

---

## A Study of Depression, Anger, Life Satisfaction and Fear of Success Among College Students

Shivani Kant\* & S. K. Srivastava\*\*

\*Ph.D. Student in Psychology, Gurukul Kangri University, Haridwar

\*\*Professor, Department Of Psychology, Gurukul Kangri University, Haridwar

### ABSTRACT :

*The pupose of this study was to study depression, anger, life satisfaction and fear of success among college students. The sample of the present study consisted of 40 male and 40 female college students. All the students were studying in the bachelor course. They were administered following psychological tests i.e. Fear of success scale, Beck depression inventory, Life satisfaction scale and Anger expression inventory. The present study was designed to find out the significant difference on depression, anger, life satisfaction and fear of success on college students. The data shows significant difference was found in female students on depression. Significant difference was found in male students respectively on life satisfaction and fear of success. There was no significant difference in female students on the anger direcion.*

### INTRODUCTION

Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness and poor concentration. It can be lasting or recurrent, substantially impairing a person's ability to function at work or school, or cope with daily life. At its most severe, depression can lead to suicide. When mild, depression can be treated without medicines but, when moderate or severe, people may need medication and professional talking treatments. Anger is a natural, thought sometimes unwanted or irrational, emotion that everybody experiences from time to time. Anger experts describe the emotion as a primary, natural emotion which has evolved as a way of curbing and protecting yourself from what is considered a wrong doing. Mind anger may be brought on by feeling tired, stressed or irritated, in fact we are more likely to feel irritated if our basic human needs (food, shelter, sex, sleep etc.) are not met or are jeopardised in some way. We may become angry when reacting to frustration, criticism or a threat and this is not necessarily a bad or inappropriate reaction. We can also feel irritated by other people's beliefs, opinions and actions and hence anger can affect our ability to communicate effectively making us more likely to say or do unreasonable or irrational things. Meaning in life and life satisfaction are important variables in well being research. Where as an appreciable body of work suggests that life satisfaction is fairly stable over long period of time. The stability or meaning of life and the impact of relationship, community, attitudes and value cognitive aspects, emotion, outlook on life, belief system, spirituality, religion, cultural factors, health, finance, economics and a whole range of other factors. The most exciting feeling that a person can enjoy in his/her lifetime is a "sense of achievement". This wonderful feeling is a valuable endowment that only a successful person can experience. Fear of Success (FOSS) is a stressful factor that is derived from

"achievement". Fear of success is the same of fear of achievement which is intensified by fear of failure arising from inability to fulfill one's duties.

## REVIEW OF LITERATURE

During the past decades various studies, researches works have been done on the depression, anger, life satisfaction and Fear of success. Following is an epitome of these research works :

**Shaver (1976)** has pointed out the possibility that for those women who are high in fear of success and yet continue to be successful, there may be a "high" price in strained inter-personal relations or psychosomatic ailments such as headaches, ulcers, colitis and insomnia".

**Furr et. al (2001)** Studied suicide thoughts and depression increasing or decreasing among college students what life circumstances are the most critical to explore with depressed or suicide college student ? This article focuses on the rate of self assessed depression and suicide among college students and examines contributing factors and help seeking behaviour. Results of the study, indicated that 53% of the sample stated that they experienced depression since beginning college with 9% reporting that they had considered committing suicide since beginning college suggestion for college mental health practitioners related to programming, prevention and pruch education are described.

**Snyder et. al.(2003)** constructive and supportive parenting necessarily incorporates a strong emotional component. Reflecting and validating children's emotional experiences, helping them to label and interpret those experiences, and assisting in the development of collaborative problem solving abilities are all essential emotional tools that parents and other children workers must communicate to their children first however, adults must learn to regulate and modulate their own emotional experiences and expressions particularly as they relate to child emotional reactions and expressions.

**Lucas & Diener, (2003)** Life satisfaction is a congestive judgment which reflect conscious evaluations of the conditions of one's life. These evaluations are made in terms of what is thought to be an appropriate standard, which the individuals themselves set, if not externally imposed.

**Wroblewski, Kristin, Kahale and Snyder (2005) :** examined in sample of 100 college students that hope related to greater life satisfaction and better perceived physical health, but hope did not relate to illness of functional digesity. The high relative to low-hope participants were more confident of reaching their goals and felt that they were further along in their goal pursuits.

**(Rivers, et. al., 2007)** An in-depth investigation aimed at highlighting additional distinguishing characteristics of anger and sadness expression and regulation in adults found that effective anger regulation was consistently associated with conflict management strategies and a desire for positive resolutions, while effective sadness regulation was more often connected to a desire to maintain positive social relationships with others. Effective coping techniques used to manage the expression of anger included writing about the provoking event or talking about the emotions with a close friend. Additional techniques included more passive strategies such as cognitively dismissing the event, leaving or avoiding the situation and waiting for the provoking individual to apologize. the regulation of sadness was associated with a desire to change the situation (e.g. apologizing) or finding other activities to engage in such as playing games or listening to music.

**Knopf, Park, & Mulye, (2008)** Among young adults, depression is the most commonly reported disorder, and therefore it is one of the most researched topics by mental health practitioners. To help teens understand depression and its symptoms, a questionnaire was given to the participants asking : "have you ever felt so sad or hopeless almost every day, for two weeks in a row, that you can't do some of your usual activities ?" Over 30% of the female participants declared they have felt this way, and over 20% of the male participants reported they had experienced this type of extreme sadness at some point. With the results of the survey, the researchers were able to project that nearly one in four adolescents by mild depression.

