



THE ASIAN BULLETIN OF GREEN MANAGEMENT AND CIRCULAR ECONOMY

ISSN (online): 2959-0035

<http://abgmce.com/10.62019/abgmce.v5i2.158>

ISSN (Print): 2959-0027

Exploring Psychosocial Risk and Protective Factors for Depression in Graduate Student Populations

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Chronicle

Article history

Received: July 16, 2025

Received in the revised format: Aug 23, 2025

Accepted: sept 27, 2025

Available online: Oct 14, 2025

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Abstract

This research investigates the psychosocial factors that increase or protect against depression among graduate students. Existing evidence indicates that individuals pursuing advanced degrees experience anxiety and depression at levels far exceeding those observed in the general population. In response, the present study examines key predictors across three domains—psychological, personal, and social—that shape students' mental well-being. Using a quantitative design, data were gathered through a structured questionnaire adapted from validated depression assessment tools and administered to graduate students from multiple universities. Descriptive and inferential statistical methods, including correlation and regression analyses, were employed to explore relationships among the identified variables. The results reveal that cognitive and perceptual processes, personality characteristics, self-esteem, family dynamics, academic stressors, and peer interactions all show significant positive associations with depressive symptoms. These findings underscore the complex, multidimensional nature of depression and highlight the need for comprehensive, evidence-based interventions. The study offers valuable insights for educators, counselors, and policymakers in creating supportive environments that promote psychological well-being among students. It also contributes to theoretical understanding by identifying interconnected psychosocial predictors and lays the groundwork for future longitudinal research to explore these relationships in greater depth.

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Keywords: Depression, Psychosocial Factors, Graduate Students, Mental Health, Risk Predictors

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INTRODUCTION

According University of Washington survey shows that graduate students suffer from mental health challenges like anxiety and depression at rates six times higher than the general population (Affairs et al., 2021). It has even been deemed a mental health crisis. In this research paper, we will observe the factors that are instigating psychological indicators of depression, (Affairs et al., 2021). Our Problem is "What Factors are the source of Psychosocial Predictors of Depression among Graduate students?" (Kaman & Vajpai, 2020). New readings showed a substantial quantity of psychological sicknesses in our social environment and the associated negative situations it may cause (Engen, 2008). Depression has been professed for the major apprehension causing to lethal outcomes that demonstrated about 12% whole ages existed with incapacity years around the sphere (Mathers & Loncar, 2006). Depression is one of the foremost far-reaching illnesses over the world and a major calculate in issues of mental wellbeing (Gao et al., 2020). The problem of students' mental wellbeing may be a worldwide issue that covers all created and non-developed social orders, both advanced and conventional (Faeq, 2016). Amid their scholarly life, youthful individuals confront numerous inconsistencies and commitments to succeed,

particularly at college (Affairs et al., 2021). Moreover, college understudies ought to make endeavors to grasp unused encounters and changes in social perspectives and behavioral, enthusiastic, scholastic, and financial circumstances (Affairs et al., 2021). In this manner, it is imperative to get it concerns with respect to students' mental wellbeing (Affairs et al., 2021). The mental wellbeing issues of understudies are broadly examined at diverse educational stages, including college and university (Affairs et al., 2021). A few studies will shown a tall predominance of mental wellbeing issues among understudies, counting sadness, compared to the rest of the populace (Faeq, 2016).

More imperatively, later thinks about in this zone demonstrate that the mental and mental issues of understudies proceed to extend (Engen, 2008). Modern ponders appeared a considerable number of mental disarranges in our social frameworks and the related unfavorable circumstances it may set up (Engen, 2008). Depression has been announced as the greatest concern contributing to nonlethal comes about that demonstrated almost add up to a long time lived with incapacity a long time over the globe (Engen, 2008).

Still, there is the missing part in which we researchers don't indicate the actual and collective physiological predictors that are a source of depression and upsurge among graduate students (Engen, 2008). These predictors will a high portion in creating depression but most of them are neglected (Engen, 2008). In this research, we will observe every physiological factor of depression among graduate students (Engen, 2008). The research will be done on every possible existing factor in which a normal graduate student survives (Engen, 2008). Most commonly our research will be based on the demographic, academic, social, and personality-stimulated factors among the graduate population (Engen, 2008). This quantitative research will help counselors, doctors, health and wellness doctors, psychologists, teachers, students, and every person in society who would be dealing with the situation or having any case in the vicinity (Engen, 2008). This research will open you up to different opinions and new ideas for dealing with this situation (Engen, 2008). It will also help to identify the root cause of depression problem that belongs to any of these factors or predictors (Engen, 2008).

