

Peer Pressure, Self-Esteem and Depression among Adolescence in Kampala; A Case Study of  
Luzira Community.

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University

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### Declaration

I, **Nafuna Elizabeth** declare to the best of my knowledge that this research report submitted to Makerere University is my piece of work, original and designed by me, and has never been submitted either in partial or in full to any academic institution of higher learning for academic purposes or any award.

Signature.....

Date 08/12/2022.....

Nafuna Elizabeth

### Approval

This dissertation has been submitted for assessment with the approval from my supervisor in partial fulfillment for the award of degree of Bachelors of Community Psychology of Makerere University.

Signature: .....  
Supervisor  
Dr. Nyende Paul



Date: .....  
8/12/2022



### **Dedication**

I dedicate this dissertation to my parents, Mr. and Mrs. Kibeti, my siblings, friends and The City Church family for their love and support towards my education.

## **Acknowledgment**

First, I would like to thank God Almighty for because he has been the reason for my success through this educational journey. He has provided for me in all areas of my life and continued to prove that he is good.

I also convey my sincere thanks to my supervisor for his patience and continued guidance towards writing and completing my dissertation.

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## Abstract

**Background:** According to studies, adolescent actions or circumstances are to blame for more than 33% of the illness burden and close to 60% of adult premature mortality. Relevant studies in the developed world have reported peer pressure and low self-esteem to be among the major factors escalating the rate of depression. This study aimed to determine the relationship between peer pressure, self-esteem and depression among adolescents.

**Method:** This was a cross-sectional survey involving collection of data from the adolescents in Luzira community using questionnaires. A total of 100 adolescents were interviewed and the collected data was entered and cleaned in Microsoft excel 2016 and exported to SPSS (Version 21) for further analyses. Descriptive analysis and Pearson correlational analysis was done to assess the relationship between peer pressure, self-esteem and depression among adolescents.

**Results:** We found that there was significant relationship between peer pressure and self-esteem, and the correlation was moderately positive ( $r= 0.357$ ,  $p= 0.00$ ). also we found that there was significant relationship between peer pressure and depression, and this correlation was moderately correlated ( $r= 0.445$ ,  $p= 0.00$ ). There was no significant relationship between self-esteem and depression ( $r= 0.004$ ,  $p= 0.971$ ).

**Conclusion:** Peer pressure is an important predictor of self-esteem and depression. Self-esteem is not an important influencer of depression among adolescents in Luzira community.

**Key words:** Peer pressure, Self-esteem, Depression, Adolescent

## **Chapter One**

### **Introduction**

This study examined the association between peer pressure, self-esteem and depression among adolescents. This chapter consisted of the background of the study, problem statement of the study, purpose of the study, objectives of the study, scope of the study, significance of the study and the conceptual framework.

### **Background**

Adolescence refers to the period of transition from childhood to adulthood (Jaworska & Macqueen, 2015). According to the World Health Organization (WHO), adolescents are those people between 10 and 19 years of age. This indicates that the majority of adolescents are not only in the "child" category but also attend high school. According to the Ministry of Health, adolescence is a period characterized by rapid biological, emotional, social, and developmental changes (MOH, 2017). Evidence suggests that 25% of Uganda's 34.6 million population are adolescents who are faced with social and health challenges.

The common phenomenon known as "peer pressure" has been given several definitions throughout the world. First off, a peer is someone who has the same age, social status, or set of skills as the members of a group, according to the Cambridge Dictionary. Morris, Larsen, Catterall, Moss, & Dombrowski (2020) define peer pressure as any attempt by one or more peers to persuade a person to adopt the decisions or behaviors that the pressing individual or group finds to be appropriate. Peer pressure, according to a current definition, is the process through which members of one group persuade members of another group to engage in a behavior or activity they may not otherwise do (Saxena, 2022). More recent studies show that when kids become older, they start to spend more time with their peers (Toraman & Aycicek, 2019). This implies that teenagers may

voluntarily break many of the established conventions, beliefs, attitudes, and actions to feel accepted and respected by their peers.

