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Original article

INVESTIGATION OF DEPRESSION LEVELS OF UNIVERSITY STUDENTS INACTIVE FROM THE PHYSICAL DIRECTION

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Abstract

Objectives. Among the mental disorders that require help in our society and among university students, depression is the most common but often overlooked. As depression causes a decrease in life satisfaction and functionality in terms of person-environment, this research was conducted to determine the levels of depression and related factors of students who are inactive in terms of physical activity.

Methods. The research is descriptive. The students of a university are the universe of the study. According to the voluntary physical activity survey, 150 university students who were inactive in terms of physical activity constituted the sample of the study. The data were collected by using "Introductory Information Form" and "Beck Depression Scale" (BDI). The data of the study were evaluated by using SPSS 15.0 (Statistical Package for Social Science) statistical package program. After collecting the data, the option researchers selected by each individual for each item included in the scales were entered into the SPSS program and the total scores of the individuals were calculated. In evaluating the demographic data of the research, chi-square analysis was used to evaluate the relationship between number and percentage distributions, socio-demographic characteristics and Beck depression scale.

Results. The majority of students live in the male (56.6%) and the majority live in the 19-22 age group (77.2%) and in dormitory and student homes (87.1%). Most of them are satisfied with their place (63.3%) and sometimes have problems with the people they live (67.9%); It was determined that he chose the department they read intentionally (69.3%) and were satisfied with their schools (52.8%). It was determined that most of the students always felt loved (53.4%). When the students' scores on the depression scale were evaluated, it was found that 44.8% had no depressive symptoms, 31.1% were "mild", 15.2% were "moderate" and 7.9% were "depressed". While variables, father's education, and voluntary selection of the department do not affect the level of depression ($p > 0.05$), income level, number of siblings, place of residence, satisfaction from the place and school, maternal education, and thinking of being loved are found to be effective on depression levels ($p < 0.01$).

Conclusion. It was concluded that having siblings, living with the family, being dissatisfied with the place and school, being less loved and thinking that life was meaningless and being alone was increasing the tendency and depression among university students.

Key words. Student, Depression, Frequency.

Introduction

Depression is a mental illness that causes the individual to feel sad, anxious, guilty, worthless, and symptoms such as indifference to other activities / hobbies, sleep disorders, loss of appetite and sexual desire, social isolation and concentration disorder become evident. Depression is responsible for 4.3% of the global disease burden and is ranked among the most common causes of disability (WHO 2013). Turkey Chronic Disease Prevalence Survey by the prevalence of depression in women in Turkey, 13.1%, 5.0% in men and 9.3% in total (Ergör and Unal 2013). Academic pressures, financial stress, irregular sleep patterns and living away from home (Auerbach et al. 2016),

low socioeconomic level, family history, psychosocial environment can cause mental health problems among university students (Yu et al. 2015, Zhai et al. . 2016). A study shows that 20.3% of students have anxiety, mood, behavioral, and substance use disorders each year (Auerbach et al. 2016). Physical activity, which has a positive effect on mental health, can be effectively used to reduce symptoms of depression and anxiety, minimize the impact of stress and increase positive emotional well-being (Stathopoulou et al. 2006, Nabkasorn et al. 2006, Taliaferro 2009, Cahuas et al. 2019). In the current study, especially university students who were physically inactive were studied. Especially in this group, it was aimed to examine the level of

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depression and the factors affecting it.

Method

A sample of 150 students volunteering to participate in the research was formed. The research is planned in a descriptive relational type. The students of a university are the universe of the study. In determining the sample of the research, the sampling method whose universe is known was used and the sample was calculated as at least 147 individuals. According to the physical activity survey (Ozturk 2005), 150 students in the inactive group who agreed to participate in the study were included in the study.

Data Collection Techniques and Tools

The International Physical Activity Questionnaire was used to determine the students to be included in the data collection. These data were used only to determine the sample of the study. Personal Information form with sociodemographic data and "Beck Depression Scale" were used. The data were collected by the researchers by face-to-face interview method in the classroom.

Personal Information Form

Personal Information Form consisted of questions such as age, gender, education level of mother and father, number of siblings, place of residence, perception of health, satisfaction from where they live, relationships with those around, school satisfaction.

