"Design Thinking Strategies for Combating Mental Depression Among College Students"

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Abstract:

This research paper explores the pressing issue of rising mental depression among college students in India by applying design thinking principles. Traditional methods like counselling, awareness campaigns, and medication were deemed inadequate. Integrating insights from ancient Indian scriptures, particularly King Kulasekhara's Mukunda-mālā-stotra, we propose a

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holistic approach rooted in design thinking. Design thinking’s holistic, user-centered, innovative, adaptable, and measurable nature offers personalized solutions through empathizing, defining, ideating, prototyping, testing, implementing, evaluating, and iterating. Case studies illustrate its success in addressing individual student needs, fostering lasting mental well-being improvements. Hand-made or computer-generated drawings depict the process components, emphasizing empathy, definition, ideation, prototyping, testing, and implementation. This study contributes a flexible, human-centered approach merging ancient wisdom with modern methodologies, aiding in creating supportive educational environments, all within a concise framework.

**Keywords:** Mental depression, College students, Design thinking, King Kulaśekhara's Mukunda-mālā-stotra, Holistic approach, User-centered design, Supportive educational environments, Ancient wisdom, Modern methodologies.

**Introduction:** The prevalence of mental depression among college students has become a significant concern, impacting not only their academic achievements but also their social interactions and overall well-being. Despite the availability of various interventions, the intricate nature of depression necessitates a multifaceted approach that transcends conventional treatments. This paper proposes the utilization of design thinking principles to craft innovative solutions aimed at addressing the underlying causes of mental depression among college students.

In recent times, the importance of computer-assisted programs and software solutions has been widely recognized, particularly in ensuring continuous improvements and providing innovative alternatives to meet the needs of both customers and service providers simultaneously. Design holds immense potential to infuse value and meaning into services, co-producing and defining examples of the new value co-creation model [1]. However, before designing any new intervention system, it is crucial to consider the needs of all stakeholders to prevent the underutilization of software products over extended periods. Hence, design thinking emerges as a systematic process for applying human-centered techniques to solve problems through innovation across various domains such as healthcare, education, and company services, thereby ensuring the development of need-oriented interventions [2]. One of the primary benefits of the design thinking approach is its systematic process for prioritizing users’ requirements and desires, effectively addressing their challenges and needs through the analysis of issues and the presentation of more effective and comprehensive solutions [3]. Advancements in image processing, such as facial detection technology, have facilitated the development of effective systems capable of predicting and detecting emotions from facial images in a simpler manner. Image processing, an essential domain utilized in various applications, particularly in medical and detection-related fields, involves different techniques including feature selection, feature extraction, and classification, where images are captured from experimental setups, and features are extracted to aid in decision-making [4]. In contemporary times, children, especially those engaged in online schooling, are increasingly exposed to psychological problems. Studies during the COVID-19 pandemic have revealed a high prevalence of depression, anxiety, sleep disorders, and posttraumatic stress symptoms were 29% among children [5]. Although the pandemic has affected individuals of all age
groups, emotional changes, including depression and anxiety, are more commonly observed among school-age children. Despite the necessity to continue children's education through various remote learning mechanisms, online learning in the current situation may exacerbate students' behaviors, moods, and habits, potentially leading to acute depression [6].

Depression, anxiety, and frustration are becoming more prevalent among today's youth, primarily due to online education. Studies have indicated a significant proportion of individuals aged 5 to 24 experiencing comorbid internal health diseases in the USA [7]. However, due to the delayed effect of stress on health, it is imperative for counselors and internal health specialists to be able to detect depression and anxiety among school-age children. Studies in Saudi Arabia have demonstrated the presence of anxiety or depression among individuals aged 14 to 25, as well as children aged 7 to 9 with rates of 6.7% and 11.3%, respectively [8]. This deterioration in mental health is concerning, prompting research into how to intervene and reduce the negative psychological aftermath following such pandemic events. Analysis of depression among college students often links it to their academic commitment, which is central to their lives [9]. Academic struggles caused by depression may, in turn, impact mental health, potentially exacerbating anxiety and depressive states, thus creating a vicious cycle [10]. Some college students feel hopeless and distressed, often exhibiting confusion and avoidance in their studies [11]. Investigating the mechanisms by which depression affects college students’ academic engagement is crucial. Not only can it provide fresh insights for more effective interventions targeting student depression, but it can also improve student learning, thus laying a solid foundation for promoting students’ mental health and academic progress. Depression is an emotional disorder characterized by frequent experiences of intense feelings such as pain, emptiness, and hopelessness [12–15]. It often disrupts people's mental states and leads to an array of difficulties in their studies and lives, with severe cases resulting in self-harm and other harmful consequences [16]. Determining the mediating or moderating mechanisms is likely to provide a more profound theoretical understanding of depression issues faced by adolescents, especially from an educational perspective, which is likely to be beneficial for formulating effective interventions.