It also supports the notion that peer pressure has a bearing on adolescents' self-esteem, either positively or negatively. A study in Korea defined self-esteem as a positive self-assessment on ordinary days (Choi et al., 2019). Self-esteem is also defined as a stable sense of personal worth (Ibrahim et al., 2022). It is safe to say that self-esteem is the value one attaches to his or her own life. During adolescence, notable research explains that peer relationships take on increasing importance and play a critical role in adolescents' development of intimacy, social skills, and self-concept (Lebedina, Lotar, & Neven, 2011). This goes to say that as adolescents interact with their peers, they create their identity and build self-concept. Much as peer pressure can be positive, a study by Uslu (2013) reveals that self-esteem is negatively affected by peer pressure. However, the ability for peer pressure to affect one's self-esteem is largely dependent on the teenager's level of self-esteem. The same study suggests that adolescents with low self-esteem are more frequently victimized than those with high self-esteem (Uslu, 2013). A recent study found that low self-esteem was associated with 47.5% of depression, whereas high self-esteem was associated with only 2% of depression among adolescents (Ibrahim, et al., 2022)

The rates of young people who get depression are the highest of all psychological disorders among their age group and these disorders affect millions of youngsters. The issue of depression is a major social problem because a depressed person usually has a sense of hopelessness and despair which can lead to suicide. Depression may involve feelings of being sad, weak, disappointed, frustrated, despairing, helpless, and hopeless all of which are associated with adolescents having low self-esteem. Another source found that low self-esteem is linked with greater depressive symptoms among adolescents. (Cong, Ling, & Aun, 2021). Findings show that

Uganda is ranked among the top six countries in Africa in rates of depressive disorder. Much as research has been done on the above variables, little research has been carried out on the relatedness of peer pressure and self-esteem to the ever-increasing rate of depression particularly in Uganda.

### **Statement of the Problem**

Compared to younger children, adolescents have a larger chance of developing depression (Costello et al., 2011). After puberty, depression is more common, especially in females, and is frequently linked to morbidity and a higher risk of suicide (Rhew et al., 2010; Salk et al., 2016). Additionally, depression harms teenagers' social and intellectual functioning (Verboom et al., 2014). According to studies, adolescent actions or circumstances are to blame for more than 33% of the illness burden and close to 60% of adult premature mortality. Relevant studies in the developed world have reported peer pressure and low self-esteem to be among the major factors escalating the rate of depression. However, to my knowledge, very little has been said about the role played by peer pressure and self-esteem towards the growing rate of depression among adolescents as they are the largest population and at the same time, the future.

The risk of ignoring the extent to which peer pressure alongside self-esteem can hike adolescent depression, may result into increased mortality rate, an overwhelming rate of alcohol and substance abuse, unplanned pregnancies and abortions, higher suicide rates, hopelessness and what's worse, a sick and dying generation. Therefore, has not only bridged the gap in the existing literature but also aid governments and policy makers to come up with interventions that will nurture a higher self-esteem, yield positive peer influence and buffer the growing rate of depressive symptoms among adolescents, hence protecting generations to come.

## **Purpose of the Study**

The purpose of the study will be to examine the relationship between peer pressure, self-esteem and depression among adolescents.

## **Objectives of the Study**

1. To examine the relationship between peer pressure and self-esteem among adolescents.
2. To investigate the relationship between peer pressure and depression among adolescents.
3. To establish the relationship between self-esteem and depression among adolescents

## **Scope of the Study**

### **Geographical scope**

The study focused on adolescents of Luzira community in Kampala district. This is because a good number of adolescents in this area succumb to peer pressure and most of them exhibit a struggle with self-esteem a long side depression.

### **Contextual Scope**

Peer Pressure is when you do something because you want to feel accepted and valued by your friends.

Self Esteem is how we value and perceive ourselves. The study focused on the components of high and low self-esteem.

Depression is operationalized as a mental disorder that is characterized by a depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite and poor concentration (WHO, 2012).

## **Significance**

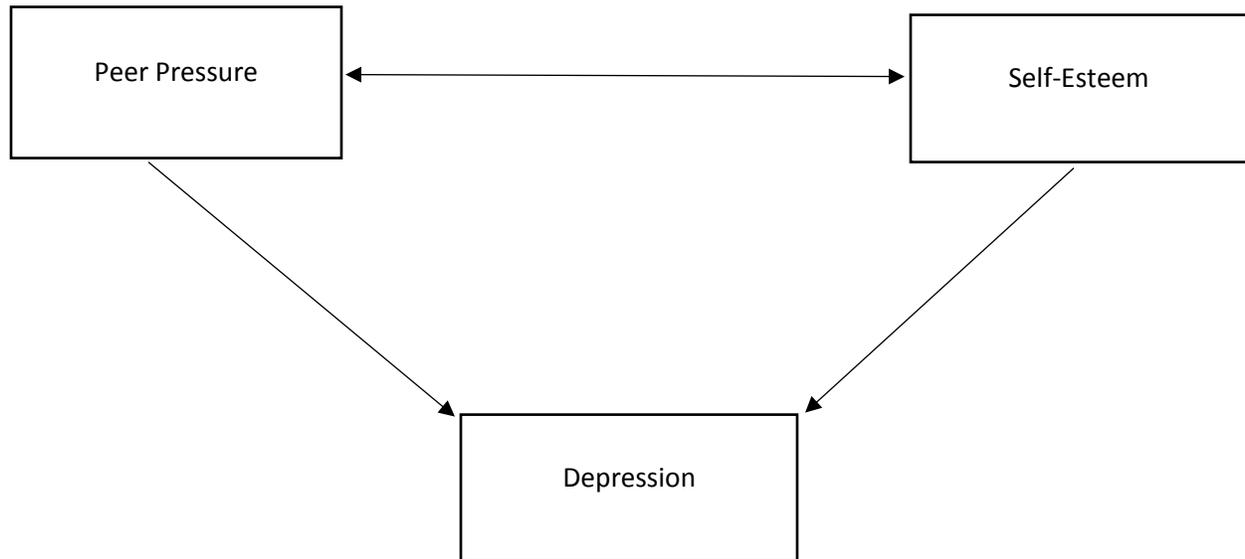
The study hoped to unveil the massive impact that peer pressure has towards the building and breaking of self-esteem among adolescents. This in sum provided information that created a better understanding of how peer relations affect self-esteem of adolescents to the point of depression.

