

Determining the Depression Perception and Decision-making Levels of Students

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ABSTRACT The objective of this present study is to find whether the depression perception of the students of the faculty of sports sciences and the physical education, and sports colleges has an effect on their decision-making. Significant differences were found in terms of the variables of gender, grade level, the department where they study and the place they live. Accordingly, it was concluded that depending on the increased perception of depression of the students about themselves, a very slight increase was seen in the level of their dilatory decision-making.

INTRODUCTION

The first person who defined depression was Hippocrates of Ancient Greece. Explaining this state with excessive black bile, Hippocrates called depression “melaine chole” (Jadhav 2000). Depression is defined as a process of developing a negative concept of ego comprising mood changes such as sadness, loneliness and indifference- a wish of self-punishment of regression in the form of escaping or hiding from desires or destroying them- the vegetative changes such as eating disorders, insomnia and loss of libido- changes in the activity level, such as agitation and delay- and self-accusation and self-condemnation (Beck and Alford 2009). Depression is defined with symptoms such as the feeling of worthlessness, insomnia or excessive sleeping, significant weight losses or weight gain, a decrease in the interest in almost all activities, depressive emotional state, fatigue, exhaustion or loss of energy, the state of psychomotor agitation or regression, decrease in the ability of focusing thoughts on a certain subject or indecision, and repeated thoughts of death

and suicide (Cirhinlioglu and Ok 2010). Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy (Ramamurthy et al. 2015). It has been reported that the individuals having depression and suicidal thoughts have higher depression scores (Klomek et al. 2011). In depressive individuals, the interest in the usual activities and entertainment disappears and loss of weight and insomnia are experienced. They consider the situation they are in as hopeless, sad and distressful and perceive themselves to be at unfairly low levels. This state of the individual persists in an explicit way and he/she comes to a state where he/she cannot take care of himself/herself again- and the severity of the breakdown is at a high level (Arkonaç 2005). It has been proposed that it is not important whether daily experiences and the personality traits match, but rather depression may develop based on many different living experiences whether or not they correspond with certain personality traits (Kabakçi 2001). The individuals who are prone to depression are inclined to put the blame for negative events on internal, integrated and balanced factors, and as a result, they encounter lack of self-worth and helplessness. On the other hand, depressive people are more inclined to relate the desired, positive results to external, definite, specific and variable factors. Depressive people believe that the reason for their

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helplessness is their own faults, and this makes them remain helpless for a long time and to continue to experience helplessness in their current state, and as a result, depression develops (Abramson et al. 1978).

Decision-making is defined as determining one or more options among the possible options in accordance with the target and objectives. Making correct and timely decisions brings about many advantages for people (Eroglu and Lorcü 2007). Decision means the selection of the way of action, which is considered as the most suitable one among the possible ways of action at hand, in order to achieve an objective under the existing conditions. Decision-making is the total of the physical and mental efforts related to making a selection and preference among various events (Byrnes and McClenny 1998). Decision is a suitable reaction to an event requiring an action. Decision-making is the action of selecting from among a number of alternatives (Yildiz 2012). Decision-making can be defined as the selection of the most suitable one from among the possible ways of solving a problem (Dagli 2004). Simultaneously, this complexity of decision-making makes a negative impact on the individual in decision-making (Acar 2015, 2012; Deniz 2004). Decision-making is the process of selecting from among the alternatives after obtaining information about the alternatives in order to reach to the most suitable conclusion for the situation (Chatoupis 2007). While collecting information in the process of decision-making, individuals use their established cognitive styles as a basis in separating both the concepts and information in order to internalize them (Scott and Bruce 1995). Most research on decision-making focusses on the former type of information processing (Vallabh and Singhal 2014). Decision is the selection of the one considered to be the most suitable from among a number of possible ways of action based on the possibilities at hand, and under the existing conditions. Decision-making is the combination of the physical and mental efforts related to making a selection and preference from among various situations (Yildirim and Ozkahraman 2011).

METHODOLOGY

Research Design and Analysis

Causal-comparative, descriptive and correlational models were used as the method in this

present study. The data obtained by means of the survey was analyzed and evaluated by using the SPSS 13.0 statistics program. The frequency (f) analysis was carried out in order to describe the demographical information about the participating students. The t test and one-way ANOVA test were conducted in order to determine whether the depression perception of the students and their decision-making styles differed depending on their demographical situation. In order to determine whether there was a significant correlation between the depression perception of the students and their decision-making styles, the correlation coefficient between the two groups was examined. The interpretation of the Pearson Correlation Coefficient will be carried out based on the following table.

Sample and Sampling

The study group comprised of a total of 335 students, 112 of which were females and 223 were males, selected from among the students studying in the spring semester of the 2014-2015 educational year, which included the 164 students studying in the departments of 'Physical Education and Sports Teaching' and 'Sports Management' Faculty of Sports Sciences in Usak University, 99 students studying in the Physical Education and Sports College in Burdur Mehmet Akif Ersoy University, and 72 students studying in the department of Physical Education and Sports Teaching in Bülent Ecevit University in the province of Zonguldak.

