerce	300	21.4467	6.21740	.35896	20.7403	22.1531	8.00	37.00
Arts	300	21.7733	6.53741	.37744	21.0306	22.5161	8.00	37.00
Science	300	21.5933	6.26088	.36147	20.8820	22.3047	8.00	37.00
Total	900	21.6044	6.33450	.21115	21.1900	22.0188	8.00	37.00

Source: Field Survey, 2022

This table shows the value of ANOVA model in the context of measurement of stream differences in internet addiction among graduate students. There are following two hypotheses in these perspectives:

H₀: There are not any stream differences in internet addiction among graduate students.

H₁: There are stream differences in internet addiction among graduate students.

In this table, total value of the Sum of Square is 36073.182 for total and it is 16.062 for Between group and 36057.120 for Within group. The value of the Mean Square is 8.032 for Between Groups and 40.197 for Within Groups. The value of the F is .200 and



significant value is .819. The significant value .819 is more than 0.05. Therefore, we cannot reject null hypothesis and says that there are

not any stream differences in internet addiction among graduate students (Table 6).

Table 6: ANOVA					
Internet addiction					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.062	2	8.031	.200	.819
Within Groups	36057.120	897	40.197		
Total	36073.182	899			

Source: Field Survey, 2022

Based on these above description and analysis of ANOVA model, shows that there is not any type of significant stream differences occurred in internet addiction among graduate students. Additionally, it can be realized that implementation of internet addiction gives a crucial role in three categories including to commerce, arts, and science among graduate students. This analysis also shows that there are little differences in the mean value of the arts; commerce and science group students because internet addiction is culture of digital consumption among graduate students.

5. Discussion and Conclusion

Based on the above description and analysis, it can be discussed that matters of anxiety and depression are multi-determinant factors and correlated with internet addiction among graduate students. It is also important to discuss that the use of the internet is creating a technology-based culture in universities and colleges because the implementation of the internet is an important part of student life, as well as increasing the culture of consumption of technology-based education among graduate students in universities and colleges. Additionally, the use of the internet is cordially associated with the perception and attitudes of the students because it is found that both perception and attitudes determine the psychological behavior of the students about themselves, family members, relatives, and friends. In these consequences, depression and anxiety are not only psychological phenomena but also associated

with socioeconomic and cultural phenomena of students because changing dynamics of wishes and abilities determine the perception and attitudes of students in the context of globalization in the present era. The impact of internet addiction is the result of globalization with new liberal economic policies toward the technological-based education system in universities and colleges. There are both types of impacts occurred in the way of internet addiction because it is well known that students get study material through the internet in the mode of the online educational system in the era of the pandemic of COVID-19. Implementation of internet addiction emerges as an important mode for the online education system as well as replaced offline educational system in the era of the pandemic of COVID-19. From these perspectives, anxiety and depression are also emerged as global pandemics due to the consequences of the extreme level of internet addiction in the era of the global pandemic of COVID-19. Further, this study also gives a broad sense regarding developing an understanding of the nature, process, and consequences of the nexus of depression/anxiety and internet addiction among graduate students in universities and colleges. It is also found that problem of depression and anxiety is changing the behavioral attitudes of students because internet addiction is giving such kinds of the platform where students are online connected to each other and sharing their ideas, norms, culture, and perception about global phenomena in the context of



globalization in the present era. These consequences are leading to the phenomena of cultural assimilation among students because these students are getting worldwide information about socioeconomic and political phenomena and students justify these matters according to their perceptions and attitudes. These consequences develop the psychological behavior of the students, and psychological behavior is a reflection of the wishes and abilities of the students regarding their thinking power. There are some limitations in the justification capability of the students regarding socioeconomic and political phenomena because mostly students share their views and critical arguments with positive and negative aspects, but the negative aspects of the sharing of ideas create the problem of anxiety and depression among students. It is also found that the pandemic of COVID 19 changed the structural pattern of the educational system in Universities and Colleges, but these consequences created an environment of negative attitudes and perceptions in the psychological behavior of the graduate students, those who have lots of expectations about their better careers in the era of competitive world in the context of internet abdication. Therefore, these consequences lead to the mechanism of depression and anxiety among students due to the extreme level of use of the internet in the era of the global pandemic. Additionally, it is also found that both depression and anxiety are caused by the habit of internet addiction among students because these students consider the internet as an important part of their life as well as a mode of connecting to the world in the present era. In these consequences, it is also found that universities and colleges are frequently adopting the mode of online education through the internet, but these consequences develop a gap between students and campus life of colleges/universities because these students are finding a different world due to the use of the internet in campus life. In this study, it is found that there is a positive linear correlation between depression/anxiety and internet addiction among graduate students in universities and colleges because these