With regard to depression, this study hoped to help clinicians and counsellors working with adolescents to develop programs and intervention strategies that focus on helping adolescents grow their self-worth while recovering from depression.

The findings from this study contributed by adding to the literature concerning peer pressure, self-esteem and depression among adolescents, which will serve as a guiding avenue for other studies especially to the student's fraternity who wish to advance their studies while adopting the same variables.

This study will be used by the government, policy makers and mental health practitioners to craft appropriate programs that address the problem of negative peer pressure as well as boost self-esteem among adolescents which will in turn aid the formation of peer relationships with positive results.

### Conceptual Framework



*Figure 1: Shows the relationship between Peer Depression, Self-Esteem and Depression.*

According to the conceptual framework above, peer pressure among adolescents is directly related to self-esteem and depression among adolescents. Secondly the levels of self-esteem may influence or be influenced by peer pressure since other people's effect on you is dependent on how you perceive and value yourself. Lastly, self-esteem may also influence the level of depression among adolescent depending on whether one has low self-esteem or high self-esteem.

## **Chapter Two**

### **Literature Review**

#### **Introduction**

This chapter presents findings of relevant literature on Adolescents in Cities. It mainly focuses on the relationship between peer pressure and Depression, the relationship between Peer Pressure and self-esteem and the relationship between Self-esteem and Depression.

#### **Peer Pressure and Depression**

Research studies of the relationship between Peer Pressure and Depression have suggested a high positive correlation of these variables (Cruz et al., 2016.). In one research study examining the relationship between peer pressure and Depression ,520 adolescents studying in government aided schools and private schools were randomly selected using a multi-stage sampling technique and results revealed there was a significant relationship between peer pressure and depression among adolescents (Sharma et al., 2020).

The vulnerability of adolescents to peer pressure in one research study was investigated as a marker of challenges in the general process of developing autonomy that was expected to be connected to impairments across various psychosocial functioning areas. A laboratory-based evaluation of peer influence sensitivity during contacts with a close friend was created and compared to corollary reports from teenagers, their moms, and close classmates at the ages of 13 and 14. As anticipated, observed peer influence vulnerability with a close friend predicted future reactions to unfavorable social pressure, but it was also linked to more general indicators of functioning issues over time, such as declines in popularity and rising levels of depressed symptoms(Allen et al., 2006).

Teenagers suffer long-term negative effects from being excluded, scorned, and victimized by peers. In particular, peer victimization in early childhood influences the later onset of depression among adolescents (Coplan RJ, et al. *Journal of abnormal child psychology*, 2008)

Findings from an increasing number of studies suggested that young children who were likely to internalize issues exhibited traits of socially withdrawn behaviors among peers. When presented with social interaction opportunities, such as those at preschool, the playground, or other public places, depressed teenagers tended to keep to themselves and rarely struck up conversations with other teenagers. Additionally, depressed teenagers showed deficiencies in social skills, such as the inability to make eye contact or ask for a conversation, which made it harder for them to engage in activities with their peers (Rubin KH, Coplan, R J, Bowker J C, *social withdrawal in childhood. The annual review of psychology*, 2009).

According to research studies young depressed adolescents may also have social impairment, for instance, adolescents who had higher depressive symptoms in this research study were more likely to be rejected by their peers. Additionally, a lack of social skills such as peer victimization, leadership, and social participation predicted depressive symptoms in childhood (Hill et al., 2012).

In one research study ,findings show that peer pressure provide essential Context for adolescent social development, adolescents conformity to negative peer norms appears as a major risk factor linked to negative outcomes such as depression (Allen et al., 2006)

Peers had a special and significant impact on how adolescents developed. Teenagers frequently showed early indications of internalizing issues like depression in the peer group. FD Perren S Alsaker relationships throughout time between poor social skills and peer victimization.

