

Depression in Kota Coaching Students in Relation to Motivation-Type and Perceived Ability

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Abstract

The problem of depression in Kota coaching students have been reported by many social workers (Kumar and Agrwal) and students (Taboola, Virk, Ghosh etc.). The basic question arises as what are the basic personal and situational causes behind that. The present study was design to explore the role of personal (i e gender and perceived ability) and family factors (i.e. motivation type: self-motivated or parents-motivated) in determining depression among Kota coaching students. For this purpose, 308 Kota coaching students were taken as subjects of the study. Developed self Perceived Ability Scale and Beck Depression Inventory were administrated. To know the motivation type selected boys and girls were asked to indicate whether they are coming Kota for coaching were based on self decision or parental desire.

On the basis of perceived ability score subjects were divided into low and high perceived ability groups; subjects having median scores were dropped for further analysis which remain 232 subjects (116 male and 116 female) retained in the final sample. Three way ANOVA results revealed (i) low perceived ability subjects had higher level of depression than high perceived ability group, (ii) self motivated subjects showed moderate level of depression, no matter whether they were self motivated and parental motivated. On the other hand, low perceived ability group showed highest level of depression when they were parent motivated. Contrary to this, high perceived ability, parent-motivated subjects had lowest level of depression, and (iii) similarly parent-motivated girls and low perceived ability girls possessed highest level of depression but boys had moderate level depression when they were self motivated or had low perceived ability.

Keywords: Depression, Motivation type, Perceived Ability.

Introduction: Kota, a city on Chambal River in Rajasthan, Northern India is the third largest city of the state and is one of the famous tourist destinations. As similarly it is very popular among youth of India for its Coaching Institutes for engineering and medical entrance examinations. A large number of students come to Kota to prepare for the IIT and NEET. According to the report of INDIAN EDUCATION Magazine Kota has more than 150 coaching institutes and near about 15 lacks students are residing there and some from as young an age as 13 years. Students live here for 2 to 3 years to prepare for the examinations. Times Of India (June,15, 2019) says that after reporting

stellar performance in NEET and AIIMS exam, Kota coaching centres continued their winning spree when JEE-Advanced results announced.

There is a visible boom in private coaching centres all across the country. There is also growing concern over suicide by students in Kota and a few other places where students are forcibly motivated to study for long hours under pressure. Kota's fame as India's Coaching Capital is also the reason for its notoriety as a 'Suicide City' and the measure taking to bring down the stress and competition have been inadequate (INDIAN EXPRESS, 2018). In past few years, reports of students committing suicide in the city have increased. As per National Crime Record Bureau Report (2014), 45 suicide cases of students were reported in the city. 16 suicides were reported in 2015, 17 in 2016 and 7 in 2018. Despite such deaths and pressure to perform many parents continue to support these thriving coaching (Kumar, 2019).

Sunny (2018) shared his view that Kota city, the education hub, 2nd name to IIT and medical coaching, a dream destination to be for any IIT or medical aspirants, but all of a sudden has turned into the suicide capital. One can see a lot of reasons behind that; (i) sudden change in surrounding, (ii) test results, (iii) batch reshuffle issues, (iv) parental pressure. Apart from these career related issues, a lot more things are there for consideration i.e. personal girl-friend boy-friend issues, girls getting in wrong company and getting pregnant, getting addicted to some sort of drugs/alcohol and later on guilt leads to kill one.

Many reporters like Iqbal (2018), Ghosh (2016), Siddiqui (2016), Taboola (2016), Virk (2016) and Bisht (2016) also covered their stories and share own experiences from Kota. They said that apart from academic pressure, life in Kota, in general, was excruciatingly painful. Being away from parents, coping with daily life is not an easy task. On top of it, they have no real friends. The friends are their competitors and it becomes hard to find a person to trust. They become all alone in this mad circus. It may lead serious depression among many young champs. The problem of depression in Kota students must be resolved immediately.

World Health Organization (WHO, 2008) reports that 121 million people suffering from depression around the world and the cases of depression has reported 6 to 35 % in India, which come for clinically medical help (Indian Association of Clinical Psychiatry, 2000). Atkinson, Atkinson, Smith, Bem and Hokesemas (2000) explained depression as mood disorder that is characterized by sadness and despondency, low motivation and negative thought process of life events and sleep disturbance, less hunger and fatigue etc physical symptoms too.

Depression in adolescents may be associated with parental expectations. Parental desire is a system in which a child's education must conform to the wealth and wishes of parents rather than the abilities and efforts of the child in contrast to a "meritocracy", which distributes educational and financial rewards according to abilities and efforts. High parental expectations were positively associated with depression. Adolescent's self-efficacy, parental support, and school support were negatively associated with depression, whereas the value of academic success was positively associated with depression. Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve (Seginer, 1983).

