

The relationship between reactive depression and academic success among female students in Kuwait's college of basic education

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Abstract: This study explores the association of family support, educational environment, self-efficacy, and academic achievements with the intention of providing a different dimension to the factors affecting students' performance. A quantitative survey method was used to analyze data using regression. Based on the findings, family support and self-efficacy transformed into a negative outcome towards success in academia, which means that when families are highly supportive, children may become overconfident, leading to poor performance. The educational environment, on the other hand, did not have any influence, thus showing how the generalized strategies adopted by institutions may not necessarily be the most ideal for students based on individual needs. These results contradict traditional views on the universally accepted outcomes of these factors, highlighting their contested and complicated roles in academic success. The contribution to theory is also significant as the study engages with contextually relevant perspectives and further seeks moderated variables for future examination. Practical implications are also highlighted, such as the need for families, educational institutions, and policies to implement balanced family engagement programs, self-regulation mechanisms, and specific educational contexts.

Keywords: *Academic Success, Educational Environment, Family Support, Reactive Depression, Self-efficacy.*

1. Introduction

Academic success is a fundamental concern for students and educators alike, serving as a critical benchmark for personal growth and institutional effectiveness. Historically, studies and theories linked this success to more cerebral abilities such as cognitive skills, problem-solving, and educational readiness [1]. Today, however, it is equally appreciated as the outcome of wider, intricate networks of psychological, social, and geographical integration. These factors create the basis for the degree to which students can adjust, struggle, and eventually succeed within their learning experiences. As many factors can interrupt this process, it is especially depressed mood that has been regarded as an obstacle to success and is classified as a mental health issue [1, 2].

Also known as situational depression, reactive depression is the situational type of depressive disorder which has an overwhelming outside cause. In most cases, debilitating feelings lead to loss of interest and motivation and poor cognitive ability. All of these can cause difficulty in focus, a lack of involvement in academic work, and the quality of academic work deterioration. In contrast to these other types of depression, reactive depression tends to be situation-specific; that is, it arises in response to certain environmental or situational stressors such as family issues, education stress, or feelings of loneliness. Consequently, its effect on students' academic performance is highly situational and dependent on whether the students have buffers in their environments [2]. In the case of college education, situational depression is drastic, especially in the regions of social, cultural, and educational transgress. To the college students studying in the College of Basic Education for Girls in Kuwait, such situations may include threat of academic pressure coupled with perceived gender roles, and family

commitments with education [3]. Such stressors might worsen the effects of situational depression and increase the obstacles that students face when it comes to academic work. One of the factors that correlates with reactive depression is family support and relations. Families are often the first providers of emotional or even psychological support but with the presence of depression, the nature of these dynamics may change. Those students who come to college and have a background of reactive depression find it difficult to emphasize. They may find family aspects of interaction less helpful which makes the family support in terms of motivation to academics rather useless. The school setting also plays a significant part in determining what level of success a student can reach. An understanding and expanded such educational environment can help to cushion the depression, while such features as performativity or lack of necessary support may contribute to the worsening of student's wellbeing. In the case of students from Kuwait, the educational surrounding also has to consider the surrounding culture such as the presence of mental illness treatment measures and the mental health perception of fellow students and colleagues. Self-efficacy or in other words the conviction that one will be able to accomplish something is one of the copious descriptive components that determine the extent or severity of reactive depression. People with a high conviction that they can achieve success are more likely to complete their education even if they suffer from depression while people with little confidence in their ability to do so may aggravate the situation by both being depressed and doubting self-achievements [3, 4].

Reactive depression has more or less emerged as a problem among the students in higher education and may affect their academic performance. Considering the female students at the College of Basic Education for Girls in Kuwait who are suffering from reactive depression, those students might be financially and emotionally disturbed and are rated low on the level of cognitive function which affects their studies in a negative way [5]. There is, however, a dearth of research encompassing how family support, the educational environment and self-efficacy affect the relationship between reactive depression and academic achievement in regard to this population. The integration of these moderators with reactive depression is crucial in devising effective strategies and support systems. This is the gap that this study seeks to fill by investigating these relationships in the singular context of the College of Basic Education for Girls in Kuwait. In this way, it attempts to recommend feasible actions, which assist educators and decision makers or even parents in dealing with the mental health issues of students and improving their learning outcomes. Emphasizing their relevance to the Kuwaiti culture and educational system, the outcomes of this study from strategies that assist students in all areas including mental ones aiming an education that is more complete.