In a longitudinal study carried out to investigate the relationship between peer pressure and depression by (Machmutow et al., 2012) showed that there was an association between peer pressure and depression among adolescents. He further noted that peer victimization has negative and long-term consequences for adolescent's mental health and depressive symptoms are amongst the prominent negative consequences.

Peer exclusion, rejection, and victimization have a lasting harmful impact on teenagers. In particular, early peer victimization contributed to the later development of depression among adolescents (Coplan RJ, et al. Journal of abnormal child psychology, 2008).

The susceptibility of adolescents to peer pressure was investigated as a marker of difficulties in the general process of developing autonomy that was likely to be connected to deficits across various psychosocial functioning domains. A laboratory-based evaluation of peer influence susceptibility during interactions with a close friend was created and compared to corollary reports from teenagers, their mothers, and close peers at the ages of 13 and 14. As anticipated, observed peer influence susceptibility with a close friend predicted future reactions to unfavorable peer pressure, but it was also linked to more general indicators of functioning issues over time, such as declines in popularity and rising levels of depressive symptoms (Allen et al., 2006).

### **Peer Pressure and Self-esteem**

There are numerous studies that seek to explain the relationship between peer Pressure and Self esteem and those studies concluded that variables peer pressure and Self Esteem are significantly related.

Peer pressure is frequently associated with a person's teenage years. Peer pressure may also have a positive effect by encouraging young people to adopt safe and healthy habits, which will

benefit their academic performance. On the other hand, it could also be connected to negativity, such as activities that are known to be damaging to a kid or a young person's wellbeing, such as drinking alcohol, using illegal drugs, and having a bad body image. Such consequences of this kind of behavior can make a young person feel less confident and less valuable, which causes them to distance themselves from their family and even their friends (Cruz et al., n.d.).

Peer pressure was identified by Tripathy (2018) as a factor influencing adolescent behavior. It may result in both favorable and unfavorable results. In addition, the study claimed that adolescents can find motivation and character in one companion group or another. They invest and conform to the beliefs, judgements, and attitudes of the associate group.

Peer pressure may or may not have a good impact on a person's wellbeing, according to the research that was carried out in on a longitudinal study. It aimed to identify the potential causes of peer pressure, both beneficial and harmful, and how it influences someone's mental, emotional, and physical health. The body of knowledge already known may benefit greatly from this research. Additional advice might be provided to help address current problems and trends relating to social pressure and students' wellbeing, particularly those who are in their teenage years(Cruz et al., n.d.). According to the Long, et al. (2020) study Mental Health Disorders and Adolescent Peer Relationships, these relationships are linked to the emergence of mental health problems in young people. 602 respondents participated in the survey. To acquire all the necessary data, they employed a child diagnostic interview schedule and a friendship nomination survey.

Peer pressure has both advantages and disadvantages. Teenagers are particularly affected by it since they are at a stage in life when they are impressionable and prone to developing bad habits. Peer pressure can have both positive and harmful effects, but the latter should not be overlooked. According to the study's findings, respondents exhibit high levels of resistance to peer

pressure, high levels of peer encouragement, and low levels of surrendering to peer pressure. They are also seen to be struggling with their mental health. This leads to the conclusion that peer pressure and mental health are significantly correlated (Cruz et al., n.d.).

### **Self-esteem and Depression**

According to various longitudinal studies made, there has always been a link between Self-Esteem and Depression among Adolescents and different literature has tried to bring out this relationship.

In one research study made, results revealed that self-esteem is a large part of adolescent's self-understanding and is more likely to be a fluctuating and dynamic construct to internal and external Influences during adolescence, self-esteem is widely recognized as the central aspect of psychological functioning during adolescence and results concluded that there is an inverse association between Self-esteem and symptoms of depression (Moksnes et al., 2010)

According to the research study to establish the relationship between Self esteem and emotional health in adolescents results indicated that there was a significant relationship between self-esteem and depression for both girls and boys controlled for gender and age (Moksnes & Espnes, 2012)

In another study carried out to investigate the relationship between Self-esteem and Depression, about 182 Italian participants aged 10-14 were recruited to complete a self-report questionnaire and results revealed that there was a significant positive relationship and self-esteem was considered a major factor for adolescent's depression. (Fiorilli et al., 2019)

The goal of the one research study was to examine the role of adolescents' interpersonal stressor sources (relationships with parents, teachers, classmates, and friends) and self-esteem (i.e., the quality of interpersonal relationships, control of life events, and management of negative

emotions) in predicting various depression manifestations (i.e., depressed mood, sense of inadequacy, and insecurity). 182 preadolescents and adolescents from three Italian schools, ages 10 to 14, participated in the study. They had to finish a questionnaire on their own experiences. The findings indicated that a significant component in adolescent depression to be considered was self-esteem (Fiorilli et al., 2019).