LITERATURE REVIEW

Mental well-being has become a progressively imperative Issue in our society with increasingly mental clutters influencing the more youthful populace (Engen, 2008). Subsequently, the mental well-being of the understudy populace merits our extraordinary consideration since not as it did college understudies got to bargain with the scholastic requests and overwhelming work jobs related to seeking a better instruction, but they moreover will to confront a more heap of individual, scholarly, and social problems in this basic and frequently changing period of one's life (Engen, 2008). This cross-sectional consideration looks at the affiliations among Psychosocial Factor and Psychological wellbeing in a cohort of 789 understudies at the College of Oslo from different ranges and stages of consideration (Engen, 2008). Psychosocial Factor counting statistic, scholarly, social, and identity components are considered for examinations, and their connections with the stages of mental trouble and life fulfillment, calculated by HSCL-25 and Fulfillment with Life Scale (SWLS) are examined (Engen, 2008). In expansion, conceivable sexual orientation contrasts within the design of affiliations are investigated (Engen, 2008). The data were collected employing a self-administered survey, and the gathered information will be prepared and translated utilizing comparative insights and unilabiate examinations (Engen,

2008). Moreover, numerous direct relapse investigations were executed to decide the interesting commitment of each psychosocial variable in foreseeing the two files of mental well-being (Engen, 2008). It comes about show sexual orientation divergences in most of the ponder factors, and both comparable and diverse psychosocial connections were found over the sexual orientations (Engen, 2008). It comes about will be displayed, and the suggestions talked about (Engen, 2008).

Background: Few investigations will inspect changeable psychosocial chance components for mental disarranges between college understudies, and of these, nothing has utilized measures that compare to clinical demonstrative criteria (Farrer, et al., 2016). The point of this think about will be to look at psychosocial and statistical hazard variables for major misery and generalized uneasiness clutter (GAD) in a test of Australian college understudies (Farrer, et al., 2016). Methods: A mysterious web-based study will be disseminated to undergrad and postgraduate understudies at a mid-sized Australian college (Farrer, et al., 2016). A extend of psychosocial and statistic hazard variables will be measured, and calculated relapse models were utilized to look at noteworthy indicators of major misery and GAD (Farrer, et al., 2016). Results: A add up to of 611 understudies fulfilled the overview (Farrer, et al., 2016).

The predominance of chief misery and GAD within the test will be 7.9 and 17.5 %, individually (Farrer, et al., 2016). In the reference to statistic variables, the hazard of discouragement will be higher for understudies in there, to begin with, the year of undergrad ponder, and the hazard of GAD will be higher for female understudies, those who moved to go to college, and understudies encountering budgetary push (Farrer, et al., 2016). In reference to psychosocial components, understudies with encountered body picture issues and need for certainty were an altogether more noteworthy hazard of major misery (Farrer, et al., 2016). Conclusions: College students encounter an extent of interesting psychosocial depressors that increment their chance of major misery and GAD, in expansion to socio- demographic chance variables (Farrer, et al., 2016). It is imperative to look at psychosocial variables, as these are possibly modifiable and may well be the center of university-specific mental wellbeing mediations (Farrer, et al., 2016).

Psychological Factors

Psychological factors such as cognitive style, coping mechanisms, rumination, and emotional regulation have been identified as major contributors to depressive symptoms in student populations. Cognitive theories of depression (Beck, 1967) posit that individuals who hold persistent negative beliefs and maladaptive thought patterns are more prone to developing depressive states. Subsequent research has empirically validated this model, demonstrating that students exhibiting higher levels of negative cognition and self-critical rumination experience significantly greater symptom severity (Nolen-Hoeksema, 2000; Auerbach et al., 2018).