eISSN1303-5150

students are finding themselves in isolated environments due to the extreme levels of internet addiction in the context of globalization in the present era. There is an adverse impact of internet addiction on the mental health of graduate students because the findings of this study show that introduce of internet addiction pave the way for depression and anxiety among graduate students. These consequences are correlated with a technology-based educational system and society where students consider internet technology as an important component of their life. The findings of the study fill the gap of review in the context of the study of numerous factors in depression and anxiety among graduate students in the context of internet addiction. In this study, the implementation of internet addiction is the result of globalization, where technology is working as the core for development. In this context, internet-based education emerges as an important tool for study among students, but it has been found that extreme levels of internet use patterns are leading the mechanism of depression and anxiety because students are unable to focus their concentration on their careers as well as face the problem of lack of awareness and sleep in their life. Depression and anxiety are also creating vulnerable conditions for students to adjust to normal life due to the interference of the internet-based mechanism. In these consequences, it is found that clinical psychology is giving an important role in the assessment and treatment of depression and anxiety according to the mode of psychological guidance. It is also found that most of the students were depressed due to depression and anxiety during the global pandemic of COVID-19 because these students were shifted toward online education methods through the internet, but these consequences created lots of hurdles in the psychological behavior of the students. In these consequences, it can be recommended that there is a need for depth analysis of the study of numerous factors of depression and anxiety in the context of internet addiction in universities, as well as the development of such kinds of policies that should be focused

www.neuroquantology.com

3917



on human well-being and mental health. In the context of India, the importance of psychological guidance is so important for the management of depression and anxiety because the problem of depression and anxiety emerges as a global problem for students in universities in India.

Acknowledgments

At the opening of my research paper, I would like to express my profound gratitude to everyone who has assisted me in this quest. I would like to express my heartfelt gratitude to our research supervisor **DR KALPANA RANDHAWA** for providing the opportunity to create this research paper on the topic 'depression and anxiety in the present era: correlation analysis of numerous factors among students', which allowed me to conduct an extensive study and learn about many new things. I also express my heartfelt thanks to my parents and family members, who have always morally and financially supported me. Last but not least, my thanks go to all of my friends who provided excellent advice and direction for the completion of my research paper. Cooperation and constructive criticism were beneficial to them. Finally, I would like to thank everyone who has already been recognized.

Declaration of interest statement

- **No conflict of interest exists**

We wish to confirm that there are no known conflicts of interest associated with this publication, and there has been no significant financial support for this work that could have influenced its outcome.