2. Research Questions

1. What is the nature of the relationship between reactive depression and academic success of the female students of the Basic Education College for Girls in Kuwait?
2. How do the educational environment, family support and self-efficacy influence the academic success of students with reactive depression?

3. Literature Review

3.1. Definition and Characteristics of Reactive Depression

Reactive depression is, however, known in certain quarters as situational depression or adjustment disorder with depressed mood. Reactive depression appears to link with events of an individual's environment overloads his or her coping mechanisms. This form of depression can be described as a depression associated with a particular stress along his or her life history or life events. For example, such stress is losing a beloved person, such stress is changing the condition for the existence of man, such stress as the case may be, is troubling stress [5].

Otherwise, this depression does not resemble in the wake of depression (depression). This may occur in situational reactive depression as it relates to such events as trauma or sudden accidents. They often feel like a depressed patient faces undue pressure from an environmental point and stresses that forward

pressure breaking point in their emotion and reaction modalities. They tend to be of acute duration and state with a quintessential and characteristic event. They occur in sequence wherein the event that triggers the stress to the person and gradually builds up to an period of adjustment which occurs over the course of time [6].

3.2. Prevalence and Context of Reactive Depression in Arab Nations

Reactive depression is a significant mental health challenge faced in the Arab world, reflecting the prevailing social, cultural and economic factors. In the Arab Gulf region, roughly 29% of people are said to suffer from depression, with Iraq, Tunisia and Palestine being the most affected due to war and conflicts. In addition, stress which is also an antecedent comes first before reactive depression is reported in about 35% of the people in the region. Urban centers in Lebanon and Libya for instance dominate depression rates compared to rural areas, except that in Iraq and Tunisia, depression in rural populations is higher than in urban areas. Mental health services in the Gulf Cooperation Council (GCC) states which include Kuwait, are improving but are at development stage. For instance, in Kuwait, there is insufficient overall information on available mental health treatment and counseling services. In the region are the efforts to promote the national strategies on mental health, for instance Qatar's 2013 initiative and Saudi Arabia's Vision 2030 which aim to ameliorate the access to mental health services using telemedicine and community resources. These figures point to the glaring need for plugging the gaps with appropriate resources to cater for the requirement of culturally appropriate mental health care services targeting reactive depression and related disorders in Arab World [7, 8].

3.3. The Concept of Family Support in Volatile Depression

It is quite apparent that family support assists in reducing depressive effects, especially so among Arabs in the event of reactive depression. This has been due to the centrality of family among the Arabs. Powerful friends and family members always provide emotionally and practically assistance which helps in preventing or avoiding depression. As an Ex: Spear families of actively open-minded approach among themselves and try to understand each other and encourage the sharing of emotional problems which can serve to alleviate or such things as depression, anxiety and other features [8, 9].

But in some, the overprotective factors are there which affects family patterns instead of nurturing them. Such practices include overpowering affiliations, losing individuality or being too expectation driven which are prominent in ultra-traditional cultures, trigger depression. In addition to this the family outlook towards mental illness in itself is a deterrent to seeking assistance in the most case, they rely on the help of relatives or spiritual guidance. Research found out that people with strong family support will have a quicker recovery period from depression that those with poor family integration or lack of family support. In order to support mental progress in society, Nana believes, the goal of the approaches enhancements should be based on advocacy and family cope strategy, destroying the stigma of seeking the assistance and applying preventive measures that can help with the attacks of resistance serving depression [8, 10].