Rumination, characterized by repetitive and passive dwelling on distressing experiences, has emerged as a particularly influential psychological predictor. Meta-analytic findings confirm that excessive rumination not only increases the likelihood of depressive onset but also prolongs recovery periods (Nolen-Hoeksema, Wisco, & Lyubomirsky, 2008). More recent large-scale studies highlight that ineffective coping strategies and poor emotional regulation among university students explain a substantial portion of variance in depressive outcomes beyond socioeconomic and academic stressors (Gao et al., 2020; Auerbach et al., 2018). Importantly,

psychological vulnerabilities are not fixed; they can be modified through interventions such as cognitive-behavioral therapy (CBT), mindfulness practices, and resilience-enhancement programs (Beck, 1967; Nolen-Hoeksema et al., 2008). Hence, understanding and addressing these factors are central to mitigating depression within higher-education environments.

Personal Factors

Personal factors encompass both stable personality traits and dynamic self-related characteristics that shape an individual's vulnerability to depression. Personality research consistently identifies neuroticism as the most potent personality correlate of depressive disorders, followed by low conscientiousness and low extraversion (Kotov et al., 2010). Students with high neurotic tendencies are more reactive to stress and exhibit greater emotional instability, predisposing them to depressive states. Similarly, low self-esteem and distorted body image are strongly associated with depressive symptomatology, particularly among young adults and university students navigating identity formation and social comparison processes (Orth, Robins, & Widaman, 2012).

Behavioral elements such as sleep patterns and general health habits also play a substantial role. Sleep disturbance has been shown to mediate the relationship between stress and depression, with poor sleep quality predicting higher depressive symptoms independent of other variables (Hershner & Chervin, 2014). Among graduate students, role strain—arising from competing academic, occupational, and familial responsibilities—alongside financial insecurity, further exacerbates personal stress and emotional exhaustion (Beiter et al., 2015; Miller, 2009). Together, these findings underscore the multifaceted nature of personal factors and their cumulative impact on mental health.

Social Factors

Social determinants, including family relationships, academic environment, and peer interactions, significantly influence the psychological well-being of students. The classical stress-buffering model (Cohen & Wills, 1985) emphasizes that strong social support mitigates the negative effects of stress, whereas social isolation or interpersonal conflict magnifies them. Consistent with this framework, empirical studies have revealed that students experiencing limited social support or strained relationships report higher depression scores compared with their socially connected peers (Beiter et al., 2015). Moreover, social variables often interact with psychological vulnerabilities—students who are both high in neuroticism and low in social support exhibit particularly elevated risk (Auerbach et al., 2018).

Family Factors

Family dynamics constitute one of the earliest and most enduring influences on mental health. Dysfunctional family relationships, childhood adversity, and a family history of psychiatric illness are well-documented predictors of depressive disorders (Heim, Plotsky, & Nemeroff, 2004). Within the student population, individuals who perceive a lack of emotional support from family members or who shoulder significant family responsibilities frequently experience heightened stress levels (Marton & Maliraj, 1993). Studies indicate that inadequate parental communication, conflict at home, and negative family climate undermine coping efficacy and contribute to sustained depressive symptoms (Aldwin & Greenberger, 1987). Thus, family context operates both as a risk amplifier and a potential source of resilience, depending on the quality of interactions and support provided.

Academic Factors

Academic demands represent a salient stressor uniquely associated with student depression. Factors such as heavy workloads, performance expectations, and unsupportive faculty relationships have repeatedly been shown to precipitate depressive symptoms (Farrer et al., 2016). Undergraduate and graduate students alike frequently report that academic pressure and uncertainty regarding future employment prospects lead to emotional exhaustion and demotivation (Beiter et al., 2015). Graduate students, in particular, face additional sources of stress including research obligations, publication pressure, and unstable funding environments (Miller, 2009). Longitudinal findings further suggest that poor academic adjustment and low academic self-efficacy predict worsening depressive outcomes over time (Farrer et al., 2016). Addressing these academic stressors through institutional support systems, mentoring, and workload management is therefore essential for promoting student well-being.