Asgar (2016) told that the high expectation and result of failure to meet the demand may lead to depression and a highest level and untreated depression might be turned into suicide. There is different kind of societal pressure. “what people will say if I would not get admission in IIT or IIM or another highly repudiated institution?” If I get into an IIT, my father will be happy and proudly tell everyone. But what if I don't? What will he say?” Agrawal (2016) points out those parents who forced to their child to crack such kind of examinations and make a pressure forcefully that can be a cause to get stress in a child, they don't want asks to child about their own interest and desirable feild. The age of adolescents or teenage is a time when a child has many changes on psychical as well as mental level and many times s/he wants to say or share her/his self with parent or someone else who is closer but there is none to listen them. In the result a child may has depression.

Almroth, D.László, Kosidou and Galanti (2019) found the deleterious effect externalizing behavioral problems might have on academic achievement and later mental health. Particularly, it may be important for future research to identify whether pedagogic strategies may increase parents and students' positive expectations and the communication around them, with the potential to prevent or alleviate the course of mental health problems in students. Ma, Siu and Tse,(2018) demonstrated the positive relationship between parental expectations and adolescents' academic performance. However, little attention has been paid to the negative influence of parental expectations on adolescents' emotion well-being.

First thing that comes to expectation influences perceived ability. The expectation gives a picture in the mind of the student regarding his or her ability. Perceived ability is a kind of believe that one does about himself or herself that he or she can perform well in certain event or challenge like exam. It refers to perception of ability in broad academic areas, such as how good of a student one is in general. It is how skilled and effective a person perceives themselves to be in a particular situation. It is also a situation may helpful to support the factor of depression. Prior studies provide indirect support for the prediction that perceived ability plays role in depressive symptoms. **Zhang, Zhang, Zhang and Guo (2019)** investigated psychological mechanisms underlying the relationship between stressful life events and school adjustment in Chinese adolescents. **Friedman (2019)** found a significant negative correlation exists between anxiety and self-perceived competence, with no significant gender differences.

It is observed that there are two types of students in Kota either they are self-motivated or parent-motivated. It is not very clear how these motivations are associated with depression and how these motivations interact with perceived ability of boys and girls and to raise depression among them. The present study was designed to throw light upon this issue by testing the following hypotheses: (i) Different groups formed on the basis of gender, motivation type and perceived ability would show significant difference on their depression level and (ii) the independent variables i.e. gender, motivational type and perceived ability would interact and as a result effect of one variable would be changed or different levels of the other independent variables.

Methodology

Participants

Population of present research was comprised of IIT and NEET aspirant higher secondary level students residing in Kota for their coaching. Total 342 students were contacted and requested to participate in the study. Among them 308 were agreed and thus included in the sample. They were divided into two groups i.e., low and high on the basis of their perceived ability scores. Score 8 of perceived ability scale was median and thus, those subjects having a score of 8 were dropped for further study. Final sample was comprised of 232 subjects (boys= 116 and girls= 116)

Measures

Following tools were used in the present research:

- 1- Information regarding gender and motivation-type were collected through personnel data.
- 2- Depression of the subjects was measured through beck Depression Inventory – BDI - II
- 3- Perceived ability was measured through Perceived Ability Scale contains seven items as statements with three point rating scale. In scoring procedure, a score of two was given to the response showing highest perceived ability and zero to the responses showing least perceived ability responses. A score of one was given to those items indicating moderate level of perceived ability.

Design

The study was based on 2x2x2 factorial design taking two levels of gender (i.e. female and male), two kinds of motivation type (i.e.,self-motivation and parent-motivation) and two levels of perceived ability (i.e., low and high). The dependent variable was depression.

Results

Obtained data was analyzed implying three ways ANOVA technique in term of means and F Ratio are presented in table 1.

Table No 1

		Girls	Boys	Average
Self Motivated	Low Perceived Ability	20.85	16.71	18.95
	High Perceived Ability	13.85	19.11	16.71
Parent Motivated	Low Perceived Ability	25.83	19.22	22.42
	High Perceived Ability	14.56	11.68	13.12
F Ratio		1.45 (df = 1, 224)		9.16** (df = 1, 224)
Self Motivated		17.76	17.91	17.83

Parent Motivated	20.49	15.70	18.03
F Ratio	5.11* (df = 1, 224)		.03 (df = 1, 224)
Low Perceived Ability	23.22	18.05	20.70
High Perceived Ability	14.21	15.39	14.82
F Ratio	7.82** (df = 1, 224)		24.80** (df = 1, 224)
Average	19.10	16.77	
F Ratio	3.17 (df = 1, 224)		

• p <.05 ** p <.01

It is clear from the table that the main effects of gender and motivation type were found not to be significant, however, the main effect of perceived ability was significant. (F = 24.80, p < .01) indicating that high perceived ability led lower level of depression (M = 14.82) then the low perceived ability (M = 20.70).