**Ajshingar, Aminpoor, Mostafaei ( 2012 )** The purpose of this study is to standardize the fear of success scale on high school and college student in west Azerbaijan province, to see whether the fear of success scale possesses enough reliability and validity and also how many factors the scale include. This research is applied by nature and also exploratory from another perspective. Goad and Goad's fear of success scale was administered to 647 subjects. In order to calculate the reliability of the scale and its validity. The result of the index for KMO (0.754) and Kory Burlet (529.1811) was statistically significant at the level  $\alpha=0.001$ . It can be concluded that person's fear of success is due to their awareness and a sense of inability. By training and educating people, it is possible to reduce the fear of success among the students.

## OBJECTIVE AND HYPOTHESIS

The present study aims to find out a study of depression, anger, life, satisfaction and fear of success among college students. The following hypotheses have been formulated.

- Female student will report significantly higher depression than male students
- Female students will report significantly higher anger than male students.
- Male student will report significantly higher life satisfaction than female student
- Male student will report significantly higher fear of success than female students.

## METHODOLOGY

**Sample :** For the study, 40 male and 40 female college students participated in this study. All the students were studying in the graduation level. The entire student had an urban and semi urban middle class social economic background and was unmarried.

### Tool used:-

1. Beck's Depression Scale II
2. Anger Expression Scale
3. Life Satisfaction Scale
4. Fear of success scale

## RESULT AND DISCUSSION

In this research work mainly four hypotheses have been formulated. Each hypothesis will be discussed below:-

**Hypothesis 1:-** Female students will report significantly higher depression than male students.

Further table demonstrate that in terms of depression a significant difference emerged between the male and female college students (  $t = 2.413$ ,  $df=78$ ,  $P<0.01$ ). Higher mean score of the female students ( $M=15.42$ ) than male students ( $M=13.3$ ). This indicates that female students differ from male students in terms of emotional state of dejection, feeling or worthlessness and guilt and usually apprehension. Hence hypothesis 1 female students will report significantly higher depression than male students, has accepted.

**Hypothesis 2:-** Female students will report significantly higher anger than male students

Further table demonstrate that in terms of anger a significant difference emerged between the male and female college students ( $t=1.61$   $df=78$ ,  $P<0.01$ ) Higher mean score of the female students( $M=20.27$ ) than male students ( $M = 18.87$  ) This indicates that female students differ from male student in terms of anger expression. Hence Hypothesis 2 female students will report significantly higher anger than male students, has accepted.

**Hypothesis 3 :-** Male students will report significantly higher life satisfaction than female students

Table revealed that there was significant difference between male female college students in term of life satisfaction (  $t=4.73$ ,  $dF=78$ ,  $P<0.01$  ) Higher mean score of the male students (  $M=27.02$ ) than their comparable female students (  $M=22.27$ ). This indicates that male students experienced higher cognitive judgment which rejects conscious evaluation of the condition of one's life. There evaluations are made in terms of what is thought to be an appropriate standard, which the individual's set on their own, if not externally imposed, than the female students. Hence hypothesis 3 male students will report significantly higher life satisfaction then female students have accepted.

**Hypothesis 4 :-** Male students will report significantly higher fear of success than female students

It is evident from the table that there is significant difference between male and female college students in terms of fear of success ( $t=2.972$ ,  $dF=78$ ,  $P<0.01$ ) Higher mean score of the male student ( $M=9.68$ ) than female students ( $M=5.9$ ) This indicates that male student experience higher fear of success than the female. Hence Hypothesis 4 male students will report significantly higher fear of success than female students .

S.No	Variable	Female college student	Male college student	T-Value
1	Depression	$M=15.4250$ $SD=3.8822$	$M=13.3$ $SD=3.9$	2.413



2	Anger	M=20.2750 SD=4.7931	M=18.87 SD=2.73	1.61
3	Life Satisfaction	M=22.2750 SD=6.1934	M=27.025 SD=1.4049	4.73
4	Fear of success	M=5.90 SD=3.07	M=9.68 SD=7.42	2.97

## CONCLUSION

- The present study was designed to find out the significant difference on depression, anger, life satisfaction and fear of success on college students.
- The data shows significant difference was found in female students on depression.
- Significant difference was found in male students respectively on life satisfaction and fear of success.
- There was no significant difference in female students on the anger direction.

## REFERENCES

- Ajshinjar J., Amin Poor H. and Mostajaei A (2012), Standardization of fear of success scale in college and high school students. *Annals of Biological Research*, 3(9) : 4287-4292
- Furr, S.R. Westfield, J.S., McConnell, N. and JenKens, J.M. (2001), Suicide and depression among college students. *A Decade Later Professional Psychology; Research and Practice*, 32 (1) 97-100.
- Lucas, R.E., Clark, A.E., Georgellis, Y. & Diener, E. (2003). Re-examining adaptation and the Set Point model of Happiness: Reactions to changes in marital status. *Journal of Personality and Social Psychology*, 84, 527-539.
- Knopf, D., Park, M.J., & Mulye, T.P. (2008). The mental health of adolescence: A national profile, 2008. *San Francisco, CA: National Adolescent Health Information Center, University of California.*
- Rivers, S., Brackett, M., Katulak, N., Salovey, P. (2007). Regulating anger and sadness: An exploration of discrete emotions in emotion regulation. *Journal of Happiness Studies*, 8, 393-427.
- Shaver, P. (1976). Question concerning fear of success and its conceptual relatives. *Sex Roles*, 2, 305-320.
- Snyder, J., Stoolmiller, M., Wilson, M., & Vamamoto, M. (2003). Child anger regulation, parental responses to children's anger displays, and early child antisocial behaviour. *Social Development*, 12, 335-360.
- Wroblewski, W., Kristin, K.L., Kahale, K. & Snyder, C.R.C. (2005). Hopeful thinking in adults: back to the future. *Experimental Aging Research*, 31(2), 217-233.