3.4. Educational Environment Dealings with Reactive Depression

Students' mental health is substantially affected by educational pressure which is the case in various Arab countries. People belong to cultures in which success in academics is extremely important face huge amount of stress emanating from parents, teachers, and society in general. Such situations can create feelings of inferiority and low self-esteem, which unfortunately are common symptoms of reactive depression especially when students feel that they are unable to live up to these expectations [11]. The situation is also worsened by issues of bullying, competition among school mates as well as absence of adequate mental health support within the school systems. When students go without proper emotional support or work under punitive teaching they exhibit more depressive symptoms. In contrast, schools that encourage a perspective of compassion and community where there are counseling services greatly contribute to the mental wellbeing of the students. When looking at ways of reducing reactive

depression within educational practices it is important to look at promoting integration of emotional support with the academic work without losing the overall rigor of work. Formulating policies that address bullying behavior, enhancing targeting of mental health students and counselors may help in curtailing adverse mental health in the light of increased academic stress [12].

3.5. Self-Efficacy

Self-efficacy, envisioned by Bandura as an estimate of one's capabilities in getting a job done could also be seen in self-handicapping perspectives where one believes that despite compromised commitment, an outcome will be successful. Nevertheless, that person can in the future perform successfully with greater efforts. Still recall that self-efficacy is a trait strongly related with motivation [13]. This is because high self-efficacy individuals are the type who set high goals, work on them and do not take failure as the end. But rather uses appropriate means to still work why at all it was that achieving the target proved hard for them. And there are four chief factors that seem to shape self-efficacy, Bandura suggests mastery experiences, observing others succeed, encouragement, vicarious experiences and emotional states. As such, with high self-efficacy one performs better academically in tasks. This said about low self-efficacy, it is difficult not just for students or employees, but one in general, these comments set the aspirations low. Making for example health goals a difficult for many, low self-efficacy is an issue. There students with great self-efficacy academically perform as said better than an average pupil or even a weak one, this is because such students do not just avoid tasks that appear difficult but tackle them [14]. There are many examples of strong managers who drive companies forward, this said, as one may realize, all these workers themselves have high self-efficacy and with total belief in them that appropriate conditions are formed do a good job themselves stress is not an issue. Improving self-efficacy includes giving them reasonable targets, some constructive feedback tips, situations for setting a challenge, stress management techniques [15].

3.6. Academic Success

Academic success means obtaining expected educational results such as: good marks, assimilation of subjects, developing the critical and problem-solving skills. Several variables affect success including individual characteristics such as motivation self-discipline and time management, and externals such as help from teachers and family and availability of tools. Students who study well usually have appropriate study habits, suitable attitudes in setting their goals, and a proper attitude towards learning all of this help them to cope with obstacles and perform better in the area of studies [4]. On top of personal attributes, the academic achievement is also defined by the learning conditions. Good teaching, good course content, effective curriculum and good class management would improve students' concentration, motivation, and achievement of their academic goals. Interactions with peers, guidance, and engagement in other activities provide an added advantage for the skills which are needed for his or her academic success. In a broader sense, academic achievement is not to be associated with only performance in examinations. It is the mastery of the skills which develop an individual into effective seeker of knowledge and its utilization in the practical application of the skills learned [16, 17].

4. Research Hypotheses

- *H₁: There is a negative relationship between family support and academic success among students experiencing reactive depression.*
- *H₂: There is a negative relationship between the educational environment and academic success among students experiencing reactive depression.*
- *H₃: There is a negative relationship between self-efficacy and academic success among students experiencing reactive depression.*

5. Research Design and Methodology

5.1. Collection of Data and Sampling Technique

This study focuses on establishing a link between the level of reactive depression and the level of academic achievement among students in the college of Basic Education for Girls in Kuwait hence adopting a correlational model. The main method of data collection employed a questionnaire survey, which facilitates the examination of the students' emotional characteristics and related academic outcomes (only with regard to the degree of reactive depression). To achieve the aim of the research, a research sample of 100 female students who were students in the Basic College of Education were chosen using simple random sampling. Though there were various methods available this was the simplest and most adequate. The method allowed for each student to stand a fair chance of being chosen hence the sample was reflective of the general population of students. Students from different academic years were included to maintain representation from different levels of study [18].