Data Collection

The Depression Inventory developed by Beck et al. (1961) has been used in many studies in various countries and studies have been made on its validity and reliability both by Beck and other researchers. Hisli (1988) conducted the validity study of the Beck Depression Inventory on Turkish university students (Hisli 1989). The Melbourne Decision-making Scale was used as the secondary data collection means. This scale was originally developed by Mann et al. (1998) as the "Melbourne Decision-making Questionnaire" and it was adapted to Turkish and its validity and reliability studies were carried out by Deniz (2004).

RESULTS

It can be seen that the depression perception of the students and their avoidant decision-

making, dilatory decision-making and panic decision-making styles do not differ depending on their grade levels ($p>0.05$). On the other hand, it can be seen that there is a significant difference between the factors of 'self-respect in decision-making' and 'careful decision-making' depending on the grade levels of the students ($p<0.05$) (Table 1).

There are no significant differences in the students' self-respect in decision-making and their decision-making styles depending on the departments they study in ($p>0.05$). On the other hand, it can be seen that there are significant differences in their depression perception depending on the department they study in ($p<0.05$). Accordingly, the depression perception of the students studying in the department of sports management has been found to be higher in comparison to the depression perception of the students studying in the department of physical education and sports teaching (Table 2).

There are no significant differences in the students' depression perception, their self-respect in decision-making, their careful decision-

making styles, their avoidant decision-making styles and their dilatory decision-making styles depending on their place of residence ($p>0.05$). On the other hand, a significant difference has been found in the students' 'panic decision-making' depending on their place of residence ($p<0.05$) (Table 3).

It can be seen clearly that there is a significant difference between the panic decision-making among the students living in little towns than among the students living in province centers, district centers and villages. Accordingly, the level of panic decision-making of the students living in little towns is significantly higher than the level of panic decision-making of the students living in province centers, district centers and villages (Table 4).

There is a slight negative correlation between the depression perception of students and their self-respect in decision-making ($R = -0.326$). Based on that, it can be concluded that increased depression perception of the students about themselves results in a decrease in their self-respect in decision-making (Table 5).

Table 1: The comparison of the depression perception of the students, their level of self-respect in decision making, and their decision making styles by their grade levels

Variables		Total of the squares	Average of the squares	F	P
Depression perception	Among the grade levels	0.289	0.096	0.683	0.563
Self-respect in decision making	Among the grade levels	2.323	0.774	6.291	0.000
Careful decision making	Among the grade levels	3.814	1.271	8.359	0.000
Avoidant decision making	Among the grade levels	1.367	0.456	2.102	0.100
Dilatory decision making	Among the grade levels	0.243	0.081	0.340	0.797
Panic decision making	Among the grade levels	0.119	0.040	0.167	0.918

Table 2: Comparison of the depression perception of the students, their level of self-respect in decision making, and their decision making styles depending on the department where they study

	Department	N	Avrg.	SD	P
Depression Perception	Physical Education and Sports Teaching	253	1.46	0.36	0.002
	Sports Management	81	1.61	0.40	
Self-respect in Decision Making	Physical Education and Sports Teaching	254	2.51	0.36	0.375
	Sports Management	81	2.47	0.36	
Careful Decision Making	Physical Education and Sports Teaching	254	2.57	0.40	0.348
	Sports Management	81	2.52	0.40	
Avoidant Decision Making	Physical Education and Sports Teaching	254	1.66	0.46	0.229
	Sports Management	81	1.73	0.49	
Dilatory Decision Making	Physical Education and Sports Teaching	254	1.85	0.48	0.090
	Sports Management	81	1.95	0.51	
Panic Decision Making	Physical Education and Sports Teaching	254	2.04	0.49	0.303
	Sports Management	81	2.11	0.47	

* $P<0.05$

Table 3: Comparison of the depression perception of the students, their level of self-respect in decision making, and their decision making styles depending on the variable of the place of residence

Variables		Total of the squares	Average of the squares	F	P
Depression perception	Among the places of residence	0.351	0.117	0.829	0.479
Self-respect in decision making	Among the places of residence	0.157	0.052	0.404	0.750
Careful decision making	Among the places of residence	0.091	0.030	0.185	0.907
Avoidant decision making	Among the places of residence	1.599	0.533	2.466	0.062
Dilatory decision making	Among the places of residence	0.846	0.282	1.195	0.312
Panic decision making	Among the places of residence	2.008	0.669	2.904	0.035

Table 4: Comparison of the depression perception of students and their panic decision making depending on the variable of the place of residence