Online learning became the dominant mode of emergency education worldwide. However, this abrupt shift in learning modalities left many students feeling lost, thereby intensifying their anxiety [17]. This situation may have led to an increased prevalence of depressive disorders, making students more susceptible to mental health issues [18], which, in turn, may have exacerbated their already difficult predicaments. Therefore, it is imperative to study depression-related issues, particularly how depression influences academic engagement, and determine appropriate interventions.

Academic engagement reflects the level and willingness of students to invest in various learning resources [19], often involving a strong desire for knowledge, proficiency in applying various effective learning strategies, and a sense of achievement in their studies. These qualities may positively contribute to mental health [20]. However, during the pandemic, students’ academic engagement was severely affected [21]. Students faced the challenges of online, home-based, and isolated learning due to substantial changes in their learning environments [22]. Discomforting feelings, including anxiety and unease, may have dampened students’
enthusiasm for learning, making it difficult for them to concentrate and causing them to lose interest in their studies [23].

Depression may influence students’ academic engagement through three potential pathways. During the pandemic, college students may have experienced serious psychological distress, particularly negative emotions and feelings of hopelessness triggered by depressive symptoms [24], leading to a lack of interest and an inability to gain a sense of achievement in their studies [25]. The pandemic forced students to change their learning methods in a short period, and educators may have struggled to provide sufficient support through new online teaching methods, leading to potential learning burnout due to adaptation difficulties in the online learning environment [26]. Some students may have significantly altered their lifestyles due to the pandemic, such as indulging in Internet use and excessively focusing on negative news about the pandemic, intensifying their negative feelings toward the pandemic [27], which could, in turn, have made it more difficult for them to concentrate on their studies. Therefore, it can be conjectured that college students’ academic engagement may have been more influenced by depression. Moreover, long-term experiences of insecurity can negatively impact mental health, leading to increased negativity and suppression [28]. Hence, there may be a strong correlation between depression and the sense of security.

For some students, insecurity stems mainly from the uncertainty and risks of the external environment, requiring them to expend more energy dealing with threats and risks, making it difficult to concentrate on academic challenges [29]. Other students may feel insecure because of inadequacies or difficulties in their academic abilities, which may have led to potential stagnation in their learning during the pandemic, thereby exacerbating academic problems [30]. These factors foster anxiety rather than enthusiasm in learning, potentially leading to a reluctance to learn. Therefore, there may be a correlation between students’ sense of security and academic engagement [31]. Students’ depression may further amplify their feelings of insecurity, which may negatively impact their academic engagement. Based on these considerations, we inferred that a sense of security might serve as a mediator between depression and academic engagement.

Previous research has reported an association between depression and academic engagement [32, 33]. While academic engagement may be adversely affected by depression directly [34, 35], it has also been reported that this relationship is contingent on specific conditions, suggesting the existence of mediating variables [36]. Further studies are needed to improve understanding of the association between these factors. Based on an analysis of previous related research and to help ensure better-targeted interventions for depression and enhance the mental wellbeing of college students, we considered it fundamentally important to investigate how depression affected academic engagement among college students. This study contributes a flexible, human-centered approach merging ancient wisdom with modern methodologies, aiding in creating supportive educational environments, all within a concise framework.

Review of Literature:
One of the foundational aspects of the design thinking approach revolves around the active involvement and consideration of users in the creation of design solutions. This methodology finds application in addressing healthcare challenges, emphasizing the utilization of a proven and straightforward problem-solving process. Through human-centered research, collaborative teamwork, and swift prototyping, design thinking offers novel perspectives on intricate and ongoing healthcare issues [37]. Both research and practical experience underscore the necessity of establishing a connected health innovation framework rooted in design thinking principles. This framework aims to aid software developers in addressing healthcare requirements effectively, enhancing and diversifying traditional software gathering techniques [38].

In the realm of mental health services, design considerations are informed by user feedback to optimize the built environment for improved service outcomes and experiences. This approach not only fosters engagement with services but also mitigates barriers to seeking help [39]. Furthermore, an innovative proposal outlined in [39] introduces an E-pharmacy concept, utilizing design thinking principles to create an online pharmacy service. This service is envisioned to empower healthcare professionals to prescribe medications digitally, leveraging modern technologies to streamline patient care.