Beck Depression Inventory

The Beck Depression Inventory, consisting of 21 items, measures somatic, cognitive and motivational symptoms, developed to assess the degree of various depressive symptoms. It is a test frequently used in epidemiological research and evaluation of treatments. Items are related to depressive symptoms and behaviors, and each item is scored between 0-3 points. The first form of the inventory was developed in 1961 and revised in 1978. There is high correlation between both forms. The validity and reliability study in Turkish was done by Hisli and it was stated that the cut-off score of BDE was accepted as 17. The reliability coefficient of the scale is $\alpha = .92$ (Savaşır & Şahin, 1997). It is classified as minimal depression between 0-13 points, mild depression between 14-19 points, moderate depression between 20-28 points and severe depression between 29-63 points (Savaşır & Şahin, 1997). The subgroups of the scale are: depressed mood, pessimism, feeling of failure, cheerlessness, feelings of guilt, dislike, self-blame, suicidal desire, crying spells, irritability, social withdrawal, pessimism, distortion of body image, not working, sleep disorder, fatigue, loss of appetite, weight loss, somatic complaints, loss of libido and punishment (Hisli 1998).

Table 1. Distribution of students' depression levels

| Variable | Number | % |
|--|--------|------|
| Minimal depression (0-13 points) | 67 | 44,8 |
| Mild depression (between 14-19 points) | 48 | 32,1 |

Collecting data

The data of this study were collected from students by face-to-face interview technique in the classroom.

Ethical and Legal Aspects of the Research

The research started after obtaining ethical approval and institutional permission. Verbal permissions of individuals were obtained before starting the research. The purpose of the research, the duration and duration of the research will be briefly explained in a language they will understand, and the principle of "Informed Consent", the principle of "Autonomy", stating that the students can withdraw from the research whenever they want, the principle of "Protection of Confidentiality and Privacy" has been fulfilled by saying that the individual information will be protected after being shared with the researcher. Before the forms to be used in the research were given, necessary explanations were made orally, and care was taken to create a quiet environment with little stimulus during application.

Evaluation of the Data

The data of the study were evaluated by using SPSS for Windows 15.0 (Statistical Package for Social Science) statistical package program. After collecting the data, the option researchers selected by each individual for each item included in the scales were entered into the SPSS program and the total scores of the individuals were calculated. In evaluating the demographic data of the research, chi-square analysis was used to evaluate the relationship between number and percentage distributions, socio-demographic characteristics and Beck depression scale.

Results

The majority of students live in the boys (56.6%) and the majority live in the 19-22 age group (77.2%) and in dormitories and student homes (87.1%). Most of them are satisfied with their place (63.3%) and sometimes have problems with the people they live (67.9%); It was determined that he voluntarily selected the department they studied (69.3%) and were satisfied with their school (52.8%). It was determined that most of the students always felt loved (53.4%). The mean scores of the students' depression scale were found to be 18.35 ± 4.08 .

When the students' scores on the depression scale were evaluated, it was found that 44.8% had no depressive symptoms, 32.1% were "mild", 15.2% were "moderate" and 7.9% were "depressed" (Table 1).

| | | |
|--|----|------|
| Moderate depression (20-28 points) | 23 | 15,2 |
| Severe depression (between 29-63 points) | 12 | 7,9 |

When the relationship between the sociodemographic characteristics of the students and the Beck depression scale was evaluated, it was seen that the mean scores of depression of women were higher than the mean score of men and the difference was statistically significant ($p < 0.01$). Those who live in the metropolitan for the longest time ($p < 0.01$), those who perceive the level of income at a moderate level ($p < 0.01$), those whose mother education level is primary school / secondary school ($p < 0.01$), those who do not have siblings ($p < 0.01$) and those who did not live with

their family were found to have a higher mean score for depression scale, and the difference was statistically significant ($p < 0.01$).

Those who do not think they are loved by their surroundings ($p < 0.01$), who are not satisfied with the place they live ($p < 0.01$), those who are not satisfied with the section they read ($p < 0.01$), those who do not like being alone ($p < 0.01$) and life is pointless. Depression scale scores of those who thought to be higher were found to be higher, and the difference was statistically significant ($p < 0.01$) (Table 2).

Table 2. Evaluation of students' sociodemographic characteristics and depression levels

