

**STRESS, SELF-ESTEEM, AND DEPRESSION AMONG K. GARDEN GROOVE HIGH
SCHOOL STUDENTS**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF PSYCHOLOGY
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Declaration

I, Kanya Esrone Ssekitoleko, hereby declare that this dissertation titled "The influence of stress, self-esteem and depression among high school students of K. Garden Groove College Buddo is my original work and has never been submitted to any other institution for any academic award.

Signature..........

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Approval

This dissertation titled "The influence of stress, self-esteem and depression among high school students of K. Garden Groove College Buddo" has been written under my supervision and therefore authorizes its submission.

Signature. 

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Abbreviations and Acronyms

WHO	:	World Health Organisation
COVID	:	Corona Virus Disease
CRH	:	Corticotrophin Releasing Hormone
AVP	:	Arginine Vasopressin Peptide
NE	:	Norepinephrine
HPA	:	Hypothalamic Pituitary Adrenal

Operational Definitions

Allostasis: It refers to the adaptive processes that maintain homeostasis through the production of mediators such as adrenalin, cortisol and other chemical messengers.

Corticotrophin-Releasing Hormone: This is the main element that drives the body's response to stress

Depression: This is a mood disorder that causes a persistent feeling of sadness and loss of interest.

Eustasis: it is the optimal balance of emotional well-being, where the body and mind have learned to regulate appropriately

Self-esteem: It is how we value and perceive ourselves

Stress: In psychology, stress is a feeling of emotional strain and pressure

Stressors: These are chemical or biological agent, environmental condition, external stimulus or an event seen as causing stress to an organism.

Abstract

The study examined the influence of stress, self esteem and depression among high school students of K. Garden Groove College Buddo. It was intended to achieve the following objectives. To examine the relationship between stress and self-esteem on perceived students' general wellbeing, to analyse the correlation between stress and depression and to examine the relationship between stress, self-esteem and depression among high school students of K. Garden Groove College Buddo.

The study adopted a correlation study design. The study used 162 respondents and data was collected by the use of a self-administered questionnaire. That data was then analysed using a statistical package for social science (SPSS) version 21.

The results of the study showed a positive significant relationship between stress, self esteem and depression. The study recommended that The student council in collaboration with the school management should organize games and sports activities for students, Management of the school should establish guidance and counselling units so as to direct students and address stress among them, School academic staff should revise the students' learning hours and make appropriate reforms And Parents should be involved and enlightening their children about the negative outcomes of relationships so as to cool their libidinal energy.

Chapter One

Introduction

1.0 Introduction

This Section intends to cover the background of the study, problem statement, purpose of the research, the objectives, scope of the study and also a conceptual framework which demarcates the influence of academic stress, self-esteem, and depression among high school students of K. Garden Groove College Buddo.

1.1 Background

Depression is a leading cause disability, disease burden and poor academic performance worldwide and in Uganda, affecting millions of youths worldwide, particularly students. Depression impacts nearly every area of a student's life – from studying and classes to their social life. In some cases, depression, anxiety disorders and elevated stress can cause suicidal thoughts or thoughts of self-harm (Alex Klein. 2021, Farzaei et al., 2016) Low self-esteem and stress are some of the risk factors that leads to depression most especially when students believe they have the wherewithal to manage it. (Richard G. 2012) and some might feel a need to turn to substances more often as a way to cope them feel a need. Individuals with depression experience high rates of anxiety, sociality, substance abuse, poor interpersonal relations (Kessler et al. 2008; Sunderland et al. 2010; Zbozinek et al. 2012). Sometimes it can lead to a variety of emotional and physical problems.

Depression affects an estimated one in 15 adults (6.7%) in any given year. And one in six people (16.6%) experience depression at some time in their life. Depression can occur at any time, but on average, first appears during the late teens to mid-20's and women are more likely than men to experience it. Some studies show that one third of women will experience a major depressive episode in their lifetime.

Stress is defined as inability to cope with perceived (real or imagined) threat to one's mental, physical, emotional, or spiritual wellbeing which results from a series of physiological responses and adaptations. Advanced level of education is a transitional period when young students from Ordinary level undergo new experiences, meet new people, face challenges and get opportunities that may add stress in their lives.