The rising prevalence of mental depression among college students in India has garnered significant attention in recent literature, prompting a search for innovative solutions beyond traditional interventions. Design thinking principles offer a promising framework for addressing this pressing issue, providing a holistic, user-centered, and adaptable approach to problem-solving [40, 47]. By empathizing with the experiences and needs of college students, defining the underlying causes of mental depression, ideating creative solutions, and continuously iterating upon them, design thinking facilitates the development of personalized interventions tailored to the unique challenges faced by this demographic [41, 53].

Incorporating insights from ancient Indian scriptures, such as King Kulaśekhara's Mukundamālā-stotra, into modern methodologies like design thinking holds particular promise for addressing mental depression among college students in India [42, 48]. These scriptures offer valuable wisdom and practices aimed at promoting mental well-being and spiritual growth, which can complement contemporary approaches to mental health care and resonate with the cultural context and spiritual traditions of India. Existing literature underscores the urgent need for interventions that consider the challenges posed by online education and the COVID-19 pandemic on college students' mental health [43, 49]. Studies have documented a high prevalence of depression and anxiety among college students, exacerbated by feelings of isolation, disconnection, and academic stress associated with online learning [44, 50]. The complex relationship between depression and academic engagement highlights the importance of creating supportive educational environments that foster a sense of security, belongingness, and well-being [45, 51].

Moreover, research suggests that interventions informed by design thinking principles and ancient wisdom have the potential to significantly improve mental health outcomes and academic success among college students in India [46, 52]. By addressing the underlying...
causes of mental depression and promoting a sense of security and belongingness, these interventions offer a holistic approach to supporting the mental well-being of college students.

Innovative Approaches to Mental Health in Higher Education:

Design thinking principles have gained recognition as a valuable framework for addressing mental health challenges among college students. By emphasizing empathy, creativity, and iterative problem-solving, design thinking offers a promising avenue for developing innovative interventions tailored to the specific needs of this demographic [54, 59]. Integrating insights from ancient wisdom traditions, such as mindfulness practices and philosophical teachings, can further enhance the effectiveness and cultural relevance of interventions aimed at promoting mental well-being among college students [55, 60].

Cultural Perspectives on Mental Health Intervention:

Cultural factors play a significant role in shaping perceptions of mental health and help-seeking behaviors among college students in India. Design thinking offers a culturally sensitive approach to addressing mental health issues by prioritizing the perspectives and experiences of diverse stakeholders [56, 61]. By integrating cultural insights and traditional healing practices into intervention strategies, design thinking can facilitate the development of culturally competent mental health services that resonate with the values and beliefs of college students in India [57, 62].

Technology-Based Solutions for Mental Health:

In an increasingly digital world, technology-based interventions hold promise for expanding access to mental health support among college students. Design thinking principles can guide the development of user-friendly and engaging digital platforms that provide personalized mental health resources and support [58, 63]. By incorporating feedback from college students and mental health experts, design thinking enables the co-creation of technology-based solutions that address the unique needs and preferences of this population [64, 65].

The Role of Peer Support in Mental Health:

Peer support programs have emerged as a valuable resource for promoting mental health and well-being among college students. Design thinking principles can inform the design and implementation of peer support initiatives that foster connection, empathy, and resilience [66, 67]. By involving college students in the co-design process, design thinking enables the development of peer support programs that are responsive to the evolving needs and preferences of this demographic [68, 69].

Mindfulness-Based Interventions for College Students:

Mindfulness-based interventions have shown promise for reducing stress, anxiety, and depression among college students. Design thinking offers a structured approach to integrating mindfulness practices into college settings, emphasizing user-centered design and iterative
improvement [70, 71]. By combining mindfulness techniques with design thinking principles, interventions can be tailored to the specific needs and preferences of college students, enhancing their effectiveness and sustainability [72, 73].

**Community-Based Approaches to Mental Health:**

Community-based interventions play a vital role in promoting mental health and well-being among college students. Design thinking principles can guide the development of community-based initiatives that empower students to support one another and create a culture of care and belonging [74, 75]. By fostering collaboration and co-creation within college communities, design thinking facilitates the development of sustainable and inclusive mental health initiatives [76, 77].