The study sought to establish how the level of reactive depression relates to the students' academic success such as grades, class attendance and participation, and general studies. The data were collected in the course of the academic year 2023-2024 and were specifically related to girls as the socio-cultural setting of the research was about the College of Basic Education for Girls. In total, 100 questionnaires were administered electronically to the study participants. Once the responses were received, the preparation of data was begun which included a number of operations to ensure the validity of the data. So, all the 100 questionnaires were found to be valid and therefore were included in the analysis.

5.2. Questionnaire Design

The key constructs that the questionnaire was intended to measure are reactive depression and the consideration of academic achievement [19]. This Beck Depression Inventory was selected because it has been used in research in psychology as an instrument to measure depressive symptoms that might interfere with the ability to perform academically. The academic success section of the participants' survey was meant to tap their feelings and perceptions concerning their grades, academic drive as well as their general participation in academic activities. The 30-item questionnaires were divided into two sections: (1) reactive depression section which consisted of questions on participants' emotional difficulties including but not limited to sadness, hopelessness and concentration problems and (2) academic success section where participants self-reported their academic achievement as well as how frequently they participated in class. In order to establish the instrument's construct and content validity, the survey was pretested and the results were evaluated by educational and psychological experts. Consequently, participants were given language and culture-adjusted items based on the suggestions provided by these scholars.

Both Arabic and English versions of the questionnaire were provided in order to meet the language requirements of the respondents and these greatly enhanced the respondent's accessibility and returned rates. The final version of the questionnaire was sent out in online format to the chosen sample.

6. Data Analysis and Findings

The analysis in this work was done through Smart PLS version 3. This program was employed in the analysis of the latent variable embedded within the causal model, in obtaining the sample's descriptive statistics. Results of the analyses carried out have been summarized in the subsequent sub sections [20, 21].

6.1. Evaluation of the Measurement Model

The procedure used for the identification of measurement model in surveys analysis was part of PLS process elucidated by Hair Jr, et al. [22]. It was carried out based upon reflective and formative constructs. Construct reliability and construct validity are regarded as two basic tests of the quality of the measures used. In simpler terms, reliability is used to denote the process of testing an instrument in built or developed for measuring a particular aspect for which it was designed. As defined by Sekaran

[23] validity implies how well a concept is operationalized by an instrument. The assessment of the measurement model in this study was carried out using a three-step process: the reliability of indicator items, the assessment of convergent validity, and the assessment of discriminant validity.

In the paper, the measurement model has been chosen to be tested by employing 20 reflective indicators as illustrated in Figure 1. This was noted the items EE2, EE5, and SE2 had a factor loading of less than 0.50. In such a case, variable factor loading values between 0.40 and 0.70 may be indicated for deletion, if their removal leads to an increase of the composite reliability (CR) above the acceptable limit, as Hair, et al. [24] and Henseler, et al. [25] suggest. Correspondingly, in this research these indicators were sought to be dropped by performing the PLS algorithm test.