Adler & Stewart defined self-esteem as a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself". People with low self-esteem, who are easily overwhelmed by stress, or who are generally pessimistic about their future are more likely to experience depression. Self-esteem is not fixed. It is malleable and measurable, meaning it can be tested and also improved. This particular study however will carry a framework of stress, self-esteem and depression and explanations of how they influence high school students of K. Garden Groove College BUDDO.

Uganda is ranked among the top six countries in Africa in rates of depressive disorders (4.6%; Miller et al., 2020), while 2.9% live with anxiety disorders (WHO, 2017) about 5.1% of females and 3.6% of males are affected. Molodynsik et al. (2017) found out that the majority of Uganda National mental health funding goes to the National mental health referral hospital, Butabika hospital. It has to be mentioned that when COVID 19 pandemic was declared in the early months of 2020 and classes it as a major disaster (WHO, 2020) It created stress hence causing people turn to damaging behaviour like substance abuse and many becoming victims of depression after losing their loved ones and not even allowed to bury them. Reports indicated that due to depression, many started using drugs, students started to drop out of school, others committing suicide etc. (Ayebare, et al., 2019). Without doubt, depression is growing at a high rate in students.

Research conducted by Tahir (2010) found an interesting correlation between stress and self-esteem and depression as the team of researchers observed some levels of declination in self-esteem judgments of students were as a result of stress and depression. A general account can be taken into account according to which there exists a strong relationship between stress, self-esteem and depression. However, different people have different notions regarding whether these two factors act and influence one another (Windle & Windle, 1996). Majority of researchers have agreed on the fact that whenever one's self esteem is low, it can leave some psychological effects on an individual and eventually render that person more vulnerable to stress and depression. On the other hand, with consistently increasing levels of stress and depression, a healthy sense of self-esteem in an individual can be eroded with the passage of time (Zautra & Reich, 1993). It is generally accepted fact that if the level of self-esteem is higher, it can protect one from being a victim of stressful episodes. Similarly, people with low levels of self-esteem can experience high stress within their surroundings hence affect their academic performance.

Rizwan (2021) identified in his study, found out that academic stress has led to a number of high school students towards depression and hopelessness and in extreme cases, towards suicidal attempts as well. Students in their life include different commitments towards success, uncertainties regarding the future and the related difficulties that pressurize the students (inam, shareen, & haidah. 2010). Students due to stress not carry out their academic plans as it is (Khan, Ahmed and Nowaz, 2011). Students are significantly influenced by various psychological as well as physical factors they influence in their everyday lives

1.2 Problem statement

In recent years, the number of secondary school students diagnosed with depression has increased with one of the major causes being stress and low self-esteem. Globally, depression has affected nearly 280 million people and lead to profound effect on aspects of life. Depression, self-esteem and stress are a serious psychological problem among secondary school students since it affects the younger and older adults directly and profoundly. It leads to loss of interest and pleasure in ordinary activities, great sadness, feelings of guilt and worthlessness, loss of appetite and sleep etc. Thus, depression decreases the quality of an individual's life.

1.3 Purpose

The purpose of the study was to explore the relationship between stress, self-esteem and depression among the selected K. Garden Groove College Buddo students.

1.4 Objectives

The study was premised on the following objectives

1. To examine the relationship between stress and self-esteem on perceived students' general wellbeing.
2. To analyse the correlation between stress and depression.
3. To examine the relationship between stress, self-esteem and depression

1.5 Geographical Scope

Geographically, the study was conducted at K. Garden Groove College Buddo a secondary school at Kampala-Masaka Road in Wakiso District Uganda. The school was chosen because it has a high and enough number of students which will be good for the research.

1.6 Scope

The study was carried out to investigate the causes of stress, low self-esteem and depression, impact and measures to overcome them among students of K. Garden Groove College Buddo

Psychological stress is a popular term denoting processes believed to contribute to the onset and maintenance of a variety of mental and physical conditions (Monroe & Cummins, 2015).