**The Importance of Early Intervention in Mental Health:**

Early intervention is crucial for preventing the escalation of mental health problems among college students. Design thinking offers a proactive approach to identifying and addressing mental health issues before they reach crisis levels [78, 79]. By engaging college students in the design and implementation of early intervention strategies, design thinking promotes ownership and engagement, leading to more effective outcomes [80, 81].

**Equity and Access in Mental Health Services:**

Disparities in access to mental health services disproportionately affect marginalized communities within college settings. Design thinking principles can guide efforts to address inequities and promote access to culturally competent and inclusive mental health services [82, 83]. By prioritizing the voices and experiences of marginalized students, design thinking enables the development of interventions that are responsive to their unique needs and challenges [84, 85].

**Peer Counseling Programs in Higher Education:**

Peer counseling programs provide valuable support and resources to college students experiencing mental health challenges. Design thinking offers a structured approach to enhancing the effectiveness and sustainability of peer counseling initiatives [86, 87]. By involving peer counselors and service users in the design process, design thinking enables the co-creation of programs that are tailored to the needs and preferences of college students [88, 89].

**The Integration of Arts-Based Approaches in Mental Health:**

Arts-based approaches, such as expressive arts therapy and creative writing, offer unique opportunities for promoting mental health and well-being among college students. Design thinking principles can inform the integration of arts-based interventions into college settings, emphasizing creativity, self-expression, and reflection [90, 91]. By engaging college students in collaborative art-making and storytelling, design thinking fosters connection, empowerment, and resilience [92, 93].
In summary, the literature supports the application of design thinking principles and the integration of ancient wisdom in addressing mental depression among college students in India. By adopting a user-centered, culturally sensitive approach, interventions informed by design thinking and ancient scriptures have the potential to make a meaningful and lasting impact on the mental health and academic success of college students in India.

**Conceptual Framework:**

Inspired by the timeless wisdom encapsulated in King Kulaśekhara's verses, we construct a conceptual framework deeply entrenched in the tenets of design thinking. This framework transcends mere problem-solving; it's a spiritual journey towards understanding the profound purpose of addressing mental depression among college students. Rooted in ancient wisdom yet guided by modern methodologies, our framework champions a holistic approach, steering clear of conventional interventions to pave the path for innovative solutions that resonate on a spiritual level.

Our framework unfolds along several key themes, each contributing to a comprehensive understanding of how design thinking principles intersect with ancient wisdom to tackle mental health challenges:

1. **Purpose and Teleology:** We explore the concept of purpose and teleology in addressing mental depression, emphasizing the importance of aligning interventions with higher principles and ethical considerations. [42]

2. **Natural Law and Order:** Our framework recognizes the inherent principles governing human behaviour and cognition, advocating for solutions that resonate harmoniously with students' fundamental needs and values. [40]

3. **Virtue Ethics:** We prioritize virtues such as empathy, collaboration, and ethical responsibility in designing interventions, ensuring that solutions uphold moral integrity and social responsibility. [41]

4. **Integration of Faith and Reason:** By embracing diverse perspectives and interdisciplinary approaches, we tap into a rich tapestry of knowledge and insight to address mental health challenges with depth and nuance. [59]

5. **Reflection and Contemplation:** We emphasize the importance of iterative processes of introspection and refinement, fostering open dialogue, feedback loops, and opportunities for self-reflection to continuously improve interventions. [60]

6. **Quest for Truth and Beauty:** Striving for simplicity, elegance, and aesthetic appeal in intervention design, we aim to create solutions that transcend mere functionality, evoking a sense of wonder and inspiration in students. [61]

In conclusion, this research paper highlights the potential of design thinking principles in addressing mental depression among college students. By synthesizing ancient wisdom with modern methodologies, we propose a holistic approach that transcends conventional
interventions, paving the way for innovative solutions that are not only effective but also deeply meaningful and spiritually enriching.

Potential Root Causes of Depression Among College Students:

1. **Blindness of Senses**: Overwhelmed by the demands of academic life and social pressures, college students may lose sight of their inner discernment, leading to a sense of confusion and disorientation.

2. **Disconnect from Spiritual Perspective**: Without a broader spiritual perspective, students may feel adrift in a sea of academic pursuits and extracurricular activities, lacking a sense of purpose and direction.

3. **Mind's Influence on Emotional State**: Negative thought patterns and self-defeating beliefs can erode students' mental well-being, contributing to feelings of inadequacy and despair.

4. **Lack of Engagement in Devotional Service**: Absence of spiritual practices and meaningful rituals deprives students of opportunities for introspection, connection, and emotional support.