| Variable | Beck Depression Scales MEAN±SD | Test value p |
|--|-----------------------------------|---|
| Gender | | |
| Woman | 24,25±4,37 | X²: 4,762 p:0,01* |
| Male | 12,45±2,26 | |
| The longest lived place | | |
| District | 25,35±2,04 | X²: 0,179 p:0,01* |
| Big city | 11,35±1,27 | |
| Perceived Income level | | |
| Good | 10,46±3,45 | X²: 2,226 p:0,01* |
| Middle | 26,24±4,60 | |
| Perceived Health Status | | |
| Good | 11,23±2,78 | X²: 3,984 p:0,01* |
| Bad | 25,47±4,05 | |
| Father's Educational Status | | |
| Elementary / Middle School | 17,67±4,02 | X ² : 3,806 p:0,34* |
| High school and above | 19,03±5,16 | |
| Mother's Educational status | | |
| Elementary / Middle School | 24,35±2,09 | X²: 1,356 p:0,01* |
| High school and above | 12,35±4,06 | |
| Having siblings | | |
| Yes | 11,46±2,45 | X²: 0,168 p:0,01* |
| No | 25,24±7,36 | |
| Living with the family | | |
| Yes | 11,09±3,56 | X²: 0,603 p:0,01* |
| No | 25,61±5,03 | |
| Don't think you're loved by your surroundings | | |
| Yes | 8,35±4,73 | X²: 3,068 p:0,01* |
| No | 28,35±7,28 | |
| Satisfaction from where you live | | |
| Yes | 8,74±2,76 | X²: 2,653 p:0,01* |
| No | 27,96±6,82 | |
| Satisfaction from the department he read | | |
| Yes | 10,32±3,89 | X²: 0,274 p:0,01* |
| No | 26,38±5,75 | |
| Don't like being alone | | |
| Yes | 25,24±5,25 | X²: 0,367 |

| | | |
|---------------------------------|------------|-----------------------------|
| No | 10,67±3,57 | p:0,01* |
| Don't think life is meaningless | | |
| Yeah | 27,65±4,47 | X²: 0,421 |
| No | 9,05±4,72 | p:0,01* |

*p<0,01

Discussion

The youth period is a critical process in which many physical, emotional and social changes are experienced and efforts to find identity are continuing psychosocially. It is important to reveal the mental health findings of the university youth, who faced a new social environment and started a different academic life. On the other hand, the physical activity level of individuals also affects mental health. Studies reveal the relationship between physical activity and depression (Stathopoulou et al. 2006, Nabkasorn et al. 2006, Taliaferro 2009, Berk et al. 2018, Cahuas et al. 2019). In this study, it is thought that examining the level of depression and related factors in university students, who are physically inactive, will contribute to the field. In the discussion, some variables related to depression level are discussed.

Depression is reported to be the leading health problem for both genders, and is more common in women than men (WHO 2013). In the current study, it was found that the average of depression scores of female students was higher in the physically inactive group (Table 2). In a study similar to the findings of the current study, it was found that the total depression scores of female students were higher than male students and the total physical activity score of male students was significantly higher (Cahuas et al. 2019). In another study conducted with female students, it was reported that depression symptoms were observed in one of four students (25.6%) (Açıkgöz et al. 2018). On the other hand, there are studies in which there is no difference between the genders in terms of depression scores (Ahmadi et al. 2014, Yu et al. 2015).

It can affect mental health of individuals in economic characteristics (WHO 2013). In the current study, it was found that those who perceived their economic status as moderate had higher depression scores (Table 2). In other studies similar to the findings of the study, it was found that those with low economic level had a higher risk of depression (Deveci et al. 2013, Yu et al. 2015, Açıkgöz et al. 2018).

It is reported that psychiatric disorders are frequently seen in those with any physical health problems, primarily depression (Günay et al. 2011, Reyes-Rodriguez et al. 2013). In the current study, it was found that those who perceive their health well were having higher mean depression scores (Table 2). It supports the current study finding in other studies similar to the current study (Deveci et

al. 2013, Reyes-Rodriguez et al. 2013, Dinç et al. 2014, Kontoangelos et al. 2015, Açıkgöz et al. 2018).

Another variable that affects depression is the education of the mother and father. In the current study, a significant relationship was found between the educational status of the parents and the mean scores of depression. In studies conducted, it was reported that there was a significant relationship between parental education level and depression status similar to current study findings (Yu et al. 2015, Zhai et al. 2016), but unlike current study findings, there was no significant relationship in some studies (Güler et al. 2014, Açıkgöz et al. 2018). It can be thought that positive family characteristics can positively affect students' mental health. When the other variables that affect the level of depression were examined in the current study, it was found that those who did not live with their family, who did not think that they were loved by their environment, who were not satisfied with the department they read, who liked to be alone, who thought that life was meaningless were high (Table 2). In other studies, it was reported that mental health status was affected by many variables (Kontoangelos et al. 2015, Yu et al. 2015, Zhai et al. 2016). With youth mental health centers that can be located on university campuses for students at risk of depression, early diagnosis, health-protecting and improving services can be provided to students.

Conclusion

It was concluded that having siblings, living with the family, dissatisfaction with the place and school, and the desire to be alone and to think that life is meaningless and lonely increases the tendency and severity of depression among university students. Emotional preparation of students for their professional lives; In this context, it has been suggested by consultancy units to be included in orientation programs, to be screened for support for depression tendency, to develop adaptability skills and to be directed to social activities.

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