Self-esteem has been defined as either a favourable or unfavourable attitude toward oneself and functions as an affective evaluation of the self. (Ahmed et al., 2017)

Depression (major depressive disorder) can also be defined as a common and serious medical illness that negatively affects how you feel, the way you think and how you act.

1.7 Significance

The findings may be used by the students, class teachers, and other researchers in collecting data related to stress, self-esteem and depression.

The findings from the study may be of help to the school management, administration and counselling unit to provide the appropriate counselling services to the students.

The findings may also assist the government and specialized institutions to set up policies and strategies to prevent the negative effects of stress, low self-esteem and depression on students.

The outcome of the study provides the basis for enhancing the general adoption of a new, positive approach to student life, thereby, ensuring academic success.

1.8 Conceptual framework

The conceptual framework showing the relationship between stress, self-esteem and depression among high school students

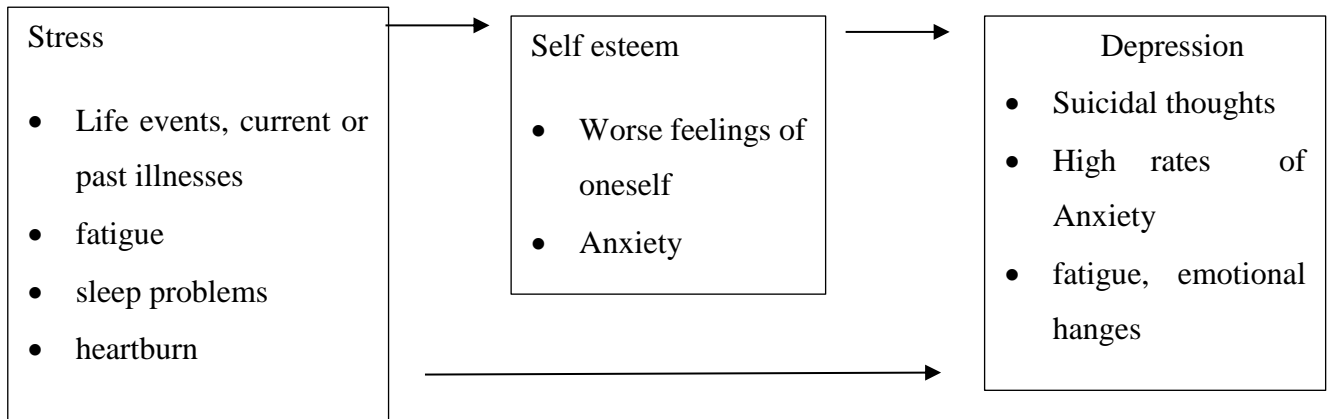


Figure 1: A conceptual framework showing the relationship between stress, self-esteem and anxiety

Stress and difficult life events such as serious illness or a bereavement, can have a negative effect on self-esteem i.e., stressed students are more likely to feel worse about themselves, base their self-esteem on performance, and have more sleep problems as compared to un stressed individuals

Self-esteem especially low self-esteem is a very significant influence of depression. This is because of the thoughts that involves thinking acts at self-harm, poor interpersonal relationship with others, anxiety and death

Stress also influences depression in a way that the individuals chronic or long-term stress can sometimes be harmful on their own, but also contributes to depression, a mood disorder that makes individuals feel sad and disinterested in things they usually enjoy. Depression can affect students' appetite, sleep habits and ability to concentrate. Therefore, mental health from significant other such as teachers, peers, counsellors, and career school guide is very influential in mental wellness of a student.

Chapter Two

Literature Review

2.0 Introduction

This chapter concentrated on the available important themes and literature on the major causes of stress, low self-esteem and depression and measures to overcome the among secondary school students. This review is based on statements, articles, newspapers, magazines, journals, extracts and direct quotations from a number of textbooks, newspapers and unpublished reports of other researchers in relation to the research problem.