Adolescents face ongoing pressure to succeed academically, establish their independence from their parents, and manage the hormonal and physical changes that are taking place in their bodies. They are frequently under increasing pressure to fit in or act in a way that will win the approval of their peers and are also constantly being observed by their classmates. For many young people, the constant pressure to belong and be liked can be debilitating, eventually developing into depression. Not all peer pressure is harmful. At any age, we are all influenced by our friends and peers (Sharma et al., 2020).

### **Hypothesis of the Study**

First null hypothesis: There is no significant relationship between peer pressure and self-esteem among adolescents.

Second null hypothesis: There is no significant relationship between peer pressure and depression among adolescents.

Third null hypothesis: There is no significant relationship between self-esteem and depression among adolescents.

## **Chapter Three**

### **Methodology**

#### **Introduction**

This chapter provided an outline of the research methods that were followed in the study. It provided information on the participants, that is, the criteria for inclusion in the study, who the participants were and how they were sampled. The chapter also presents the study design. The data collection instruments were described and the procedures that were followed are also highlighted. Lastly, the methods that were adopted to analyze the data are discussed.

#### **Study Design**

This was a cross-sectional survey involving collection of data from the participants between September and October 2022. The researcher used a correlative method to determine the relationship between the variables.

#### **Study Area**

The study area was Luzira, Kampala. This study area was chosen because it is located in the capital city of Uganda, and also the researcher comes from this community so it was easy to obtain the study participants.

#### **Study Participants**

The target study participants for this study were adolescents; both boys and girls in Luzira, Kampala, Uganda. These were both boys and girls between 12-19 years of age

#### **Sample Size**

The study population was obtained following the Krejcie & Morgan (1970) chart (Appendix). Since the total number of adolescents this study area is hard to determine, the total

sample size of 100 was used following the chart, and it is assumed to be fit to provide statistically sufficient data.

### **Sampling Technique**

The study used a random sampling technique during selection of the study participants, thus making the sample representative of the entire population. (Kalomo, 2017).

### **Research Instruments and Measures.**

The questionnaire was a modified version of already developed instruments and it involved (4) sections labeled A, B, C, D. These captured the critical areas spelt out in the objectives of study.

Section A comprised of demographic information, Section B collected data on Peer pressure, Section C measured levels of Self-esteem and Section D collected data on Depression.

Peer Pressure: Peer Pressure Inventory developed by K1ran (2002) is a 34-item scale aimed to measure peer pressure adolescents experiencing. Its reliability and validity study results concluded that it can be used for research purpose. This study was a modified version of the scale with 10 items.

Self-esteem: Self-esteem was measured using the Rosenberg Self-Esteem Scale (RSES). It is a 10 item scale developed by Rosenberg, (1965) measuring both positive and negative feelings of the self. The items were rated on a five (5) point scale ranging from; strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5).

Depression: Depression was assessed using the patient health questionnaire (PHQ-9). The PHQ-9 is a multipurpose instrument for screening, diagnosing, monitoring and measuring the severity of depression. It consists of 9 items and the respondent is required to circle a number that best describes him or her besides the alternatives on each item.

## **Eligibility Criteria**

### Inclusion criteria

- 12-19 years old.
- Fluent in English or Luganda.
- Not too physically and emotional incapacitated to undertake face-to-face interviews.

### Exclusion criteria

- Unwilling to provide verbal informed consent.
- Children (less than 18 years).

## **Quality Control**

Pre-testing data collection tool: The data collection tool (questionnaire) was discussed with the supervisor for approval and advised. Pretesting of the tool was done among adolescents in Kikoni community, around Makerere University so as to ensure clarity and suitability before using it for this study. The responses from the pretesting was not reported in the final analysis of this study, but was used for making necessary corrections and adjustments to the data collection tool.

Validity: To ensure the validity of the instrument, the content validity for the instrument was determined by calculating a content validity index using responses from the pre-testing. A value more than 0.07 was deemed as good for data collection.

## **Data Collection**

Participants were recruited as they are found in their different households. Potential participants were approached in and the purpose of the study explained to them in details. Verbal consent was obtained from each participant prior to the survey through interviewing. The process of collecting data from all the participants took 1 month.

## **Data Management and Analysis**

### Data management

The collected data was entered, cleaned and coded in Microsoft excel 2016 and exported to SPSS software (version 21) for all data analysis.