Peer Factors

Peer relationships are another critical dimension of social life that can either protect against or exacerbate depressive symptoms. Supportive peer networks foster belonging, reduce loneliness, and encourage adaptive coping, while experiences of exclusion or social comparison can intensify emotional distress (Kelly, Jorm, & Rodgers, 2005). The proliferation of social media has further complicated peer dynamics, introducing pressures of constant comparison and perceived inadequacy that are strongly linked to depression among students (Auerbach et al., 2018). Within graduate programs, peer and supervisory relationships play an equally important role; lack of collegiality, competition, or perceived neglect from advisors can significantly heighten depressive risk (Frank, Nixdorf, & Beckmann, 2015). Consequently, cultivating supportive peer and mentor networks represents a key preventive strategy in higher education.

Interactions Among Variables

Contemporary research underscores that depression in student populations results from an intricate interplay among psychological, personal, and social factors. Multivariate analyses indicate that cognitive vulnerabilities, maladaptive personality traits, lifestyle habits, and insufficient social support collectively explain substantial variation in depressive outcomes (Kotov et al., 2010; Auerbach et al., 2018). Moreover, social support has been shown to moderate the impact of academic and personal stressors, serving as a protective buffer (Farrer et al., 2016). This multidimensional framework suggests that depression should not be viewed as the product of a single cause but rather as a dynamic system influenced by both individual predispositions and contextual stressors.

Given the complex interdependence of these variables, comprehensive intervention approaches are essential. Individual-level therapies such as CBT and mindfulness-based stress reduction can directly address psychological vulnerabilities, while institutional initiatives—peer-mentoring programs, academic counseling, and workload reforms—can alleviate social and academic pressures (Beiter et al., 2015; Auerbach et al., 2018). Additionally, family engagement programs may strengthen students' external support systems and reinforce coping capacity. Future research should adopt longitudinal and mixed-methods designs to explore causal mechanisms among these factors and evaluate the long-term efficacy of multi-component

interventions (Heim et al., 2004; Miller, 2009). By integrating psychological, personal, and social dimensions, universities can design more effective prevention and support frameworks to safeguard the mental health of their students.

THEORETICAL FRAMEWORK & HYPOTHESIS DEVELOPMENT

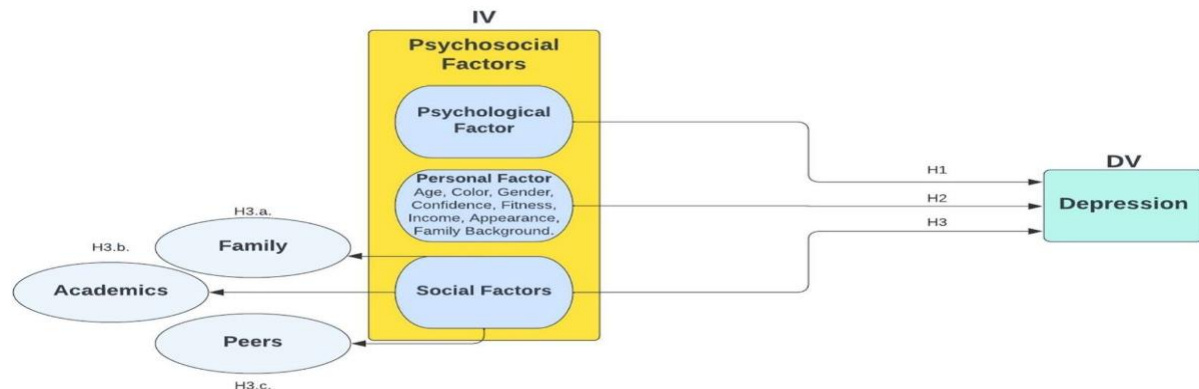


Figure 1. (Made By Lucid Chart)
Research Framework

H1. Psychological Factor has Positive Affect Depression among Graduates.

H2. Personal Factor has Positive Affect on Depression among Graduates.

H3. Social Factors has Positive Affect on Depression among Graduates.

H3.a. Family can positively induce Depression.

H3.b. Academics can positively induce Depression in Social Factors.

H3.c. Peers can positively induce Depression in Social Factors.