2.1 Stress and Self Esteem

Students in different schools suffer from stress and experience low self-esteem in a wide range of situations. Stress is present in students' lives and is believed to be the cause of pathologies, diseases and inability to adapt to any given environment (Feldman et al., 2008). Stress is defined by Professor G. Chrousos as "the threat or perceived threat condition of homeostasis, which is established through a complex web of behavioural and physiological responses of the body to adapt" (Chrousos, 2009). When individuals feel that they cannot cope with the number of abilities and skills in environmental requirements, they're experiencing stress"

In the term of stress, we can attribute a negative (distress) and a positive dimension (eustress). In particular healthy homeostasis called eustasis, whereas poor adaptation response to stress, leading to defective homeostasis called allostasis. Stress system located in the hypothalamus and brain stem. The procedure is the following. The par ventricular nucleus of the hypothalamus (PVN) containing neurons who secrete corticotrophin-releasing hormone (CRH) and arginine-vasopressin peptide (AVP) and the locus ceruleus in the brain bridge produces the neurotransmitter norepinephrine (LC/NE). The two elements are connected together by turning one another. Each of the two central elements of the stress system affects peripheral organs.

Thus, in the par ventricular nucleus of the hypothalamus starts the hypothalamic pituitary adrenal (HPA) pathway and from the system LC/NE starts the way of the sympathetic/adrenomyelodus system (Chrousos, 2009). The par ventricular nucleus of the hypothalamus produces CRH and AVP that trigger the production of ACTH in the anterior

pituitary. The ACTH is secreted in the blood and stimulates the adrenal cortex to produce glucocorticoids, such as cortisol. Cortisol is a catabolic hormone that stimulates metabolic mechanisms throughout the body to produce energy in order to cope with stressful situations, (Chrousos, 2009).

According to Lazarus R.S. and Folkman S. the estimation of a stressful event and in continue the evaluation as a threat or not by the individual, are included in the psychological approach of stress. The person considers a stressful event as a threat, when his ability to deal with it, is assessed as less than the requirements of the event.

Perceived stress is defined especially after having studied the interaction between the individual and the environment, psychological stress includes the interpretation of the adequacy of management methods and based on the notion that stress results from the subjective assessment of the individual in his relation with the environment (Lazarus & Folkman, 1984). Self-esteem is a psychological variable reflecting a person's general feelings of self-worth across different areas of life (Rosenberg, 1965). Research has identified self-esteem as an adaptive personality dimension that can be associated with subjective well-being, effective biological regulation, and physical health. Such effects of self-esteem may occur because it ameliorates the psychological consequences of difficult life circumstances and has adaptive downstream implications for stress-related biological processes.

The concept of self-esteem has elicited a large body of theoretical accounts and empirical research (Baumeister, 1998). Self-esteem is a psychological trait related to a person's image of self-value and self-confidence in total aspects of human activity (Rosenberg, 1965). Studies all over the world have associated self-esteem with human health and psychological well-being. Moreover, there seems to be a strong antistress impact on self-esteem regardless of the circumstances (Pruessner, Hellhammer, & Kirschbaum, 1999). High self-esteem is considered a fundamental aspect of personal well-being, happiness and adjustment (Brown, 1993). Individuals with higher self-esteem are more satisfied with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level, and are less susceptible to psychological problems (e.g., anxiety and depression) and physical illness (Brown, 1993) than those with lower self-esteem.

2.2 Self Esteem and Depression

Self-esteem has been known to be malleable during adolescence after which it becomes relatively stable across one's lifetime (Longmore et al. 2004; & Robins 2003). Self-esteem in young adulthood may play a role in determining one's depression during the later life stages. In addition, there are gender differences in the level of self-esteem. Generally, men are more likely to have higher levels of self-esteem, especially physical appearance, self-satisfaction, and athletic prowess, as well as global self-esteem (Gentile et al. 2009). This gender difference may be one of the reasons why females usually have more psychological problems, such as higher incidences of suicide attempts, eating disorders, and depression in adolescence.

Usually when a person is sad or feeling unhappy, returns to normal emotional stability within reasonable period of time. But their time when this state of sadness or UN happiness continues to such a degree and for such a length of time that it outweighs the significance of the precipitating factor. The sufferer continues to be in a prolonged state of sadness and withdrawn from his or her personal, social and occupational activities.