### **Data Analysis**

Descriptive statistics was done to explore the demographic characteristics of the participants. The findings were reported in form of frequencies and proportion. The relationship between peer pressure and self-esteem was assessed using Pearson's correlation test. The relationship between peer pressure and depression was assessed using Pearson's correlation test. The relationship between self-esteem and depression was assessed using Pearson's correlation test. The correlation coefficient was obtained and the significance was established at  $P < 0.05$  (Kalomo, 2017).

### **Ethical Consideration**

Privacy and confidentiality of the respondents was ensured and the participation was completely voluntary with no compensation. No real name was recorded for confidentiality purpose and to ensure anonymity.

## Chapter Four

### Results and Interpretation

#### Introduction

This chapter presents the results of the study in line with the study objectives and hypotheses. Results are presented in a following manner, first highlighting respondent's background information. Lastly Pearson Product Moment Correlation Coefficient (PPMCC) results are presented in accordance with stated hypotheses

#### Personal Data of the Participants

This study interviewed a total of 100 adolescent people in Luzira Community, with the mean age of the participants were 16.04 ( $\pm$  0.19). Among these, 53.0% of them were females and 47.0% were males. Those who were in secondary schools were 92.0%, with 8.0% of them with primary education level.

**Table 1: Personal Data of the Participants.**

Variable	Frequency (N)	Proportion (%)
<b>Gender</b>		
Female	53	53.0
Male	47	47.0
<b>Education</b>		
Primary	8	8.0
Secondary	92	92.0

Source: Collected data

## Inferential Statistics

This section comprises of results analysis carried out to examine the relationship between peer pressure, self-esteem and depression among adolescents.

### Hypothesis Testing

#### Hypothesis One: Relationship between peer pressure and self-esteem among adolescents.

The first null hypothesis is that, there is no significant relationship between peer pressure and self-esteem among adolescents. Pearson's Product Moment Correlation Coefficient was used to test the hypothesis and the results are shown in Table 2.

**Table 2: Correlation between Peer Pressure and Self-esteem**

		Peer pressure	Self-esteem
Peer pressure	Pearson Correlation	1	0.357
	Sig.(2-tailed)		0.00*
	N	100	100
Self-esteem	Pearson Correlation	0.357	1
	Sig.(2-tailed)	0.00*	
	N	100	100

\* Significant at 95% C.I

The results in Table 2 indicate that there was significant relationship between peer pressure and self-esteem, and the correlation was moderately positive ( $r= 0.357$ ,  $p= 0.00$ ). Therefore, the null hypothesis was rejected and it's concluded that there is significant relationship between peer pressure and self-esteem among adolescents in Luzira community.

### Hypothesis Two: Relationship between peer pressure and depression

The second null hypothesis stated that there is no significant relationship between peer pressure and depression among adolescents. Pearson's Product Moment Correlation Coefficient was used to test the hypothesis and the results are shown in Table 3.

**Table 3 : Correlation between Peer Pressure and Depression**

		Peer pressure	Depression
Peer pressure	Pearson Correlation	1	0.445
	Sig.(2-tailed)		0.00*
	N	100	100
Depression	Pearson Correlation	0.445	1
	Sig.(2-tailed)	0.00*	
	N	100	100

\* Significant at 95% C.I

The results in Table 3 above shows that there was significant relationship between peer pressure and depression, and this correlation was moderately correlated ( $r= 0.445$ ,  $p= 0.00$ ). Therefore, the null hypothesis was rejected and it's concluded that there is significant relationship peer pressure and depression among adolescents in Luzira community.

### Hypothesis Three: Relationship between self-esteem and depression

The third null hypothesis stated that there is no significant relationship between self-esteem and depression among adolescents. Pearson's Product Moment Correlation Coefficient was used to test the hypothesis and the results are shown in Table 4.

**Table 4: Correlation between Self-esteem and Depression**

		Self-esteem	Depression
Self-esteem	Pearson Correlation	1	0.004
	Sig.(2-tailed)		0.971
	N	100	100
Depression	Pearson Correlation	0.004	1
	Sig.(2-tailed)	0.971	
	N	100	100

\* Significant at 95% C.I

The results in Table 4 above shows that there was no significant relationship between self-esteem and depression ( $r= 0.004$ ,  $p= 0.971$ ). Therefore, the null hypothesis was accepted and it's concluded that there is no significant relationship between self-esteem and depression among adolescents

## **Discussion**

This chapter presents the discussion of the findings of this study. It mainly focuses on the relationship between peer pressure and Depression, the relationship between Peer Pressure and self-esteem and the relationship between Self-esteem and Depression.

### **Relationship between Peer pressure and self-esteem**

I found that there is significant relationship between peer pressure and self-esteem among adolescents. My finding was similar to the finding of Tripathy (2018), who identified that peer pressure as a factor influencing adolescent behavior and self-esteem. This could be because the adolescents can find motivation and character in one companion group or another and if they do not conform to the beliefs, judgements, and attitudes of the associate group it can result into low self-esteem.