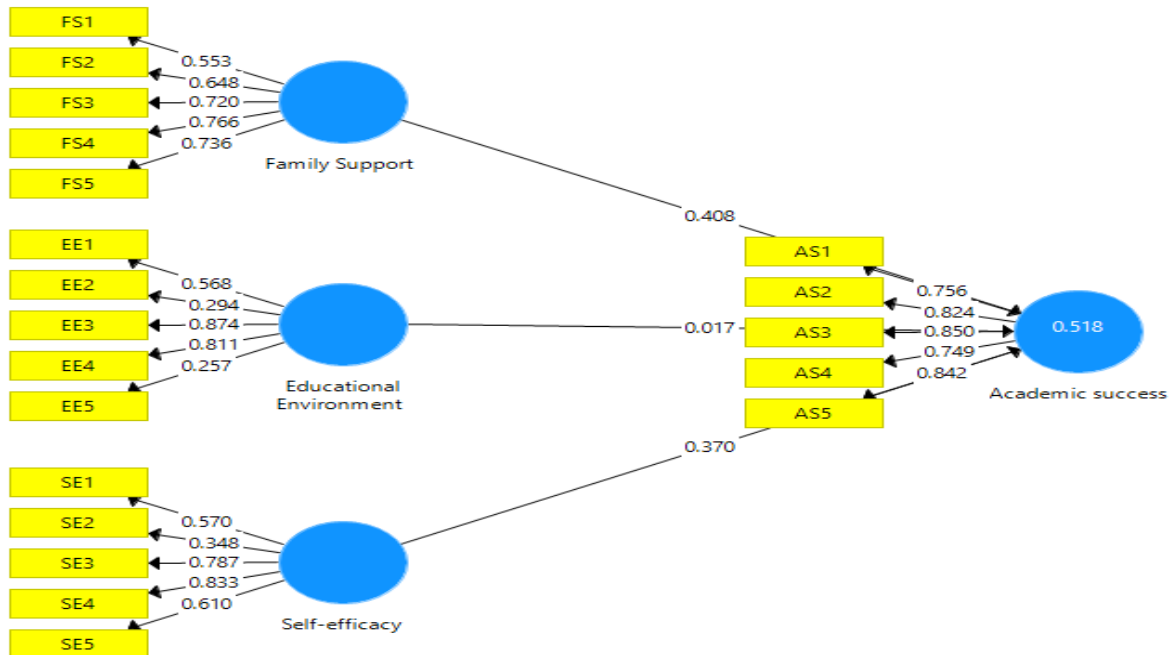


Figure 1.
Measurement Model.

Table 1 demonstrates the results of the Analysis which established the evidence for Averaged variance extracted for the constructs in convergent validity. Convergent validity is the extent to which two measures that are theoretically related are related [22]. In this study, the cut-off value recommended by previous studies of 0.5 was set as the minimum acceptable level of AVE [26]. The certain outcomes suggest that even though Overall Academic Support succeeded in attaining the highest value for AVE of 0.649, family support recorded a lowest acceptable value of 0.474. To summarize, all these values were acceptable with respect to their level of convergent validity.

Moreover, the values of CR presented in Table 1 were employed to evaluate the internal consistency of the respective constructors. It is advisable however that the minimum benchmark must not be less than 0.70, but more is better. Regarding the CR values of each respective construct, they span from 0.802 to 0.902, which exceeds the benchmark value. With reference to the established benchmark value, the aspects have attained the requirement of convergent validity.

Table 1.
Measurement Model.

Variable	Items	Factor Loading	Composite Reliability (CR)	Average Variance Extracted (AVE) > 50%
Family support	FS1	0.553	0.817	0.474
	FS2	0.648		
	FS3	0.720		
	FS4	0.766		
	FS5	0.736		
Educational Environment	EE1	0.565	0.802	0.582
	EE2	0.294		
	EE3	0.874		
	EE4	0.811		
	EE5	0.257		
Self-efficacy	SE1	0.570	0.807	0.518
	SE2	0.348		
	SE3	0.787		
	SE4	0.833		
	SE5	0.610		
Academic Success	AS1	0.756	0.902	0.649
	AS2	0.824		
	AS3	0.850		
	AS4	0.749		
	AS5	0.842		

The study utilized the criterion proposed by Fornell and Larcker [27] as well as Henseler, et al. [28] for determining the discriminant validity of the constructs under examination. Hair Jr, et al. [22] argue that any measure which has the average square root of extracted variance greater than the inter correlations of all the variables so controlled possesses such a discriminant validity. As it is shown in Table 2 Fornell and Larcker criterion allows for the suggestion of the presence of adequate discriminant validity of each construct because the squared correlation for each construct is less than the average variance extracted.

Table 2.
Assessment of Discriminant Validity.

	Academic success	Educational Environment	Family Support	Self-efficacy
Academic success	0.806			
Educational Environment	0.514	0.763		
Family Support	0.659	0.604	0.689	
Self-efficacy	0.637	0.656	0.654	0.719

Source: Fornell and Larcker [29]

Through evaluating the Family Support, Educational Environment, Self-efficacy, and Academic success parameter estimates and their statistical significance, the overall results allow us to conclude that the models measured all variables adequately. It is fair to say that this measure model of this present study had reasonable empirical evidence of its reliability, convergent validity, and discriminant validity.