Self-esteem and depression are sometimes regarded as one construct, but previous research has suggested that the two are distinct (Rosenberg, and Schoenbach 1989; Sowislo and Orth 2013 in two ways. Theoretically, self-esteem is neither a sufficient nor a necessary criterion of a depressive symptom. Low self-esteem is not only related to depression, but also to learning disorders, antisocial behaviour, eating disturbances, and suicidal ideation (Erol and Orth 2011). That is, self-esteem is a predisposing factor for other mental health issues, including depression. On the other hand, empirically, the correlation between self-esteem and depression is, moderate, at best (Longmore et al. 2004). A feeling of worthlessness, which indicates low self-esteem, is found only in a relatively small portion of people who are diagnosed with depression. These discussions strongly indicate that self-esteem and depression are two distinct constructs, and that low self-esteem should be a key determinant of depression.

Although the vulnerability model has been dominant recently, there is still a lack of research explaining the mechanisms between self-esteem and depression. The present study argues that health-risk behaviours, such as heavy drinking and substance use, should be included in the vulnerability model as mediators for three reasons. First, self-esteem influences behaviour because individuals adopt or change their behaviours to either maintain or boost their self-esteem (Jessor et al. 1995). For example, people with low self-esteem are more likely to change their behaviours due to peer pressure (McGee & Williams 2000), and they tend to

report more alcohol, cigarette, and marijuana use, and are at higher suicide risk than their counterparts with high self-esteem.

One explanation for this tendency is that those in the former group need to cope with negative feelings related to low self-esteem by participating in high-risk behaviours. It should be noted that while the theoretical link between self-esteem and high-risk behaviours is convincing, some empirical findings did not find evidence to bolster this argument (Wild et al. 2004), indicating that more research is needed.

2.3 Hypothesis

The study was guided by the following hypothesis

1. There's a significant relationship between Stress and self-esteem among high school students of K. Garden groove college Buddo.
2. There's a significant relationship between self-esteem and depression among high school students of K. Garden groove college Buddo.
3. There's a significant relationship between stress and depression among the students of K. Garden groove college Buddo.

Chapter Three

Methodology

3.0 Introduction

This Section discusses the methods that were used in the study, including the research design, population, sample size, sampling techniques to be used, instruments, measures procedures, quality control mechanisms of achieving validity and reliability, the data to be collected and anticipated limitations.

3.1 Research Design

The study is quantitative employed a correlational study design to determine the extent to which there exists a relationship between stress, self-esteem and depression among high school students of K. Garden Groove College Buddo.

3.2 Population

The population is comprised of about 250 students in Advanced level of education at K. Garden Groove College Buddo. These comprises of both males and females of relative age size. the researcher chosen this population to serve as a basis of statistical inference for the general psychological health of all high school students in Uganda.

3.3 Sample

From the population of 250 students in S.5 & S.6 that was randomly selected by the researcher, a sample of 162 students was selected to participate in the study with reference to Krejce & Morgan (1970) sample of sampling

3.4 Instruments

The researcher used a structured self-administered questionnaire comprising of closed questions. It comprised of four sections; Section A of the questionnaire required the candidates to fill their biographical information, section B, measured stress, section C measured self esteem and section D measured depression.

3.5 Measures

The questionnaire was divided into 3 sections as illustrated below

Section A: This section comprised of the bio data i.e., age, gender/sex, and marital status.

Section B: This section included stress indicators such rigid school atmosphere, worry about too many test subjects, little pocket money among others.

Section C: this section comprised of self esteem indicators such as Worse feelings of oneself, ability to ask questions in front of the class among others.

Section D: This section comprised of depression indicators such as fatigue, suicidal thoughts, and emotional changes among others.

