FACTORS AFFECTING DEPRESSION AMONG FIRST-YEAR UNDERGRADUATE STUDENTS AT A UNIVERSITY IN SONGKHLA PROVINCE, THAILAND

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ABSTRACT

Objective: The purpose of this research was to study factors affecting depression among first-year undergraduate students at a university in Songkhla Province.

Theoretical Framework: Psychological factors consist of Self-Esteem (X1), Life satisfaction (X2), Rumination (X3), Problem-solving (X4). Obligation factors consist of Study stress (X5), Taking responsibility for financial obligations (X6). Relationship factors consist of Relationships with friends (X7) and Relationships with family (X8).

Methods: Data was collected by surveying 180 students. The research method was a questionnaire consisting of 1) general information about the respondents 2) the Patient Health Questionnaire for Adolescents (PHQ-A) to measure levels of depression, and 3) a questionnaire on factors influencing depression, including psychological factors, obligation factors, and relationship factors. The study identified Cronbach's alpha coefficients, which are equal to 0.76 - 0.93 to analyze the average, standard deviation, Pearson correlation coefficient, and stepwise multiple regression analysis.

Results and Discussions: The results found that three factors significantly affect student depression: rumination, self-esteem, and relationship with family. Rumination and self-esteem affect student depression with statistical significance at p<.001 and the relationship with family has a significant effect on student depression at p<.01. These factors can predict 54.70% of the depression of first-year undergraduate students at a university in Songkhla Province (R2 = .547, p < .01).

Research Implications: Factors affecting depression among first-year undergraduate students at a university in Songkhla Province included self-esteem, rumination, and relationships with family.

Originality/Value: Therefore, the organizations or institutions involved in caring for students should use this as a basis for planning and monitoring depression, paying particular attention to promoting students' self-esteem, management of rumination, and building relationships with families to reduce factors affecting depression for first-year undergraduate students effectively.

Keywords: Depression, Late Adolescence, First-Year Undergraduate Students.

FATORES QUE AFETAM A DEPRESSÃO ENTRE ESTUDANTES DO PRIMEIRO ANO DE GRADUAÇÃO EM UMA UNIVERSIDADE NA PROVÍNCIA DE SONGKHLA, TAILÂNDIA

RESUMO

Objetivo: O objetivo desta pesquisa foi estudar os fatores que afetam a depressão entre estudantes do primeiro ano de graduação de uma universidade na província de Songkhla.

Referencial Teórico: Os fatores psicológicos consistem em Autoestima (X1), Satisfação com a vida (X2), Ruminação (X3), Resolução de problemas (X4). Os fatores de obrigação consistem em Estresse de estudo (X5),

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Assumir responsabilidade pelas obrigações financeiras (X6). Os fatores de relacionamento consistem em Relacionamentos com amigos (X7) e Relacionamentos com familiares (X8).

**Métodos:** Os dados foram coletados por meio de pesquisa com 180 estudantes. O método de pesquisa foi um questionário composto por 1) informações gerais sobre os entrevistados 2) o Questionário de Saúde do Paciente para Adolescentes (PHQ-A) para medir os níveis de depressão e 3) um questionário sobre fatores que influenciam a depressão, incluindo fatores psicológicos, fatores de obrigação e fatores de relacionamento. O estudo identificou coeficientes alfa de Cronbach, que são iguais a 0,76 - 0,93 para análise de média, desvio padrão, coeficiente de correlação de Pearson e análise de regressão múltipla stepwise.

**Resultados e Discussões:** Os resultados constataram que três fatores afetam significativamente a depressão estudantil: rumiação, autoestima e relacionamento com a família. A rumiação e a autoestima afetam a depressão estudantil com significância estatística em p<0,001 e a relação com a família tem um efeito significativo na depressão estudantil em p<0,01. Esses fatores podem prever 54,70% da depressão em estudantes do primeiro ano de graduação de uma universidade na província de Songkhla (R2 = 0,547, p < 0,01).

**Implicações de pesquisa:** Os fatores que afetam a depressão entre estudantes do primeiro ano de graduação de uma universidade na província de Songkhla incluem autoestima, rumiação e relacionamento com a família. Originalidade/Valor: Portanto, as organizações ou instituições envolvidas no cuidado aos estudantes devem utilizar isto como base para planejar e monitorizar a depressão, prestando especial atenção à promoção da auto-estima dos estudantes, à gestão da rumiação e à construção de relações com as famílias para reduzir factores afetando efetivamente a depressão em estudantes de graduação do primeiro ano.