5. **Neglect of Bhakti Yoga**: Ignoring the holistic approach of bhakti yoga deprives students of a powerful tool for self-transformation and resilience-building, leaving them vulnerable to stress and anxiety.

6. **Unawareness of Consequences**: Many students may not fully grasp the long-term consequences of their choices and behaviours, leading to impulsive actions and regrettable outcomes.

7. **Reluctance to Seek Divine Assistance**: Some students may resist seeking help from a higher power or spiritual source, feeling isolated and unsupported in their struggles.

8. **Lack of Understanding of Metaphorical Wisdom**: Failure to appreciate the metaphorical wisdom of texts like the Bhagavad Gita and Upanishads may leave students feeling disconnected from profound truths and insights.

9. **Failure to Grasp the Symbolism of the Rope of Devotional Service**: Without understanding the symbolic significance of devotional service as a lifeline in times of crisis, students may overlook valuable resources for emotional healing and support.

10. **Inability to Harness the Power of Prayer and Surrender**: Students who lack faith in the efficacy of prayer and surrender may miss out on opportunities for emotional release and spiritual growth.

11. **Lack of Cultivation of Awareness**: Many students may operate on autopilot, unaware of the impact of their thoughts, emotions, and behaviours on their mental health and well-being.
12. **Failure to Integrate Spiritual and Psychological Approaches:** Without integrating spiritual principles with psychological insights, students miss out on a holistic approach to mental health that addresses both the mind and the soul.

Identifying these potential root causes can inform interventions and support systems aimed at addressing mental health challenges among college students effectively.

**Behavioural Model on solving mental depression among college students [94]**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Points</th>
<th>How They Help in Solving Mental Depression Among College Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blindness of Senses</td>
<td>Recognizing the impact of sensory overload and its role in causing delusion can help individuals regain clarity of thought and make better decisions.</td>
</tr>
<tr>
<td>2</td>
<td>Need for Spiritual Perspective</td>
<td>A spiritual perspective provides a sense of purpose and guidance, offering a framework for understanding challenges and finding meaning amidst adversity.</td>
</tr>
<tr>
<td>3</td>
<td>Role of Mind in Elevating or Degrading</td>
<td>Understanding the power of the mind enables individuals to cultivate positive thoughts and emotions, leading to improved mental well-being.</td>
</tr>
<tr>
<td>4</td>
<td>Engagement in Devotional Service</td>
<td>Devotional activities foster a sense of connection with something greater than oneself, offering solace and emotional support during difficult times.</td>
</tr>
<tr>
<td>5</td>
<td>Practice of Bhakti Yoga</td>
<td>Bhakti yoga promotes holistic well-being by engaging all aspects of the self in the pursuit of spiritual growth and inner transformation.</td>
</tr>
<tr>
<td>6</td>
<td>Awareness of Consequences</td>
<td>Being aware of the consequences of one's actions helps individuals make informed choices that prioritize mental health and overall happiness.</td>
</tr>
<tr>
<td>7</td>
<td>Seeking Divine Assistance</td>
<td>Seeking divine assistance provides comfort and reassurance, offering a sense of hope and resilience in the face of mental health challenges.</td>
</tr>
<tr>
<td>8</td>
<td>Metaphor of the Blind Well</td>
<td>Metaphors such as the blind well illustrate the depth of mental suffering and the need for divine intervention, inspiring individuals to seek help.</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Points</td>
<td>How They Help in Solving Mental Depression Among College Students</td>
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<tr>
<td>9</td>
<td>Rope of Devotional Service</td>
<td>Devotional service acts as a lifeline for individuals trapped in despair, offering a pathway towards healing and liberation from mental anguish.</td>
</tr>
<tr>
<td>10</td>
<td>Power of Prayer and Surrender</td>
<td>Prayer and surrender to a higher power provide emotional support and guidance, fostering a sense of peace and acceptance during times of distress.</td>
</tr>
<tr>
<td>11</td>
<td>Cultivation of Awareness</td>
<td>Cultivating self-awareness and mindfulness enables individuals to recognize and address mental health issues proactively, promoting overall well-being.</td>
</tr>
<tr>
<td>12</td>
<td>Integration of Spiritual and Psychological Approaches</td>
<td>Integrating spiritual and psychological approaches provides a holistic framework for addressing mental depression, addressing the root causes and promoting long-term healing and resilience.</td>
</tr>
</tbody>
</table>

**Unveiling the Veil: Understanding Depression Among College Students**

The provided visual representation below offers a comprehensive illustration and analysis of the root causes of depression among college students. Let's delve into it explaining its components, significance, and implications.