6.2. Evaluation of the Structural Model

The evaluation processes involved in this study made use of the structural model which is also known as the inner model. The essence of using the structural model is that it outlines the research. That is, there are a number of structural or causal model hypotheses that are stated regarding the relationships or effects anticipated among these constructs. Regarding this, the present study used path

coefficient (β) criteria for testing the six research hypotheses. The path Coefficient has standardized values between -1 and +1. The correlation between the constructs is strong if the path coefficients value is +1 and if it is negative then the correlation between the constructs is weak [22]. The use of the path coefficient value assessing the significant level of the relationships reveals that if the t-value is greater than the critical value, it implies that the coefficient is significant at a certain probability level. For example, t-value > 1.96 represents a significance level with a p-value < 0.05. As structural equations models are constructed across many disciplines, the primary critic of their goodness involves the evaluation of the determination coefficient, and more importantly, the significance level of the path coefficients (beta values), this is, the higher the Adjusted value, is, the greater the amount of variation of the exogenous variable that can be explained by the endogenous variables and therefore the structural equation is deemed to be superior. For instance, in this model academic achievement may be explained by the study variables included in the model but there is a substantial percentage of variation that is explained by factors not included in this research model.

Table 3.
Hypothesis Testing.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Educational environment -> Academic success	0.021	0.045	0.113	0.188	0.851
Family support -> Academic success	0.406	0.385	0.115	3.548	0.000
Self-efficacy -> Academic success	0.369	0.387	0.098	3.768	0.000

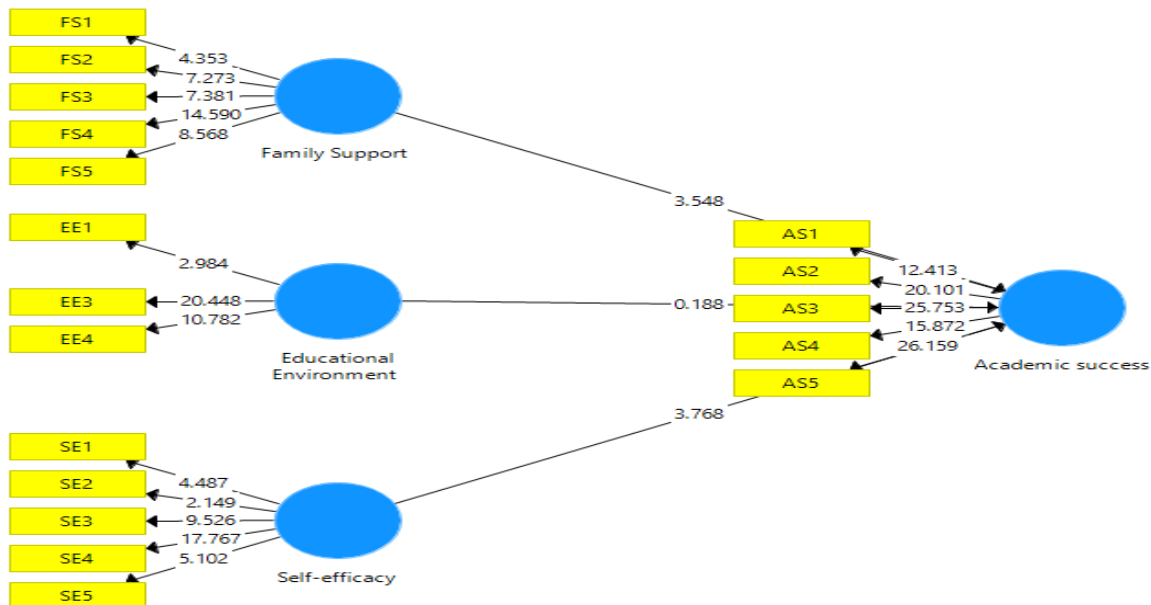


Figure 2.
Structural model.

H₁: Family Support

Family support's effect on academic performance is negative and substantial. This means that greater support from family in this context actually means poorer academic performance. A possible reason might be that family members are too involved and exert pressure on the students which results

in stress or reduced autonomy. Reasoning in this manner leads one to conclude that H1 is indeed supported based on the level of significance of the results [30, 31].