3.6 Procedure

The researcher got an introduction letter from Makerere University, school of psychology, Department of organizational and social psychology. The researcher then given the letter to the organization to allow the researcher carry out the study, a number of questionnaires was given to the willing students to fill the information with the guidance of the researcher. After the researcher collected the questionnaires from the respondents and compiled the information of different students. While collecting primary data, questionnaires was be accompanied with a cover later explaining the purpose and the intention of the study which was to collect data that to help in explaining the relationship between stress, self-esteem, and depression among high school students of K. Garden Groove College Buddo and to help a researcher's partial fulfilment of the bachelor's degree of arts in social sciences.

3.7 Quality control

Validity was assured by adopting / adapting the existing standardized instruments and with the expert judgment of the supervisor to cross check the questionnaire items for consistency, relevancy, clarity, ambiguity and this was be done before administering the questionnaires.

Reliability:

The adopted/adapted scales were used to measure the reliability of the results

3.8 Data management

The information collected was coded as follows for every item in each of the 3 variables as follows

Stress item one “I feel I have too much pressure because of my studies and examinations” strongly Agree (1), Agree (2), Not Sure (3), disagree (4), Strongly Disagree (5). However, item 10 will be also reversely coded.

Self-esteem item 10 “I like participating in games at school.”

Strongly agree (1), Agree (2), Not sure (3), Disagree (4), Strongly Disagree (5).

Depression item six

“I sometimes feel tired, fatigued, low in energy, hard to get motivated and have to push things done”

On the scale of strongly agree (1), Agree (2), Not sure (3), Disagree (4), Strongly disagree (5).

3.9 Data analysis

The researcher coded the data in a way that data was entered for analysis using a statistical package for social science (SPSS) version 21, and generated frequency percentage tables for the respondent’s bio data. Analysed data was also to find the significance of the relationships of the variables in the study.

3.10 Anticipated problems /limitations

The researcher anticipated problems such as receiving incorrect information from the respondents, and limited time of data correction, some students may not be willing to share their individual information with the researcher for different reasons.

3.11 Ethical considerations

Only those respondents who were willing to participate in the study were chosen. Any kind of information that was obtained from the respondents was kept confidential and only accessible by the researcher. The information is to also be kept anonymous. Meaning that the respondent’s identity cannot not be disclosed by anyone but only for the researcher.

Chapter Four

Presentation, Interpretation and Discussion of Findings

4.0 Introduction

This chapter describes, discusses, analyses and interprets the information or data collected during the research study at K. Garden Groove College Buddo. Tables were used to present some of the data findings of the research study and some responses were quoted verbatim. The primary data was collected or obtained through the use of an interview guide and observation. The study was successful due to the full cooperation of the respondents. The researcher interviewed the students and also used observation methods as the data collection techniques. Here the frequency distribution was done according to gender, age bracket of the study population.

4.1 Response rate

The study targeted 162 respondents and the researcher managed to obtain responses from the 162 respondents making the response rate 100%. Therefore, the study was successful due to the full cooperation of the respondents.

4.2 Respondents gender

During the study, the researcher managed to find out about the gender of the respondents. This was done to find out more opinions independently from each sex. The following table explains more details.

Table 1: Showing the gender of the respondents

Gender	Frequency	Percentage
Male	57	33.2
Female	105	66.8
Total	162	100

Source: Field data, 2022

The above table explains that the male sex contributed approximately 33% of the population while the female sex contributed approximated 67% meaning the majority of the staff was male.

4.3 Age categorization of respondents

Table 2: Age of respondents

Age Group	Frequency	Percentage
15-17	4	12.6
17-20	120	42.8
20-23	31	28.4
23-25	7	16.2
Total	162	100

Source: Primary data, 2022

Results in table above present findings on the age of respondents, the age group of 15-17 years represented the majority with 12.6% of respondents followed by the age group of 17-20 with 42.8%, followed by the age group of 20-23 with 28.4% and lastly 23-25 with 16.2%. From the above findings, it can be concluded that the majority of the respondents are in a relatively young and characterized as energetic, active and strong.

4.4 Discussion of findings

4.4.1 Relationship between Stress and Self-Esteem on perceived Students

The relationship between Stress and Self-Esteem on perceived students was examined and the study found out that both the male and female students were equally stressed which lowered their self-esteem though the female student had more scores than the male students. The study also revealed some of the factors that triggered stress among high school students.