LITERATURE REVIEW OF RELATIONS BETWEEN VARIABLES

Independent Variable >> Dependent Variable	Using Mendeley Add references
1. Psychological Factor >> Depression	(Frank et al., 2015)
2. Personal Factor >> Depression	(Shu & Cheng, 2008)
3. Social Factors >> Depression	(Costello, 1982)
3a. Family >> Depression	(Marton et al., 1993)
3b. Academics >> Depression	(Hass et al., n.d.)
3c. Peers >> Depression	(Kelly et al., 2015)

H1. Psychological Factor has Positive Affect Depression among Graduates.

The Psychological factor is highly dependent on depression (Frank et al., 2015). The Psychological factors is related to the mental or cognition of an individual that contributed to depression (Frank et al., 2015). This factor contributes a positive impact in developing depression (Frank et al., 2015). Here this variable will be discussed as the predictor of depression (Frank et al., 2015). This impact is gained through an individual environment (Frank et al., 2015). The study or research will be done so those triggering factors (Frank et al., 2015).

H2. Personal Factor has Positive Affect on Depression among Graduates

Personal factors is the independent variable and highly impacting on depending variable is depression (Shu & Cheng, 2008). If an individual is not confident about his or her personality so it's natural to become depressed (Shu & Cheng, 2008). The

personal factors related to an individual's character, personality, attributes, and physical and visual appearance of the person contributed to depression overall (Shu & Cheng, 2008). Personal factors are not triggered by the environment (Shu & Cheng, 2008). It's all self-created. The research will be done on this variable to identify the factors that are the cause of depression through personal aura (Shu & Cheng, 2008).

H3. Social Factors has Positive Affect on Depression among Graduates H3.a. Family Factors can positively induce Depression in Social Factors. H3.b. Academics can positively induce Depression in Social Factors H3.c. Peers Factors can positively induce Depression in Social Factors.

H3. Social Factors has Positive Affect on Depression among Graduates

Social factors are related to the social life and activities of an individual (Costello, 1982). Social Factors are independent variable that is the high cause of producing depression (Costello, 1982). These social factors are also associated with an individual's environment (Costello, 1982). These social factors are further categorized in Family, Academics, and Peers (Costello, 1982).

H3.a. Family Factors can positively induce Depression in Social Factors.

In Family Factors the research will be done on the individual's relations with family, the activities, and behaviors at home with parents or siblings (Marton et al., 1993). Such as a person feeling depressed because his or her parents don't value him or her (Marton et al., 1993).

H3.b. Academics can positively induce Depression in Social Factors.

In Academic Factors, the research will be done on the individual's performance at an educational institute, grades, and behaviors/activities around teachers and in lectures (Hass et al., n.d.). Such as a person feel depressed because he or she doesn't will a good bonding with the Teacher or always has low attendance (Hass et al., n.d.).

H3.c. Peers Factors can positively induce Depression in Social Factors.

In Peers Factors, the research will be done on the individual's relations with friends, classmates, colleagues, and behaviors/activities around them (Kelly et al., 2015). Such as a person feel depressed because his or her friends/colleagues don't hang out with him or her (Kelly et al., 2015).

RESEARCH METHODOLOGY

Basics & Approach of Research

The current study is a quantitative study that examines the psychosocial predictors of depression among graduates (Miller, 2009). Data will be gathered by using an adaptable questionnaire; the questions are specifically chosen with due care for current study. The questionnaire has three sections with respect to our variables and involved in the study questionnaire. The main goal is to figure out how much a respondent agreed or disagreed with a statement.

The questionnaire's primary goal is to collect responses on certain variables from certain domains inside businesses. Because the current study is entirely explanatory, as we will conduct a literature review to back up the findings. Specific questions were

observed based on the literature study and included in the questionnaire to obtain input from respondents to measure each of these characteristics.

Nature of Study / Research Philosophy

Nature of the study is deductive therefore post positivism philosophy of research is followed to conduct this research (Miller, 2009). In Post positivism we usually seek after objective answers by striving to recognize, plus execution with, such preferences by the assumptions as well as info that researchers generate (Miller, 2009). The main advantage of post positivism research is that it offers a new viewpoint here through affirmation of such incorporated prejudice (Miller, 2009).

Time Horizon

Our Research will be cross sectional research. In this research, the single- or one-time data collection takes place at one time in the whole research process (Miller, 2009). Thus, this type of research doesn't involve the control of the factors beneath considering plus the constrained in that way (Miller, 2009). Cross-sectional studies permit analysts to ponder different factors (Miller, 2009).