**Palavras-chave:** Depressão, Final da Adolescência, Alunos do Primeiro Ano de Graduação.

**FACTORES QUE AFECTAN LA DEPRESIÓN ENTRE ESTUDIANTES UNIVERSITARIOS DE PRIMER AÑO EN UNA UNIVERSIDAD DE LA PROVINCIA DE SONGKHLA, TAILANDIA**

**RESUMEN**

**Objetivo:** El propósito de esta investigación fue estudiar los factores que afectan la depresión entre estudiantes de primer año de pregrado en una universidad de la provincia de Songkhla.

**Marco teórico:** Los factores psicológicos consisten en autoestima (X1), satisfacción con la vida (X2), rumia (X3), resolución de problemas (X4). Los factores de obligación consisten en Estrés de estudio (X5), Asumir la responsabilidad de las obligaciones financieras (X6). Los factores de relación consisten en Relaciones con amigos (X7) y Relaciones con la familia (X8).

**Métodos:** Los datos se recopilaron mediante encuestas a 180 estudiantes. El método de investigación fue un cuestionario que constaba de 1) información general sobre los encuestados, 2) el Cuestionario de salud del paciente para adolescentes (PHQ-A) para medir los niveles de depresión, y 3) un cuestionario sobre los factores que influyen en la depresión, incluidos factores psicológicos y factores de obligación, y factores de relación. El estudio identificó los coeficientes alfa de Cronbach, que son iguales a 0,76 - 0,93 para analizar el promedio, la desviación estándar, el coeficiente de correlación de Pearson y el análisis de regresión múltiple por pasos.

**Resultados y Discusiones:** Los resultados encontraron que tres factores afectan significativamente la depresión estudiantil: la rumia, la autoestima y la relación con la familia. La rumia y la autoestima afectan la depresión de los estudiantes con significancia estadística en p<0,001 y la relación con la familia tiene un efecto significativo sobre la depresión de los estudiantes en p<0,01. Estos factores pueden predecir el 54,70% de la depresión de los estudiantes de primer año de pregrado en una universidad de la provincia de Songkhla (R2 = 0,547, p < 0,01).

**Implicaciones de la investigación:** Los factores que afectan la depresión entre los estudiantes de primer año de una universidad en la provincia de Songkhla incluyeron la autoestima, la reflexión y las relaciones con la familia.

**Originalidad/Valor:** Por lo tanto, las organizaciones o instituciones involucradas en el cuidado de los estudiantes deben utilizar esto como base para la planificación y el seguimiento de la depresión, prestando especial atención a la promoción de la autoestima de los estudiantes, el manejo de la rumiación y la construcción de relaciones con las familias para reducir los factores, afectar eficazmente la depresión en estudiantes universitarios de primer año.

**Palabras clave:** Depresión, Adolescencia Tardía, Estudiantes de Primer Año de Pregrado.
1 INTRODUCTION

Depression is a major health problem in Thailand. Currently, more than 1 million Thai population suffer from depression. Depression is a common psychiatric disorder and a serious important public health problem. It is an important mental health problem that causes a reduction in the quality of life (Park S, 2015). People with depression illness face social problems as they struggle to get along with others which could escalate and induce suicidal thoughts. Information reporting access to services for patients with depression between 2019 and 2021 by the Department of Mental Health specifies the number of patients estimated from the survey in Thailand was 1,439,710 people per total population of the country with patients aged 15 years and over 48,986,657 people. The number of people with depression in Thailand is likely to increase further in the future. It was found that 11.50% of Thai teenagers aged 15-24 years have depression at some level (Department of Mental Health, Ministry of Public Health, 2017). Depression in late adolescence is a common mental health problem often found in Thailand. It was found that more than 3 million Thai teenagers between the ages of 10–19 years are at risk of developing depression. The data obtained from the Consultation Hotline for Mental Health Problems Among Teenagers showed that teenagers aged 11–19 years had called the hotline asking for advice 10,120 times in 2019, and 11,112 times in 2020 (Anemone Maneenil, 2020). The first-year undergraduate students are considered late teenagers, aged 18-19 years, undergoing a period of change from secondary education to tertiary education. They usually have to take on more adult duties that must be fulfilled in many ways. They often need to improve their social adaptability, which requires them to have good personalities and keep up with beauty standards. These endeavors to satisfy personal and social needs sometimes cause a mental burden to young adults. First-year students also struggle to be successful academically and be accepted by a new social group (Charuay Phon Kanchanachot, 1993). Some students are unable to adapt, which will cause stress and may lead to mental problems and can often lead to depression. Depression is a mental health problem that occurs frequently in students who are studying at a higher education level (Davies et al., 2014) A study of factors related to depression in students at Maha Sarakham Rajabhat University found that 36.4 percent of all students depression problems (Samruamsiri, 2021).
2 THEORETICAL FRAMEWORK