The finding of the study is also in agreement with the findings of Long et al. (2020) who found a link between peer pressure and self-esteem among young people. Peer pressure has both advantages and disadvantages. Teenagers are particularly affected by it since they are at a stage in life when they are impressionable and prone to developing bad habits. Peer pressure can have both positive and harmful effects, but the latter should not be overlooked.

My finding was also similar to the findings of another study Khanagha et al., (2022) who according to the study's findings, respondents exhibit high levels of resistance to peer pressure, high levels of peer encouragement, and low levels of surrendering to peer pressure. They are also seen to be struggling with their mental health. This leads to the conclusion that peer pressure and self-esteem are significantly correlated.

The finding of my study also agreed with the findings of Riquelme et al., (2018) in a study to determine the psychosocial maladjustment in adolescence, who found a significant relationship between peer pressure and self-esteem.

### **Relationship between Peer Pressure and Depression**

I found that there was a significant relationship between peer pressure and depression among adolescents in Luzira community. This finding was similar to one research study examining the relationship between peer pressure and Depression among 520 adolescents studying in government aided schools and private schools and results revealed there was a significant relationship between peer pressure and depression among adolescents (Sharma et al., 2020).

A study also found that the vulnerability of adolescents to peer pressure is a marker of challenges in the general process of developing autonomy that was expected to be connected to impairments across various psychosocial functioning areas (Allen et al., 2022). It was observed that peer influence vulnerability with a close friend predicted future reactions to unfavorable social pressure, but it was also linked to more general indicators of functioning issues over time, such as declines in popularity and rising levels of depressed symptoms (Allen et al., 2022).

The finding of my study is also similar to the findings by Hill et al., (2012) in research studies that found that young depressed adolescents may also have social impairment, for instance, adolescents who had higher depressive symptoms in this research study were more likely to be rejected by their peers. Additionally, a lack of social skills such as peer victimization, leadership, and social participation predicted depressive symptoms in childhood (Hill et al., 2012).

My finding is also similar to the results from a longitudinal study carried out to investigate the relationship between peer pressure and depression by (Machmutow et al., 2012) that showed that there was an association between peer pressure and depression among adolescents. He further

noted that peer victimization has negative and long-term consequences for adolescent's mental health and depressive symptoms are amongst the prominent negative consequences.

### **Relationship between Self-esteem and Depression**

I found that there was no significant relationship between self-esteem and depression among adolescents. The finding was similar to one research study where the results revealed that self-esteem is a large part of adolescent's self-understanding and is more likely to be a fluctuating and dynamic construct to internal and external Influences during adolescence, self-esteem is widely recognized as the central aspect of psychological functioning during adolescence and results concluded that there is an inverse association between Self-esteem and symptoms of depression (Shah et al., 2020).

According to the research study to establish the relationship between self-esteem and emotional health in adolescent results indicated that there was a significant relationship between self-esteem and depression for both girls and boys controlled for gender and age (Moksnes & Espnes, 2012). This study's finding therefore was in contrary to the finding of my survey.

My finding also did not agree with findings from another study carried out to investigate the relationship between Self-esteem and Depression, about 182 Italian participants aged 10-14 were recruited to complete a self-report questionnaire and results revealed that there was a significant positive relationship and self-esteem was considered a major factor for adolescent's depression (Fiorilli et al., 2019).

Also, a study done on 182 preadolescents and adolescents from three Italian schools, ages 10 to 14, participated in the study had the findings that indicated that a significant component in adolescent depression to be considered was self-esteem (Fiorilli et al., 2019), hence the finding was in contrary to my finding. This could be attributed to the differences I study are or the study

population. Also, another study explained that for many young people, the constant pressure to belong and be liked can be debilitating, eventually developing into depression. Not all peer pressure is harmful. At any age, we are all influenced by our friends and peers (Sharma et al., 2020).

## **Chapter Five**

### **Conclusion and Recommendations**

#### **Conclusion**

Peer pressure is an important predictor of self-esteem and depression. Self-esteem is not an important influencer of depression among adolescents in Luzira community. We found that there was significant relationship between peer pressure and self-esteem, and the correlation was moderately positive and there was significant relationship between peer pressure and depression, and this correlation was moderately correlated. There was no significant relationship between self-esteem and depression.

#### **Recommendations**

Given the findings, we recommend the following:

To the government of Uganda: The study recommends the government of Uganda to use this information in understanding the relationship between peer pressure, self-esteem and depression among adolescents and come up with new policies and implementing them for the adolescents.

To policy makers: We recommend the use of these findings in ensuring an active approach towards recognition of depression among adolescents.