Research Type

Our Research will be Descriptive and Explanatory research (Beer et al., 2015). In explanatory research design, research is conducted for calculating the problem or issue for more proper and clear research or investigation (Beer et al., 2015). It provides detailed information to develop hypothesis calculation (Beer et al., 2015). The overall Research design is structured (Beer et al., 2015).

The descriptive study seeks to understand why individuals do what they do and why they are who they are (Beer et al., 2015)? Humans are determined, and descriptive studies use this idea as a starting point (Beer et al., 2015). Every consequence seen in people and the social environment has a cause, which is known as causality. Every action has a result (Beer et al., 2015).

Research Design

A survey-based study will be carried out, with a questionnaire created with the aid of an articles on clinical psychology, beck inventory depression index, etc. The goal of survey research is to learn about the characteristics of the population being studied (Beer et al., 2015). Researchers utilize the findings of this study to extend outside the sample group (Beer et al., 2015).

Population

The population will be primarily from the department of University, Students enrolled in MS and doing part time jobs, married mates enrolled in my class, and other graduated individuals.

Unit of Analysis

The data will be collected from various departments of the University, job holders, married individuals, and students (Inaba, et al., 2005). This study evaluates the relationship of psychosocial predictors/factors with depression among graduate students (Inaba, et al., 2005). In this research we will analyze individuals indulged in different characters getting predictors of depression (Inaba, et al., 2005). Sometimes they are students what sort of pressure they are facing during their studies and if that

pressure is tolerable or causing any depression (Inaba, et al., 2005). Similarly, we will analyze the relationship among peers that who they spend time with each other? Is there any problem causing depression among the individual due to his peers (Inaba, et al., 2005). We will analyze those masses that are graduated, married, and has the responsibility of their families for the bread and butter so they are doing jobs as well (Inaba, et al., 2005). We observed that who those individuals are managing or getting any depression due to their major responsibilities (Inaba, et al., 2005). Similarly, we will observe the personal characteristics that is causing depression on the individual basis (Inaba, et al., 2005). For instance, person somehow thinks that he is old and unattractive so he or she may get into depression due to his or her appearance (Inaba, et al., 2005).

Data Collection / Research Tool

The following instruments were used:

a) Indigenous Demographic Information Sheet (Shahzad, et al., 2017)

Demographic Information Sheet is a crucial aspect of any survey. Collecting demographic information enables the researchers to cross-tabulate and compare subgroups to see how responses vary between these groups (Shahzad, et al., 2017). The sheet consisted of several questions; Respondent's name, age, educational qualification, family members, and marital status (Shahzad, et al., 2017).

b) Psychosocial Predictors Questionnaire (Shahzad, et al., 2017)

Psychosocial Predictors Questionnaire will be a very significant instrument that analyzed different predictors/causes of depression (Shahzad, et al., 2017). The questionnaire had 3 main factors (Shahzad, et al., 2017).

1. Personal Factors – factors related to an individual's character, personality, attributes, physical and visual appearance of the person that contributed towards depression overall.
2. Psychological Factors – factors related to mental or cognition of an individual that contributed towards depression.
3. Social Factors – factors related to social life and activities of an individual:

The questionnaire will be designed to help survey researchers determine how the above factors may influence a respondent's answers, interests, and opinions (Shahzad, et al., 2017). This questionnaire had a 5-point rating Likert scale from SA (Strongly Agree) = 5 to SD (Strongly Disagree) = 1. The aggregate totals were later analyzed for descriptive, correlation and regression analysis for the above-mentioned factors (Shahzad, et al., 2017). The respondents, overall, attempted the questionnaire carefully. Therefore, the data will be reliable and will be consistent (Shahzad, et al., 2017).

Data Collection Technique

In this research data collection technique, I will used convenient sampling technique of non-probability sampling is used (Marton et al., 1993). This sampling includes the response of those respondents who are easy for researchers (Marton et al., 1993). There is no specific patters for the inquiring through survey (Marton et al., 1993). It can

just be taken as convenient as the people present in your vicinity, streets, home, workplace, universities, etc (Marton et al., 1993).