2.1 SELF-ESTEEM

A literature review found that self-esteem is part of interpersonal self-evaluation according to reality and identity according to ideals. People with high self-esteem are happier and more productive in their lives. If teenagers have high self-esteem, they are less likely to experience depression. Teenagers who have low self-esteem can have negative thoughts and lead to depression (Nantaya Kongpraphan, 2020).

2.2 LIFE SATISFACTION

Life satisfaction is how a person feels about their life. Such feelings must go through a cognitive process of judging the value of one's own life and well-being (Diener et al., 1985). In assessing life satisfaction, an individual must evaluate his or her life based on perceptions and experiences. Life satisfaction is a factor that determines the quality of life and well-being of a person. (Stanculescu, E. 2016).

2.3 RUMINATION

Rumination is the focused attention on the symptoms of one's mental distress. Obsessive rumination can cause symptoms related to one's suffering or problems. Students who are obsessed with thinking, dwelling on problems, or suffering can exhibit depression. The study of Duangjai Wattanasin et al. (2015) found that analysis of rumination can predict the onset of depression in undergraduate students by up to 21%, and obsessive rumination can cause depression.

2.4 PROBLEM-SOLVING

In the thought process that occurs through learning, individuals choose what they have learned from the environment and past experiences to deal with problematic situations. A study of depression among 186 Midwestern university students found that dealing with problems using emotions was associated with depression. The more often people deal with problems using emotions, the higher they are more likely to suffer from depression (Kanda Pooput, 1994).
2.5 STRESS FROM STUDYING

First-year undergraduate students must adjust their study habits adapting from high school to university, the study format, and specific curriculum requirements in each field of study. A study by Rawiwan Saengchai et al. (2014) found that students who have higher stress levels suffered an impact on their study achievement. The academic achievements of a student reflect directly on the student’s performance in school, which most of the time is the root cause of stress in students (Rungthip Phochum 2001). If students are unable to deal with the academic stress they face it may lead to depression.

2.6 FINANCIAL OBLIGATIONS

Having financial problems such as inadequate income can cause depression. Income is a factor that helps meet the basic needs of an individual. If the income is insufficient, life in society will be difficult. If students must take on financial responsibilities themselves. In addition to academic responsibility, financial obligation could lead to fatigue and stress. In a study by Narumon Samaksawee and Sophin Saeng-on (2015) on factors related to depression in nursing students, it was found that 12.19% of nursing students were depressed, with financial factors having a negative effect that caused depression.

2.7 RELATIONSHIPS WITH FRIENDS

During adolescence, peer groups are very important. Friends are people who can exchange feelings, thoughts, behaviors, and emotions and are most influential among teenagers, they give a feeling of security (Santrock, 2008). Adolescence is an age where close bonds are formed and teenagers spend most of their time with friends. According to a study by Nanthaya Kongpraphan (2020), negative relationships with friends have a direct influence on depression in late adolescence. Teenagers with good relationships with friends were less likely to be depressed than those with poor relationships with friends.

2.8 RELATIONSHIPS WITH FAMILY

Family is the most important and closest social institution for teenagers from the beginning of their lives. The family is the basic social institution shaping the personality,
thoughts, beliefs, attitudes, and behaviors, both positive and negative, of teenagers. Family plays an important role in shaping teenagers' success or failure in life both during their adolescence and in their future. Nanthaya Kongpraphan (2020) found that negative family relationships are a factor that influences depression. Teenagers with poor family relationships are more likely to have depression.

This study obtained survey data from the target university located in the southern region of Thailand. The selection criteria are based on that the university is a leading university in the southern region and is known nationally both in education and research ranked among all 3,000 universities or higher education institutions worldwide in 2020-2021 by University Ranking by Academic Performance (URAP). The target university admits between 4,000 - 10,000 new first-year undergraduate students every academic year. (statistics of students at a university in Songkhla province). No previous studies about depression in first-year students had been conducted at this university. Therefore, the researcher chose this institution to study the factors that affect depression in first-year undergraduate students. It is hoped that the results of this research will be used as basic information for planning and monitoring the occurrence of depression and prevention, including the promotion of mental health to effectively reduce factors affecting depression for students.