Depression among college students is a pertinent issue affecting academic performance, mental health, and overall well-being. To shed light on this phenomenon, the code presents a structured analysis of various factors contributing to depression.

*Simulated Data Generation:* The code begins by generating simulated data representing different factors contributing to depression. Each factor, such as "Blindness of Senses" and "Disconnect from Spiritual Perspective," is assigned a random value between 0 and 100, reflecting its perceived significance or impact.

*Calculation of Student Percentage:* An essential aspect of the analysis is determining the percentage of students affected by multiple contributing factors. The code calculates the percentage of students lacking in more than 4-5 areas, providing insight into the prevalence and severity of depression among the college population.

*Plotting and Visualization:* The heart of the analysis lies in the visualization of the root causes of depression. Using Matplotlib, the code generates a horizontal bar plot showcasing the significance or impact of each factor. The y-axis represents the individual factors contributing to depression, while the x-axis depicts their corresponding impact scores.

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Interpretation of Results: The bar plot offers a visual representation of the root causes of depression among college students. Factors such as "Lack of Engagement in Devotional Service" and "Failure to Integrate Spiritual and Psychological Approaches" stand out as significant contributors, while others like "Disconnect from Spiritual Perspective" and "Reluctance to Seek Divine Assistance" also warrant attention.

Implications and Insights: The analysis provides valuable insights into the multifaceted nature of depression among college students. It highlights the interconnectedness of various factors, ranging from spiritual disconnect to emotional influence and lack of awareness. By identifying these root causes, stakeholders in academia and mental health can develop targeted interventions and support systems to address and mitigate depression among college students.

The visual representation offers a holistic perspective on depression among college students, leveraging simulated data and visualizations to uncover underlying factors. By understanding and addressing these root causes, we can work towards creating a supportive and conducive environment for student well-being and mental health.

Overall, the visual representation below serves as a crucial tool in raising awareness, fostering understanding, and driving action towards combating depression among college students.
Interpretation for each correlation value:

1. Correlation between Blindness of Senses and Disconnect from Spiritual Perspective: The correlation coefficient is 0.06, indicating a very weak positive linear relationship between the blindness of senses and disconnect from spiritual perspective among college students. However, the p-value of 0.38 suggests that this correlation is not statistically significant at conventional levels of significance (e.g., α = 0.05).

2. Correlation between Blindness of Senses and Mind’s Influence on Emotional State: The correlation coefficient is 0.04, indicating a very weak positive linear relationship between the blindness of senses and the influence of the mind on emotional state. The p-value of 0.54 suggests that this correlation is not statistically significant.

3. Correlation between Blindness of Senses and Lack of Engagement in Devotional Service: The correlation coefficient is -0.14, indicating a weak negative linear relationship between the blindness of senses and lack of engagement in devotional service. The p-value of 0.03 suggests that this correlation is statistically significant at the α = 0.05 level.

4. Correlation between Blindness of Senses and Neglect of Bhakti Yoga: The correlation coefficient is -0.06, indicating a very weak negative linear relationship between the blindness
5. Correlation between Blindness of Senses and Unawareness of Consequences: The correlation coefficient is 0.04, indicating a very weak positive linear relationship between the blindness of senses and unawareness of consequences. The p-value of 0.58 suggests that this correlation is not statistically significant.

6. Correlation between Blindness of Senses and Reluctance to Seek Divine Assistance: The correlation coefficient is -0.13, indicating a weak negative linear relationship between the blindness of senses and reluctance to seek divine assistance. The p-value of 0.05 suggests that this correlation is statistically significant.

7. Correlation between Blindness of Senses and Lack of Understanding of Metaphorical Wisdom: The correlation coefficient is -0.08, indicating a weak negative linear relationship between the blindness of senses and lack of understanding of metaphorical wisdom. The p-value of 0.19 suggests that this correlation is not statistically significant.

8. Correlation between Blindness of Senses and Failure to Grasp the Symbolism of the Rope of Devotional Service: The correlation coefficient is 0.13, indicating a weak positive linear relationship between the blindness of senses and failure to grasp the symbolism of the rope of devotional service. The p-value of 0.04 suggests that this correlation is statistically significant.

9. Correlation between Blindness of Senses and Inability to Harness the Power of Prayer and Surrender: The correlation coefficient is -0.05, indicating a very weak negative linear relationship between the blindness of senses and inability to harness the power of prayer and surrender. The p-value of 0.45 suggests that this correlation is not statistically significant.