Data Collection Procedure

The questionnaire will be made on google forms with 4 demographic items and other items were related to existing dependent and independent variables. 40 questionnaires were distributed randomly among male and female individuals through different online means such WhatsApp groups, social media platforms and communities, link sharing, and emails. This activity will be carried out in May 2022. The completed questionnaires were submitted on the google forms at the same time when given out. The timing of the activity will be almost 2 months before the final examinations when the selected sample will be undergoing variety of stresses and depression.

Data Analysis and Preparation

After the quantitative data collection through our adapted and modified questionnaires from representative sample of the people or population so our next will be to analyze data and show brief result of the data. However, before we begin to analyze the data, here are some primary early steps that are need to be accomplished. These steps will ensure that our data is correct, wholesome, and seemly for the further analysis in detail. Numeric data that will be gathered and examined quantitatively while using statistical tools and in two altered ways. Descriptive analysis narrates to statistically explaining, collecting, and presenting the constructs of interest or relationship between these variables. Inferential analysis rises to the numerical testing of the hypotheses.

Data Preparation

In the data preparation our collected data will be transformed into a machine-readable format which is also termed as numeric format. For example, a spreadsheet or a text file so that computer-based software or programs like SPSS or SAS will be able to analyze them.

Data Coding

Coding is the method of transforming data into the numerical format. A codebook is formed to monitor and control the process of coding. A codebook is a complete file contains comprehensive description of every variable of your research proposal or study. It also contains items or measurements for each variable with the exact format of each numeric, text, etc. It also has response or answer scale for each item. Regardless of the fact that whether it is calculated on a nominal, ordinal, interval, or ratio scale.

Data Entry

The Coded data will be entered into a database, text file, and spreadsheet or openly into a SPSS that is a statistical program. Mostly statistical software gives a data editor for the data entry. On the other hand, this software compiles data in their own inherent or built in format.

Consequently, it is frequently much better to enter information into a spreadsheet or database, where they can be reorganized as required, shared over programs, and subsets of information can be extricated for analysis. Moreover, whereas entering

information, the coder ought to be careful for self-evident proof of awful information, such as the respondent selecting the “strongly agree” reaction to all things independent of substance, counting reverse-coded things. On the off chance that so such information can be put in but ought to be prohibited from ensuing examination.

Missing Values

Missing is an inescapable portion of any observational information set. Many Respondents will not reply to certain questions in case they are vaguely worded or as well touchy. Such issues ought to will be recognized prior amid pretests and rectified some time recently the most information collection handle starts. While entering the data, a few measurable programs naturally treat clear passages as lost values, whereas others require particular numeric values.

Data Transformation

Now and then, it is essential to convert data values sometime recently they can be decoded.

Statistical Analysis and Interpretation

We will test the reliability of the hypothesis-collected data by the help of Cronbach's alpha in SPSS (Affairs et al., 2021). We will also analyze the statistics through correlation analysis (Affairs et al., 2021). It will show if item means and inter-item has correlations among variables (Affairs et al., 2021). Correlation is used to analyze the association and relationship among quantitative variables. In other words, it is an analysis of how variables are related to each other (Affairs et al., 2021). The study of how variables are connected is known as correlation analysis (Affairs et al., 2021). Correlations are valuable as if you can discover what association variables will (Affairs et al., 2021). You can make calculations about behavior patterns for future (Affairs et al., 2021). Knowing what the future embraces is very significant among social sciences (Affairs et al., 2021). Further tests and analysis will be done according to need and requirement (Affairs et al., 2021).

CONCLUSION

Depression is one of the fastest growing diseases in the twenty-first century. People in Generation Z, in particular, are heavily influenced by depression, particularly by the reasons stated in this research study (Aldwin & Greenberger, 1987). According to the study, having a family history of mental illness and other negative events led to higher levels of anxiety and sadness (Aldwin & Greenberger, 1987). They also discovered that persons who battled with coping, rumination, and blaming, whether directed at themselves or their parents, were more likely to suffer from mental health issues (Aldwin & Greenberger, 1987). Depression is caused by a variety of factors (Aldwin & Greenberger, 1987). It can happen for a variety of causes and depends on a range of personal circumstances (Aldwin & Greenberger, 1987). An distressing or stressful life event, such as bereavement, divorce, illness, redundancy, or employment or money difficulties, can be the catalyst for some people (Aldwin & Greenberger, 1987). Some of the most typical ways in which depression interferes with social life are as follows: Socializing less or fully withdrawing from social interaction (Aldwin & Greenberger, 1987). Unwillingness to disclose your emotions with friends. Negative effects on self-esteem and confidence (Aldwin & Greenberger, 1987).