2.9 RESEARCH OBJECTIVE

To study factors affecting depression among first-year undergraduate students at a university in Songkhla Province.

2.9.1 Research Conceptual Framework

The conceptual framework for this research applies the theoretical model in the context of interpersonal relationships of depression in adolescents by Rudolph (2012). Rudolph (2012) stated that depression in teenagers is caused by problems in building relationships with other people, which results in teenagers having stress and anxiety which can lead to depression. Problems in building relationships in teenagers are related to many factors, including gender, developmental stage, evaluation, and ineffective relationships is the result of the foundation within oneself and learning to build relationships that have been fostered by the family. Interpersonal relationship factors that influence depression in teenagers are as follows:
3 RESEARCH METHODOLOGY

This research is quantitative, aiming to study the relationship between mental factors, obligation factors, and relationship factors related to depression among first-year undergraduate students at a university in Songkhla Province.

3.1 POPULATION/SAMPLE GROUP

The population for this research was 4031 first-year undergraduate students who enrolled in the academic year 2023 at a university in Songkhla province. The sample group size of 180 participants reporting levels of depression was calculated using the method proposed by Hair and colleagues (Hair et al., 2006), stipulating at least 20 participants per factor.

In the first step, the population was divided into three groups according to fields of study, namely the Social Science Study Group, the Health Science Education Group, and the Science and Technology Education Group. Using stratified random sampling, 300 participants were surveyed to reach the required number of students who reported depression according to the scores of the Adolescent Depression Scale (PHQ-A). 120 of these participants reported no levels of depression and were excluded from the sample group. The remaining 180 students were further surveyed with the questionnaire described in Part 3 below to elicit the factors influencing depression.
3.2 RESEARCH TOOLS

Part 1: Questionnaire regarding general information of the respondents.

Part 2: Adolescent depression assessment form, developed from the Patient Health Questionnaire for Adolescents (PHQ-A) (Rachanakarin Institute of Child and Adolescent Mental Health, 2018). It is a self-report assessment form consisting of nine questions to indicate the severity of symptoms of depression in the preceding 2 weeks. The depression occurrence frequency is divided into four levels: none, some days, more than 7 days, and almost every day. Ratings are based on the frequency of symptoms that occurred, consisting of none: 0 points; some days: 1 point; more than 7 days: 2 points; almost every day: 3 points, with scores counted for all questions combined. The total score for the entire assessment ranges from 0-27 points, with a higher score indicating higher levels of depression. Depression is divided into five levels as follows: 0-4 points: no depression, 5-9 points: mild depression, 10-14 points: moderate depression, 15-19 points: severe depression, and 20-27 points: very severe depression with require a doctor consultant to diagnose find treatment.

Part 3: Questionnaire on factors influencing depression, including psychological factors, obligation factors, and relationship factors. The researcher developed questions from theoretical concepts and related research. Content validity was checked by three experts with equal to 0.66-1.00 and confidence level was checked by finding Cronbach's alpha coefficients. Psychological variables include four variables: self-esteem equal to 0.87, life satisfaction equal to 0.79, rumination equal to 0.93, and problem-solving equal to 0.81. The obligation factor was measured with two variables, namely stress in studying, equal to 0.80, and financial responsibility, equal to 0.77. The relationship factor has two variables, namely relationships with friends equal to 0.83 and relationships with family equal to 0.76, respectively.

3.3 METHOD OF DATA COLLECTION

The researcher brought a letter requesting permission to collect data on-site. Make an appointment to conduct and receive the questionnaire and feedback. The questionnaire was given to the sample group according to the criteria that had been set to answer the questions. The researcher explained the purpose of the research and asked for cooperation. If the respondents were willing to cooperate, the researcher would then start distributing questionnaire forms to the sample group. After that, the completeness of the questionnaires
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returned by the participants were checked and the completed questionnaires were scored according to the specified criteria for further statistical analysis.

3.4 DATA ANALYSIS

The researcher uses an SPSS application to analyze data, frequency, percentage, arithmetic mean, and standard deviation, and analyze the relationship between psychological factors, duties, and relationships. By finding the Pearson Product Moment Correlation Coefficient and analyzing factors that affect depression by stepwise multiple regression analysis.