Variables	(I) Place of residence	(J) Place of residence	Difference between the averages (I-J)	Standard error	P
Panic Decision Making	Province Center	District Center	-0.001	0.067	1.000
		Village	0.002	0.092	1.000
		Little Town	-0.455	0.155	0.019
	District Center	Province Center	0.001	0.067	1.000
		Village	0.003	0.105	1.000
		Little Town	-0.454	0.163	0.029
	Village	Province Center	-0.002	0.092	1.000
		District Center	-0.003	0.105	1.000
		Little Town	-0.457	0.175	0.046
	District Center	Province Center	0.455	0.155	0.019
		District Center	0.454	0.163	0.029
		Village	0.457	0.175	0.046

Table 5: Correlation between the depression perception of the students and their opinions on self-respect in decision making

		Depression perception	Self-respect in decision making
Depression Perception	Pearson Correlation	1	-0.326 **
	Sig. (2-tailed)		0.000
Self-respect in Decision- making	N	334	334
	Pearson Correlation	-0.326 **	1
	Sig. (2-tailed)	0.000	
	N	334	335

** Correlation is significant at the two-way level of 0.01.

DISCUSSION

It has been found out that the students' depression perception, as well as their avoidant decision-making, dilatory decision-making and panic decision-making styles, do not differ depending on their grade levels. As for the factors of self-respect in decision-making and careful decision-making, significant differences have been found in these factors depending on the grade levels of the students ($p < 0.05$). It can be said that the students were careful when they were making their decisions (Acar 2015). The

average of the answers the students gave to the questions about their depression perceptions were found to be 1.50. Based on this result, it can be suggested that, in general, the symptoms of depression have not been determined among the students participating in the study. When the questions in the depression scale are considered separately, a lower depression perception can be seen in two questions. In these entries, the results such as, "I feel that I could be punished for some things" and "I get angry and enraged easier than ever" have been obtained. It can be seen that there is a significant

difference between the first grade students, and second and third grade students in terms of the factor of self-respect in decision-making.

When the differences between the averages are considered, the level of self-respect in decision-making has been found to be significantly lower among the first grade students as compared to the second and third grade students. It can be seen that there is a slight negative correlation between the depression perception of the students and their careful decision-making styles ($R = -0.183$). Based on this result, it can be suggested that the careful decision-making levels of the students slightly decreases depending on the increase in their depression perception about themselves. It has also been found that there is a slight positive correlation between the depression perception of the students and their avoidant decision-making styles ($R = -0.119$). This may occur, at least in part, via a modulatory effect of stress and depression on decision-making (Robinson et al. 2015). Based on this result, it can be suggested that the avoidant decision-making levels of the students slightly increases depending on the increase in their depression perception about themselves.

In line with other studies (McClure and Loden 1982; Spendlove et al. 1984; Stack 1985a, 1985b; Richards 1991; Jahangir et al. 1998; Strawbridge et al. 1998), Cirhinlioglu and Ok also found no significant relations with depression in the study they conducted in 2010. When Table 4 is examined, a significant difference will be seen between the students living in little towns and the students living in province centers, district centers and villages in terms of the factor of panic in decision-making. Accordingly, the panic decision-making level of the students living in little towns has been found to be significantly higher in comparison to the panic decision-making levels of the students living in province centers, district centers and villages. Investigating the findings about the relation between the place of residence and depression, Adiyaman (2010) drew the conclusion that the children living in villages have a much higher level of depression when compared to the children living in districts, and that the children living in rural areas experience more problems in terms of depression when compared to the children living in urban areas.

CONCLUSION

No significant differences have been found out between the students' depression percep-

tions, their self-respect in decision-making, their careful decision-making styles, their avoidant decision-making styles and their dilatory decision-making styles depending on the place of residence. On the other hand, significant differences were found out among the groups in terms of their panic decision-making styles depending on the variable of the place of residence. When the students' depression perceptions, their self-respect in decision-making and their decision-making styles are compared based on their demographical features, no significant differences were found between the groups in terms of the variables of "the level of doing exercise" and "the type of accommodation". On the other hand, significant differences have been found in this category depending on the variables of gender, the grade level, the department where the students study and the place of residence. No significant differences were found between the depression perception of the students, and between their avoidant decision-making, dilatory decision-making and panic decision-making styles depending on their grade levels. On the other hand, significant differences were found between the factors of self-respect in decision-making and careful decision-making depending on the students' grade levels. As a result of the correlation analyses carried out in order to determine whether there are significant correlations between the depression perception of the students, their self-respect in decision-making and their decision-making styles, it has been discovered that there are significant correlations between the students' depression perceptions, their self-respect in decision-making, their careful decision-making styles, their avoidant decision-making styles, their dilatory decision-making styles and their panic decision-making styles. It can be seen that there is a very slight positive relation between the students' depression perception and their dilatory decision-making styles. Based on this finding, it can be concluded that the dilatory decision-making levels of the students increase very slightly depending on the increase in their depression perception about themselves.

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