IMPLICATIONS (PRACTICAL & THEORETICAL)

Following are the Theoretical and Practical Implications of Depression.

Practical Implications

Few would argue that depression is a homogeneous, defined disease (Heim et al., 2004). Nonetheless, research on depression often lumps people with different symptoms into the same disease category, and the hunt for probable explanations then proceeds as if depression were a single disease (Heim et al., 2004). Finally, here is a list of practical symptom-based implications that could help enhance depression research.

- i) Educational institutes should hold dedicated sessions for counselling and problems encountered by university students.
- ii) Counsellors should be employed at universities and businesses. HR should have a role in assessing the office environment and peer relationships.
- iii) Appropriate survey analysis should be carried out in both offices and universities.
- iv) Instead of making therapies a source of guilt, they should be promoted and made more widespread.
- v) Families should set aside time for recreation so that all stressors and problems among members can be discussed.

Theoretical Implications

After reviewing studies on each of the framework's domains, it is now analyzing the therapeutic implications of our viewpoint (Aldwin & Greenberger, 1987). Much of the research on depression treatment has focused on evaluating and comparing the effects of various treatment regimens (Aldwin & Greenberger, 1987). The outcomes of such psychosocial predictors can be interpreted using this paradigm. The domains that have been defined also give a technique of describing and evaluating depression predictions (Aldwin & Greenberger, 1987). Finally, the potential roles of these aspects in design are addressed (Aldwin & Greenberger, 1987).

RECOMMENDATIONS

Given the prevalence of depression among students and its harmful impact on students' abilities, future study should look into the psychometric qualities of common depression tools, as some are not designed to detect depression in students (Heim et al., 2004). Furthermore, as previously said, individuals/graduates are at a significant risk of depression (Heim et al., 2004). As a result, a larger longitudinal study with a larger sample size should be conducted to investigate depression and its associated factors in graduates in more depth (Heim et al., 2004). Furthermore, students' knowledge of depression and other forms of psychological discomfort should be increased (Heim et al., 2004). It improves as a result of particular lectures and workshops (Heim et al., 2004).

LIMITATIONS OF STUDY

This section discusses the study's weaknesses as well as potential future research (Aldwin & Greenberger, 1987). The primary limitation of this study is that the results are

based on a small number of responses (Aldwin & Greenberger, 1987). This study's sample size remained a constraint. Despite the fact that the study received a response equivalent to previous studies in this area (Aldwin & Greenberger, 1987). Due to methodological limitations of past research, particularly problems arising due to poor sample selection and cross-sectional design (Aldwin & Greenberger, 1987). Traditionally, testing reciprocal and dynamic models of the link between contextual variables and depression has been too difficult, but methodological and statistical advances are making this more realistic (Aldwin & Greenberger, 1987). There is no such thing as clinical depression. Models are used to check the depression score. Cause and effect correlations cannot be determined using descriptive research. Respondents may not be genuine or provide socially acceptable responses when answering survey questions (Aldwin & Greenberger, 1987). The selection and wording of questions on a questionnaire might have an impact on the descriptive findings (Aldwin & Greenberger, 1987). Because our study is cross-sectional, it may result in bias in the investigation (Aldwin & Greenberger, 1987).

DECLARATIONS

Acknowledgement: We appreciate the generous support from all the contributor of research and their different affiliations.

Funding: No funding body in the public, private, or nonprofit sectors provided a particular grant for this research.

Availability of data and material: In the approach, the data sources for the variables are stated.

Authors' contributions: Each author participated equally to the creation of this work.

Conflicts of Interests: The authors declare no conflict of interest.

Consent to Participate: Yes

Consent for publication and Ethical approval: Because this study does not include human or animal data, ethical approval is not required for publication. All authors have given their consent.

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