4 RESULTS AND DISCUSSIONS

4.1 RESULT

From the sample of 180 participants used in this research, 23.90% were male and 76.10% were female. The average academic performance in the most recent academic year was a GPA of 2.98 (SD= .63). 67.20% of the sample lived with their parents. The parents of the sample group were mostly married and lived together, representing 65.60%. 64.40% of the sample group had an average income of 5,000 - 7,000 baht per month. 77.20% of the sample group had income sufficient to cover expenses. 74.40% of the participants did not do any additional work during the study, and 88.30% reported no history of having someone in the family with depression.

Table 1

<table>
<thead>
<tr>
<th>Depression</th>
<th>Number (person)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slight depression</td>
<td>119</td>
<td>66.11</td>
</tr>
<tr>
<td>Moderate depression</td>
<td>41</td>
<td>22.78</td>
</tr>
<tr>
<td>High depression</td>
<td>13</td>
<td>7.22</td>
</tr>
<tr>
<td>Severe depression</td>
<td>7</td>
<td>3.89</td>
</tr>
</tbody>
</table>

(Mean = 9.29, SD = 4.558, Range = 24)
Source: Researchers, 2024

From Table 1, it was found that 119 first-year undergraduate students had mild depression, accounting for 66.11%, 41 had moderate levels of depression, accounting for
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22.78%, and had high levels of depression accounting for 7.22%. While seven people had severe depression, accounting for 3.89%.

Table 2

Pearson correlation coefficients between variables (n=180)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean (SD)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depression</td>
<td>1.03 (.50)</td>
<td></td>
<td>-</td>
<td>-</td>
<td>.63*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Self-esteem</td>
<td>2.66 (.68)</td>
<td></td>
<td>-</td>
<td>-</td>
<td>.67*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Life satisfaction</td>
<td>2.16 (.73)</td>
<td></td>
<td>-</td>
<td>-</td>
<td>.66*</td>
<td>.48*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Rumination</td>
<td>2.13 (.94)</td>
<td></td>
<td>-</td>
<td>-</td>
<td>.66*</td>
<td></td>
<td>.48*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Problem-solving skill</td>
<td>2.52 (.61)</td>
<td></td>
<td>.34*</td>
<td>.57*</td>
<td>.64*</td>
<td>.41*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Stress in studying</td>
<td>2.02 (.57)</td>
<td></td>
<td>.51*</td>
<td>.55*</td>
<td>.61*</td>
<td>.51*</td>
<td>.51*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Responsibility for financial</td>
<td>2.60 (.80)</td>
<td></td>
<td>.38*</td>
<td>.32*</td>
<td>.37*</td>
<td>.38*</td>
<td>.33*</td>
<td>.30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obligations</td>
<td>8. Relationships with friends</td>
<td>2.60 (.80)</td>
<td></td>
<td>.38*</td>
<td>.32*</td>
<td>.37*</td>
<td>.38*</td>
<td>.33*</td>
<td>.30*</td>
<td></td>
</tr>
<tr>
<td>9. Relationship with family</td>
<td>2.41 (.85)</td>
<td></td>
<td>.35*</td>
<td>.36*</td>
<td>.41</td>
<td>.20*</td>
<td>.31*</td>
<td>.28*</td>
<td>.40*</td>
<td>.40*</td>
</tr>
</tbody>
</table>

*p < .01, ** p < .001
Source: Researchers, 2024

From Table 2, Pearson correlation coefficient analysis found that self-esteem (r = -.63, p < .05), life satisfaction (r = -.49, p < .01), rumination (r = -.66, p < .01), relationships with friends (r = -.38, p < .01), and relationships with family (r = -.35, p < .01) were statistically significantly related to depression. Problem solving (r = .34, p < .01), study stress (r = .51, p < .01), and financial responsibility (r = .38, p < .01) were positively related to depression with statistical significance.