H₂: Educational Environment

As stated above, academic achievement is claimed to be influenced neither positively nor negatively by the educational environment and the in-class settings ($\beta = 0.021$, $t = 0.188$, $p > 0.05$). The minimal value of beta as well as the high value of p tend to support the assumption that there exists no substantial effect and this effect is not worth considering". One possible explanation for this is possibly that other factors, like the person's own traits or outside factors, might be more crucial than the educational environment. Since the hypothesis has no any statistical backing, it follows that H2 is also not corroborated [32].

H₃: Self-Efficacy

The study's findings showed that self-efficacy affects academic success negatively ($\beta = -0.369$, $t = 3.768$, $p < 0.05$). This result indicates that students with high self-efficacy might become too confident about their capabilities, which can result in being too relaxed and therefore, not preparing as much as they should, which in turn affects their academic success. Thus, in relation to the results' statistical significance ($p < 0.05$), H3 is true [13].

7. Implications and Contribution

This study has numerous important implications for both practice and theory. In practice, the fact that family support has a negative effect on academic performance calls educational institutions and policymakers to rethink the role families play in helping students. While most agree that family support is a good thing, in some cases, too much pressure or too much help might be an added stressor or interfere with the student's ability to be independent. For such cases, it would be useful for educational institutions to introduce parental education [30, 32]. In the same vein, the result indicating that the educational environment does not have a strong impact on academic performance points out that schools and universities need to review how effective their learning environments are. This could mean changing the way education is being offered to suit the needs of different students or using interesting and beautiful ways of making students enjoy learning. The suggestion that the negative effect of self-efficacy implies that overconfidence could lead to self-satisfaction indicates a target for intervention strategies that reduce egotism whilst encouraging a healthy balance of ambition. Self-regulation workshops combined with active learning strategies would boost student's chances of achieving salient effects from self-efficacy while avoiding being trapped by overconfidence. These findings, in a theoretical sense, appear to undermine previously held beliefs and perceptions regarding the universal advantages of family support, educational environment, and self-efficacy [32-35]. They highlight the need to study the quality and context of these factors instead of treating them as being uniformly positive. This is an interesting perspective that certainly enriches the existing literature.

In addition, this study also has several contributions to research, policy, and practice. For instance, theoretically, it makes a contribution in furthering our understanding about the complicated interactions that exist between family support, self-efficacy education environments and success and implies that these interactions may not be always beneficial. By emphasizing drawbacks of family support and self-efficacy, the research provides an impetus for the adoption of new frameworks and inspires scholars to take into account interacting variables like student motivation or environmental stresses in subsequent research. Methodologically, the case study illustrates how a strong statistical analysis is helpful in deciphering unexpected relationships, and suggests how similar research should be conducted in future. Practically, however the study shows that education policy and institutional frameworks could have far-reaching consequences for the teaching and learning process [32, 36]. These insights can help education department officials and designers to develop programs that mitigate negative repercussions of high family expectations and students' self-overestimations. Using this information, schools and universities can create more individualized learning environments that encourage a nurturing atmosphere, exercise independence, and allow students to engage in realistic self-

criticism against high expectations forced on them. To conclude the study also has a significant contextual contribution as these dynamics are concentrated in one education and culture environment development combining concepts that add to the body of existing literature at the global level in making clear the role that culture and region plays in determining academic performance among learners [32, 33].

8. Conclusion

This study emphasizes the complex and at times surprising interactions between family support, educational context, self-efficacy, and achievement. The results also stress the importance of exercising restraint in the pursuit of academic excellence, for instance by warning against over-involvement of family members and excessive self-belief. Although in this context, the effect of educational environment was slight, this research emphasizes the need to customize learning processes so that they can be more responsive to students' different background. Such information is beneficial at the level of theory as well as the level of practice, by giving direction to researchers, policy makers and educators in the development of measures and plans that address the students' needs and aspirations in their sociocultural and educational settings.

Transparency:

The author confirms that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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