To other researchers: We recommend that the information from this study should be used to enrich their literature and there is need for similar studies to be done in other areas to aid in generalization.

#### **Limitations to the Study**

Due to limited time and resources, it was not possible to conduct a large scale study in very many study sites. Therefore, results might vary in case the study is conducted in other areas too.

I also believe some respondents gave false information for the fear of being judged.

### **Areas for Further Research**

There is need to conduct further studies so that the literature base is enriched to help other scholars in systematic review.

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**Appendix 1:**  
**Questionnaire**

**Instruction**

Dear respondent,

I, Nafuna Elizabeth, a third year student of Makerere University, pursuing a bachelor's degree in Community Psychology, kindly request a few minutes of your time. This is a questionnaire seeking information that will help to guide the understanding of the relationship between peer pressure, self-esteem and depression among adolescents in Kampala, focusing on the community of Luzira. This in no way has any influence on your academic performance. So, I kindly request that you answer correctly and honestly. The choice to participate in this research entirely depends on your willingness to respond to the questions in this questionnaire and the information you provide will be treated with utmost confidentiality.

Do you accept to participate? Yes  No

**Section A: Demographic Information.**

Name/ Participant ID.....

Age:

Gender/Sex: Male  Female

Class.....

Participant Signature.....

### Section B: Peer Pressure Inventory (Peer Pressure)

The questions in this inventory ask you about your experienced peer pressure. In each case, you will be asked to **CIRCLE** the number that best describes you in a given statement. If a statement is unclear to you, ask for an explanation from the person who gave this to you.

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
3	2	1	0

“How **TRUE** about you is each sentence?”

Item	SA	A	D	SD
1. My friends could push me into doing just about anything.	3	2	1	0
2. I give into peer pressure easily	3	2	1	0
3. When at school, if a group of people asked me to do something, it would be hard to say no	3	2	1	0
4. At times I have broken rules because others have urged me to.	3	2	1	0
5. At times I have done dangerous or foolish things because others dared me to.	3	2	1	0
6. I often feel pressured to do things I wouldn't normally do.	3	2	1	0
7. If my friends are drinking it, it would be hard for me to resist a drink	3	2	1	0
8. I have felt pressured to have sex because a lot of people my own age have already had sex	3	2	1	0
I feel the need to dress up the way my friends dress up	3	2	1	0
I have attended late night parties because others have urged me to.	3	2	1	0

### Section C: Rosenberg self-esteem scale (Self-esteem)

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
3	2	1	0

Item	SA	A	D	SD
1. On the whole, I am satisfied with myself.	3	2	1	0
2. At times I think am no good at all.	3	2	1	0
3. I feel that I have a number of good qualities	3	2	1	0
4. I am able to do things as well as most other people.	3	2	1	0
5. I feel I do not have much to be proud of.	3	2	1	0
6. I certainly feel useless at times	3	2	1	0
7. I feel that I'm a person of worth, at least on an equal plane with others.	3	2	1	0
8. I wish I could have more respect for myself.	3	2	1	0
9. All in all, I am inclined to feel that I am a failure.	3	2	1	0
10. I take a positive attitude toward myself.	3	2	1	0

**Section D: The patient health questionnaire-9,PHQ-9 (Depression)**

Over the last 2 weeks, how often have you been bothered by any of the following problems

“✓” to indicate your answer)

Item	Not at all	Several days	More than half the days	Nearly every day
1. Little energy or pleasure in doing things	0	1	2	3
2. Feeling down , depressed or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or over eating	0	1	2	3
6. Feeling bad about yourself or that you are a failure or have let yourself or your family down.	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television.	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed? Or the opposite- being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead or of hurting yourself in someway	0	1	2	3

**FOR OFFICE CODING**

0+ \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

=Total Score: \_\_\_\_\_

If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

Not difficult

Somewhat difficult

Very difficult

Extremely difficult

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

**Appendix 2:**  
**Work Plan**

<b>Activity</b>	<b>Time frame</b>
1. Topic selection and problem identification	Mar 2022-May 2022
2. Writing research report	Jun 2022-Aug 2022
3. Final report submission	Sep 2022
4. Data Collection	Oct 2022-Nov 2022
5. Data analysis and report writing	Nov 2022-Dec 2022
6. Submission of research report	Dec 2022

**Appendix 3:**  
**Expenses**

<b>No</b>	<b>Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Amount (Ugx)</b>
1	Flash disk	1	30,000	30,000
2	Printing paper	1 ream	15,000	15,000
3	Spring file	1	2,500	2,500
4	Research assistant	1	50,000	50,000
5	Printing	Uncertain	Uncertain	20,000
6	Binding	4	10,000	40,000
	GRAND TOTAL			257,500 /=

**Appendix 4:**  
**Sample Size Determination**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970