References

1. Allison, V. L., Nativio, D. G., Mitchell, A. M., Ren, D., & Yuhasz, J. (2014). Identifying symptoms of depression and anxiety in students in the school setting. *The Journal of School Nursing*, 30(3), 165-172.
2. Anand, N., Jain, P. A., Prabhu, S., Thomas, C., Bhat, A., Prathyusha, P. V., ... & Cherian, A. V. (2018). Internet use patterns, internet addiction, and psychological distress among engineering university students: A study from India. *Indian journal of psychological medicine*, 40(5), 458-467.
3. Anand, N., Thomas, C., Jain, P. A., Bhat, A., Thomas, C., Prathyusha, P. V., ... & Cherian, A. V. (2018). Internet use behaviors, internet addiction and psychological distress among medical college students: A multi centre study from South India. *Asian journal of psychiatry*, 37, 71-77.
4. Arun, P., Ramamurthy, P., & Thilakan, P. (2022). Indian medical students with depression, anxiety, and suicidal behavior: why do they not seek treatment?. *Indian journal of psychological medicine*, 44(1), 10-16.
5. Asher BlackDeer, A., Patterson Silver Wolf, D. A., Maguin, E., & Beeler-Stinn, S. (2021). Depression and anxiety among college students: Understanding the impact on grade average and differences in gender and ethnicity. *Journal of American college health*, 1-12.
6. Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of affective disorders*, 173, 90-96.
7. Bird, M., & Blair, A. (2010). Clinical psychology and anxiety and depression in dementia: Three case studies. *Nordic Psychology*, 62(2), 43.
8. Bisen, S. S., & Deshpande, Y. (2020). Prevalence, predictors, psychological correlates of internet addiction among college students in India: a comprehensive study. *Anatolian Journal of Psychiatry/Anadolu Psikiyatri Dergisi*, 21(2).
9. Chernomas, W. M., & Shapiro, C. (2013). Stress, depression, and anxiety among undergraduate nursing students. *International journal of nursing education scholarship*, 10(1), 255-266.
10. Compare, A., Germani, E., Proietti, R., & Janeway, D. (2011). Clinical psychology and cardiovascular disease: an up-to-date clinical practice review for assessment and treatment of anxiety and depression. *Clinical practice and*

3918

- epidemiology in mental health: CP & EMH*,7, 148.
11. Cuijpers, P., Cristea, I. A., Ebert, D. D., Koot, H. M., Auerbach, R. P., Bruffaerts, R., & Kessler, R. C. (2016). Psychological treatment of depression in college students: a metaanalysis. *Depression and anxiety*, 33(5), 400-414.
 12. Deb, S., Strodl, E., & Sun, H. (2015). Academic stress, parental pressure, anxiety, and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science*, 5(1), 26-34.
 13. Falsafi, N. (2016). A randomized controlled trial of mindfulness versus Yoga: effects on depression and/or anxiety in college students. *Journal of the American Psychiatric Nurses Association*, 22(6), 483-497.
 14. Garber, J., & Weersing, V. R. (2010). Comorbidity of anxiety and depression in youth: implications for treatment and prevention. *Clinical Psychology: Science and Practice*, 17(4), 293.
 15. Ghaderi, A. R., & Rangaiah, B. (2011). Influence of self-efficacy on depression, anxiety, and stress among Indian and Iranian students. *Journal of Psychosocial Research*,6(2), 231.
 16. Goel, D., Subramanyam, A., & Kamath, R. (2013). A study on the prevalence of internet addiction and its association with psychopathology in Indian adolescents. *Indian Journal of Psychiatry*,55(2), 140.
 17. González-Valero, G., Zurita-Ortega, F., Ubago-Jiménez, J. L., & Puertas-Molero, P. (2019). Use of meditation and cognitive behavioral therapies for the treatment of stress, depression, and anxiety in students. A systematic review and meta-analysis. *International journal of environmental research and public health*, 16(22), 4394.
 18. Gupta, A., Khan, A. M., Rajoura, O. P., & Srivastava, S. (2018). Internet addiction and its mental health correlates among undergraduate college students at a university in North India. *Journal of family medicine and primary care*, 7(4), 721.
 19. Gupta, R., Taneja, N., Anand, T., Gupta, A., Gupta, R., Jha, D., & Singh, S. (2021). Internet addiction, sleep quality and depressive symptoms amongst medical students in Delhi, India. *Community mental health journal*, 57(4), 771-776.
 20. Islam, M. A., Barna, S. D., Raihan, H., Khan, M. N. A., & Hossain, M. T. (2020). Depression and anxiety among university students during the COVID-19 pandemic in Bangladesh: A web-based cross-sectional survey. *PLoS one*, 15(8).
 21. Joseph, S., & Wood, A. (2010). Assessment of positive functioning in clinical psychology: Theoretical and practical issues. *Clinical psychology review*,30(7), 830-838.
 22. Kumar, S., Kumar, A., Badiyani, B., Singh, S. K., Gupta, A., & Ismail, M. B. (2018). Relationship of internet addiction with depression and academic performance in Indian dental students. *Clujul Medical*, 91(3), 300.
 23. Lama, M. A. Q. (2011). The relation of depression and anxiety in academic achievement among group of university students. *International journal of psychology and counselling*, 3(5), 96-100.
 24. Mirza, A. A., Baig, M., Beyari, G. M., Halawani, M. A., & Mirza, A. A. (2021). Depression and anxiety among medical students: a brief overview. *Advances in Medical Education and Practice*, 12, 393.
 25. Merrell, K. W. (2008). *Helping students overcome depression and anxiety: A practical guide*. Guilford Press.
 26. Orsal, O., Orsal, O., Unsal, A., & Ozalp, S. S. (2013). Evaluation of internet addiction and depression among university students. *Procedia-Social and Behavioral Sciences*,82, 445-454.
 27. Owens, M., Stevenson, J., Hadwin, J. A., & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. *School Psychology International*, 33(4), 433-449.
 28. Peynenburg, V. A., Mehta, S., & Hadjistavropoulos, H. D. (2020).