Table 3

Factors affecting depression among first-year undergraduate students at a university in Songkhla Province (n=180)

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.37</td>
<td>.111</td>
<td>-</td>
<td>21.465</td>
<td>.000</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>-.23</td>
<td>.03</td>
<td>-.44</td>
<td>-7.09</td>
<td>.000</td>
</tr>
<tr>
<td>Rumination</td>
<td>-.23</td>
<td>.04</td>
<td>-.31</td>
<td>-4.80</td>
<td>.000</td>
</tr>
<tr>
<td>Relationships with family</td>
<td>-.08</td>
<td>.03</td>
<td>-.14</td>
<td>-2.73</td>
<td>.007</td>
</tr>
</tbody>
</table>

R² = .540; Adjust R² = .547; R = .74; F3,176= 70.97; p .007
Source: Researchers, 2024

From Table 3, Stepwise multiple linear regression analysis found that Self-esteem (β = -.44, p < .001), rumination (β = -.31, p < .001), and relationship with family (β = -.14, p < .01) were factors that have a statistically significant effect on depression. These factors can be used
to predict the variance of depression of 54.7% among first-year undergraduate students at a university in Songkhla Province (R² = .547, p < .01).

5 DISCUSSION

From the results of this research, the important findings were that factors affecting depression among first-year undergraduate students at a university in Songkhla Province included self-esteem, rumination, and relationship with family. Depression can be predicted at 54.70%, with self-esteem having the strongest negative relationship with depression (β = .44, p < .001). It shows that if students have high self-esteem, they are less likely to have depression. This is because students who value themselves have self-love and self-respect without needing to compare themselves with others as to whether they are better or inferior (Rosenberg & Simmons, 1971) This finding is consistent with Khoi La-on's (2007) study on factors predicting depression among youth in the Children and Youth Training Center, District 6, Nakhon Sawan Province. It was found that self-esteem has a statistically significant negative relationship with youth depression. The factors of self-esteem and upbringing were able to predict depression by 10% and were consistent with the study of factors influencing depression of high school students in Pathum Thani Province by Rattana Makhasawat (2021), who found that self-esteem had a statistically significant negative relationship with depression in the sample group. Therefore, self-esteem is an important factor and the basis of mental health conditions which are important for survival. If a person has high self-esteem, they also have a reduced risk of depression.

Rumination harms depression (β = -.31, p < .001), indicating that if students have high rumination, they are less likely to experience depression. This is inconsistent with the study of Morrison & O'Connor (2005), which found that rumination was positively related to depression and could predict the occurrence of depression in undergraduate students up to 21%. It is also inconsistent with a study of factors influencing depression among students at Bansomdejchaopraya Rajabhat University (Kanchana Sutthiniam, 2022), which found that students will blame themselves for not being enthusiastic or lacking self-motivation. Reflecting negative thoughts about oneself causes a feeling of disappointment and discouragement and easily leads to depression. However, this is because rumination can also be useful and have positive effects. According to the self-regulatory executive model function (Papageorgiou C, Wells A, 2001) which specifically explains the connection between rumination and depression, rumination is helpful for people who think positively. For example, sometimes people need to
contemplate bad events from the past to understand them and this may lead to action rumination, which is a thought process that is interested in what will be done by focusing on reaching the goal and correcting mistakes (Mikulincer, Mario, 1996). Students who ruminate are highly likely to ruminate in the manner of trying to solve a problem and therefore less likely to suffer from depression. Therefore, rumination does not lead to depression on its own. But if there is positive rumination, it can also hurt depression.

Relationships with family hurt depression ($\beta = -0.14, p < .01$), indicating that if students have good relationships with family, they will be less likely to have depression. This is because students who have good relationships with their families get warm care that makes students feel like they have a refuge. It helps them to not feel alone and to socialize well with others. As (Rudolph, 2012) has explained, basic family relationships are an important factor that shapes teenagers’ ability to learn to build relationships with others. Teenagers who grow up in a warm family will be able to have good social behavior, no relationship problems, and no depression. Consistent with a study of high school students in Chonburi Province (Teeraphat Laksanianawin, 2022), it was found that family ties had a negative influence on depression. This finding also corresponds with Nuanjira Chanracharakhan et al. (2015) which found that family ties have a negative influence on high school students’ depression. All the reasons above indicate that relationships with family are an important basis for mental health and can reduce the incidence of depression in students.

5.1 SUGGESTIONS FOR IMPLEMENTATION

From the results of this research, it was found that factors affecting depression among first-year undergraduate students at a university in Songkhla Province included self-esteem, rumination, and relationships with family. Therefore, the organizations or institutions involved in caring for students should use this as a basis for planning and monitoring depression, paying particular attention to promoting students' self-esteem, management of rumination, and building relationships with families to effectively reduce factors affecting depression for first-year undergraduate students.
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