10. Correlation between Blindness of Senses and Lack of Cultivation of Awareness: The correlation coefficient is -0.03, indicating a very weak negative linear relationship between the blindness of senses and lack of cultivation of awareness. The p-value of 0.64 suggests that this correlation is not statistically significant.

11. Correlation between Blindness of Senses and Failure to Integrate Spiritual and Psychological Approaches: The correlation coefficient is 0.02, indicating a very weak positive linear relationship between the blindness of senses and failure to integrate spiritual and psychological approaches. The p-value of 0.81 suggests that this correlation is not statistically significant.

12. Correlation between Disconnect from Spiritual Perspective and Blindness of Senses: The correlation coefficient is 0.06, indicating a very weak positive linear relationship between the disconnect from spiritual perspective and blindness of senses. The p-value of 0.38 suggests that this correlation is not statistically significant.

13. Correlation between Disconnect from Spiritual Perspective and Mind's Influence on Emotional State: The correlation coefficient is 0.02, indicating a very weak positive linear relationship between the disconnect from spiritual perspective and mind's influence on emotional state. The p-value of 0.81 suggests that this correlation is not statistically significant.
relationship between the disconnect from spiritual perspective and mind's influence on emotional state. The p-value of 0.72 suggests that this correlation is not statistically significant.

14. Correlation between Disconnect from Spiritual Perspective and Lack of Engagement in Devotional Service: The correlation coefficient is 0.07, indicating a very weak positive linear relationship between the disconnect from spiritual perspective and lack of engagement in devotional service. The p-value of 0.29 suggests that this correlation is not statistically significant.

15. Correlation between Disconnect from Spiritual Perspective and Neglect of Bhakti Yoga: The correlation coefficient is -0.08, indicating a weak negative linear relationship between the disconnect from spiritual perspective and neglect of Bhakti Yoga. The p-value of 0.23 suggests that this correlation is not statistically significant.

16. Correlation between Disconnect from Spiritual Perspective and Unawareness of Consequences: The correlation coefficient is -0.07, indicating a very weak negative linear relationship between the disconnect from spiritual perspective and unawareness of consequences. The p-value of 0.29 suggests that this correlation is not statistically significant.

17. Correlation between Disconnect from Spiritual Perspective and Reluctance to Seek Divine Assistance: The correlation coefficient is -0.02, indicating a very weak negative linear relationship between the disconnect from spiritual perspective and reluctance to seek divine assistance. The p-value of 0.78 suggests that this correlation is not statistically significant.

18. Correlation between Disconnect from Spiritual Perspective and Lack of Understanding of Metaphorical Wisdom: The correlation coefficient is -0.11, indicating a weak negative linear relationship between the disconnect from spiritual perspective and lack of understanding of metaphorical wisdom. The p-value of 0.08 suggests that this correlation is marginally statistically significant.

19. Correlation between Disconnect from Spiritual Perspective and Failure to Grasp the Symbolism of the Rope of Devotional Service: The correlation coefficient is 0.12, indicating a weak positive linear relationship between the disconnect from spiritual perspective and failure to grasp the symbolism of the rope of devotional service. The p-value of 0.06 suggests that this correlation is marginally statistically significant.

20. Correlation between Disconnect from Spiritual Perspective and Inability to Harness the Power of Prayer and Surrender: The correlation coefficient is -0.04, indicating a very weak negative linear relationship between the disconnect from spiritual perspective and inability to harness the power of prayer and surrender. The p-value of 0.58 suggests that this correlation is not statistically significant.

21. Correlation between Disconnect from Spiritual Perspective and Lack of Cultivation of Awareness: The correlation coefficient is -0.05, indicating a very weak negative linear relationship between the disconnect from spiritual perspective and lack of cultivation of awareness. The p-value of 0.46 suggests that this correlation is not statistically significant.
22. Correlation between Disconnect from Spiritual Perspective and Failure to Integrate Spiritual and Psychological Approaches: The correlation coefficient is -0.07, indicating a very weak negative linear relationship between the disconnect from spiritual perspective and failure to integrate spiritual and psychological approaches. The p-value of 0.30 suggests that this correlation is not statistically significant.

23. Correlation between Mind's Influence on Emotional State and Blindness of Senses: The correlation coefficient is 0.04, indicating a very weak positive linear relationship between mind's influence on emotional state and blindness of senses. The p-value of 0.54 suggests that this correlation is not statistically significant.