3919

- Postsecondary student perceptions and preferences for the treatment of depression and anxiety: Comparison of internet-delivered cognitive behaviour therapy to face-to-face cognitive behaviour therapy and medication. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 52(3), 220.
29. Rehman, U., Shahnawaz, M. G., Khan, N. H., Kharshiing, K. D., Khursheed, M., Gupta, K., & Uniyal, R. (2021). Depression, anxiety, and stress among Indians in times of Covid-19 lockdown. *Community mental health journal*, 57(1), 42-48.
30. Sarkar, S., Gupta, R., & Menon, V. (2017). A systematic review of depression, anxiety, and stress among medical students in India. *Journal of Mental Health and Human Behaviour*, 22(2), 88.
31. Sawhney, M., Kunen, S., & Gupta, A. (2020). Depressive symptoms and coping strategies among Indian university students. *Psychological reports*, 123(2), 266-280.
32. Singh, K., Bassi, M., Junnarkar, M., & Negri, L. (2015). Mental health and psychosocial functioning in adolescence: An investigation among Indian students from Delhi. *Journal of adolescence*, 39, 59-69.
33. Sorg, S., Vögele, C., Furka, N., & Meyer, A. H. (2012). Perseverative thinking in depression and anxiety. *Frontiers in psychology*, 3, 20.
34. Sugimori, H., Yoshida, K., Tanaka, T., Baba, K., Nishida, T., Nakazawa, R., & Iwamoto, T. (2005). PSYCHOLOGY: Relationships between Erectile Dysfunction, Depression, and Anxiety in Japanese Subjects. *The Journal of Sexual Medicine*, 2(3), 390-396.
35. Sümer, S., Poyrazli, S., & Grahame, K. (2008). Predictors of depression and anxiety among international students. *Journal of counseling & development*, 86(4), 429-437.
36. Taylor, S. (2022). The psychology of pandemics. *Annual Review of Clinical Psychology*, 18, 581-609.
37. Tochkov, K., Levine, L., & Sanaka, A. (2010). Variation in the prediction of cross-cultural adjustment by Asian-Indian students in the United States. *College Student Journal*, 44(3), 677-690.
38. Wristen, B. G. (2013). Depression and anxiety in university music students. *Update: Applications of Research in Music Education*, 31(2), 20-27.

3920

Appendices

Table of content

Sl. No.	Title	Page No.
1	Abstract	1
2	Introduction	1
3	Review of Literature	3
4	Methodology: Objectives and Analytical Framework	6
5	Result	8
6	Discussion and Conclusion	11
7	Acknowledgement	14
8	Declaration of Interest Statement	14
9	References	14

List of Table

Sl. No.	Title	Page No.
1	Descriptive Statistics	8
2	Correlations	9
3	Descriptive Statistics	9
4	Correlations	10
5	Descriptive	10
6	ANOVA	11

3921