Significant interaction effect of gender and motivation type (F = 5.11, p < .05) shows that self motivated girls demonstrated moderate level of depression (M = 17.76) while parents motivated girls had highest level of depression (M = 20.49). On the other hand, boys showed just reverse trend, self motivated had moderate level of depression (M = 17.91) while parents motivated had lowest level of depression (M = 15.70).

The interaction between gender and perceived ability was also significant (F = 7.82, p > .01). Figure 2 clearly demonstrates that girls of low perceived ability group had highest level of depression (M = 23.22) while highest perceived ability girls showed lowest level of depression (M = 14.21). On the other hand, boys revealed reverse trend low perceived ability boys had moderate level depression (M = 18.05) while high perceived ability boys had shown lower level of depression (M = 15.39).

Interaction between motivation type and perceived ability was also significant (F = 9.16, p < .01) Average scores demonstrated in figure 3 reveal that self motivated subjects had moderate level of depression at both the perceived ability level (M_s = 18.95 and 16.71, respectively for low perceived ability and high perceived ability groups). On the other hand, parents-motivated low perceived ability group exhibited highest level of depression (M = 22.42), contrary to this, high perceived ability group showed least level of depression (M = 13.12).

Two way interaction among gender, motivation type and perceived ability was found not to be significant (F = 1.45, p > .05). Insignificant two way interaction reveals that first order interaction between any two variables were about the same at both the levels of the third variable as all the first order interactions were significant.

Discussion

It may be concluded that perceived ability has definite role in determining depression in Kota students; higher the perceived ability, lower the depression. Motivation type also plays a role; self motivated students have moderate level of depression while parents-

motivated girls possess highest level of depression. **Park, Johnston, Colalillo & Williamson (2018)** confirm the importance of harsh parenting and demonstrate the importance of parents' attributions for positive child behaviors in relation to decreasing harsh parenting and child problems. Clinically, it may be useful not only to reduce child-responsibility attributions for negative behaviors but also to increase the extent to which parents give their child credit for positive behaviors. **Holly et. al. (2014)** stated that college students of over-controlling parents report feeling less satisfied with family life and has lower levels of psychological well-being. Contrary to this, parents-motivated boys appear to be least affected with depression. It means different types of problems emerge in the parents-motivated girls and boys. Parents-motivated girls are having much depression because of their sensitivity to parental desire and wishes. In case of boys, it appears that they do not bother their parental desire and wishes. These types of finding are in favor of earlier studies reported in **Women and Depression (2019)** says that 1 in 8 women (10.4%) experience depression in their lifetime; twice the rate as men (5.5%). It clearly reveals that the girls are more sensitive towards worldly affairs.

Result regarding perceived ability also supported our hypothesis; high perceived ability minimizes depression in both of gender but degree of decrement higher in girls than the boys. But a worst condition has been emerged low perceived ability girls demonstrated highest depression. Boys of this group shown relatively higher level of depression but degree of depression is lower than the low Perceived Ability Girls. **Singh, Junnarkar & Sharma, (2015)** found that negative perception of relationship with family affected adolescent's difficulties, depression and stress. Similarly, negative perception of self-concept leads to higher difficulties score and lower pro-social behavior score.

There is a visible boom in private coaching centre all across the country. There is also growing concern over suicide students in Kota and a few others places where students are forcibly motivate to study for long hours under pressure. In fast few years, reports of students committing suicide in the city have increased. So basically Kota is not safer place for students those who are not mentally prepared with whole and sole. As per the findings of above research, we conclude that the students who have low perceived ability are having moderate level depression in boys. On the other hand the situation of girls is worst. Parent-motivated girls those who having low perceived ability had highest level of depression and self motivated girls having low perceived ability have shown higher level of depression. **Taboola (2016)**, an ex coaching student of Kota, said that Kota is a suicide letter for the students. In such type of cases we find the highest or worst level depression occur the cause of suicide. In Indian culture we see that girls face the more pressure that they have limited chance to make their career and girls are much sensitive towards their family and social status. A female coaching student **Tamoghna Ghosh (2013)** shared her experience that Kota breaks her down towards severe depression and she is still trying to overcome. She had sent by her parent. They have supposed that they would not get another or many chance if they were not success this pressure works like a trigger to raised the depression and other mental illness. An estimated 62000 adolescents died in 2016 as a result of self harm. Suicide is the third leading causes of death in older adolescents (15-19 Years).

Implications:-

Kota is not only the place and engineering or medical is not only the career option by which adolescents may have a better economic and social life. So parents must think that if students have lower perceived ability specially girls should not be forced to go Kota and similar places for coaching. These places have highly competitive environments and low perceived ability students find themselves unable to cope with this competitive environment. Naturally depression rises among of them, and if not diagnosed and treated properly and ontime the situation may be worst for them. On the basis of the findings of this research parents and administrator and teachers of such coaching centers must be alert in the case of low perceived ability students. Especially girls on their progress and pressure created on them.

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