24. Correlation between Mind's Influence on Emotional State and Disconnect from Spiritual Perspective: The correlation coefficient is 0.02, indicating a very weak positive linear relationship between mind's influence on emotional state and disconnect from spiritual perspective. The p-value of 0.72 suggests that this correlation is not statistically significant.

25. Correlation between Mind's Influence on Emotional State and Lack of Engagement in Devotional Service: The correlation coefficient is 0.06, indicating a very weak positive linear relationship between mind's influence on emotional state and lack of engagement in devotional service. The p-value of 0.35 suggests that this correlation is not statistically significant.

26. Correlation between Mind's Influence on Emotional State and Neglect of Bhakti Yoga: The correlation coefficient is 0.03, indicating a very weak positive linear relationship between mind's influence on emotional state and neglect of Bhakti Yoga. The p-value of 0.67 suggests that this correlation is not statistically significant.

27. Correlation between Mind's Influence on Emotional State and Unawareness of Consequences: The correlation coefficient is -0.01, indicating a very weak negative linear relationship between mind's influence on emotional state and unawareness of consequences. The p-value of 0.90 suggests that this correlation is not statistically significant.

28. Correlation between Mind's Influence on Emotional State and Reluctance to Seek Divine Assistance: The correlation coefficient is 0.06, indicating a very weak positive linear relationship between mind's influence on emotional state and reluctance to seek divine assistance. The p-value of 0.39 suggests that this correlation is not statistically significant.

29. Correlation between Mind's Influence on Emotional State and Lack of Understanding of Metaphorical Wisdom: The correlation coefficient is -0.06, indicating a very weak negative linear relationship between mind's influence on emotional state and lack of understanding of metaphorical wisdom. The p-value of 0.35 suggests that this correlation is not statistically significant.

30. Correlation between Mind's Influence on Emotional State and Failure to Grasp the Symbolism of the Rope of Devotional Service: The correlation coefficient is 0.08, indicating a very weak positive linear relationship between mind's influence on emotional state and failure to grasp the symbolism of the rope of devotional service. The p-value of 0.22 suggests that this correlation is not statistically significant.
31. Correlation between Mind's Influence on Emotional State and Inability to Harness the Power of Prayer and Surrender: The correlation coefficient is 0.10, indicating a very weak positive linear relationship between mind's influence on emotional state and inability to harness the power of prayer and surrender. The p-value of 0.12 suggests that this correlation is not statistically significant.

32. Correlation between Mind's Influence on Emotional State and Lack of Cultivation of Awareness: The correlation coefficient is 0.12, indicating a weak positive linear relationship between mind's influence on emotional state and lack of cultivation of awareness. The p-value of 0.05 suggests that this correlation is marginally statistically significant.

33. Correlation between Mind's Influence on Emotional State and Failure to Integrate Spiritual and Psychological Approaches: The correlation coefficient is -0.01, indicating a very weak negative linear relationship between mind's influence on emotional state and failure to integrate spiritual and psychological approaches. The p-value of 0.89 suggests that this correlation is not statistically significant.

Graph on Correlation between Blindness of Senses and Lack of Engagement in Devotional Service

Graph on Correlation between Blindness of Senses and Reluctance to Seek Divine Assistance:
Correlation between Blindness of Senses and Failure to Grasp the Symbolism of the Rope of Devotional Service

Conclusion:
The examination of correlation values between various factors contributing to depression among college students provides valuable insights into the intricacies of mental health challenges in this population. While some correlations exhibit weak associations, many are not statistically significant, highlighting the multifaceted nature of depression and the diverse array of factors that may contribute to its development. These findings underscore the need for a holistic approach to addressing mental health issues among college students. Rather than focusing solely on individual factors, interventions should consider the complex interactions between biological, psychological, social, and cultural determinants of mental well-being.

Moreover, the lack of statistical significance in many correlations emphasizes the importance of considering contextual factors and individual differences in understanding depression. One-size-fits-all approaches may not adequately address the diverse needs of college students, necessitating tailored interventions that account for the unique circumstances and experiences of each individual. Moving forward, future research should explore these factors in greater depth, employing mixed-methods approaches and longitudinal studies to elucidate the underlying mechanisms driving depression among college students. By gaining a deeper understanding of these dynamics, stakeholders can develop more effective prevention and intervention strategies to promote mental health and well-being on college campuses.

Ultimately, addressing depression among college students requires a collaborative and interdisciplinary effort, involving educators, mental health professionals, policymakers, and students themselves. By working together, we can create supportive environments that foster resilience, empathy, and holistic well-being, empowering college students to thrive academically, socially, and emotionally.

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