Results obtained revealed that among high school students there were components of academic stress, examination stress, competition for grades, excessive homework, adolescent problems, peer pressure, relationships (boyfriend and girlfriend), alcohol, drug abuse and family problems all this caused stress. And basing on research findings, students argue that

they feel headache, anxiety and nervous when stressed, Most of students ranked their classroom concentration low considering their responses about how they felt when stressed. In the questionnaire administered to students about the stress overcoming measures, engaging in games and sports activities and having enough break time were most frequently pointed out.

4.5 The correlation between stress and depression on perceived Students

The study found out that stress and depression was high among the high school students because of stress. Stress can be harmful and can also contribute to depression, a mood disorder that makes one feel sad and disinterested in things which he / she usually enjoys.

The study also revealed that Students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject that give rise to academic stress. Academic stress is the major source of stress among high school students and it may lead to low self-esteem. Additionally, it may also result into many other psychological problems such as depression and suicide occurrences / suicide attempts as a result of low self-esteem Jessor, (1984).

The interviewee is quoted verbatim saying;

Usually, high school students show stress induced behaviours in the middle of the term when academic work coupled with other demands cause them to break down physically and emotionally as a result of depression.

Stress causes irritability and bad temper in students. Students who are stressed easily get annoyed with the least thing that another person. Stress in its own way kills the tolerance of student making them vulnerable temper issues.

4.6 Examining the relationship between stress, self-esteem and depression

The study found out that high school students with low self-esteem are more prone to depression and were more likely to feel worthless, incompetent, and inadequate.

The relationship between stress and depression, findings revealed that Stress contributed to depression. And most of students who were stressed ranked their classroom concentration low considering their responses about how they felt when stressed.

The interviewee had this to say,

Stress affects the productivity or the output students. When students are stressed up they tend not to give their maximum best when doing school work and as a result, it manifests in the outputs which are clearly seen in the grades.

- (Interviewee, Female)

4.7 Measures to overcome stress among high school students

The study found out that engaging in games and sports activities and having enough break time were the most frequently used and pointed out.

The interviewee is quoted verbatim saying;

In order to overcome stress, I participate in games at school, engaging in fun and entertaining activities, Talk to my parents about the problem sometimes I see a counsellor at school.

- (Interviewee, Male)

Chapter Five

Conclusions and Recommendations

5.0 Introduction

This chapter summarizes, concludes and presents the researchers recommendations about the research problem basing on the research study objectives and the findings obtained. The chapter also includes summaries from the findings or the data collected from the field where the researcher carried out this research study.

5.1 Summary

The study focused on the Influence of Stress, Self-Esteem, and Depression among K. Garden Groove High School students.

Troubles with academic stress, examination stress, competition for grades, excessive homework, adolescent problems, peer pressure, relationships (boyfriend and girlfriend), alcohol, drug abuse and family problems were the major cause of stress, results showed that headache is the main effect of stress. Students over argued that their classroom concentration was low when stressed. Majority of students asserted that engaging in games and sports activities manages stress.

5.2 Conclusion

Despite some positive impacts of stress, Findings show that to a large extent, it affects students negatively through inflicting headache, anxiety, tiresome, sleeplessness, and inability to cope on them which leads to a low classroom concentration as they responded in the questionnaires administered. It is obvious that the low classroom concentration results low students' academic performance, this implies that putting effective stress overcoming measures in place is pertinent to students' academic success and general life. This is done by identifying the main causes of stress which includes trouble with girlfriend or boyfriend, examinations and many hours of studies. I hope that, basing on the analysis made, engaging students in games and sports activities where they can spend their libidinal energy and giving them enough break time will be appropriate stress remedies.

5.3 Recommendation:

1. The student council in collaboration with the school management should organize games and sports activities for students.
2. Management of the school should establish guidance and counselling units so as to direct students and address stress among them.
3. School academic staff should revise the students' learning hours and make appropriate reforms.
4. Parents should be involved and enlightening their children about the negative outcomes of relationships so as to cool their libidinal energy.
5. Students should be encouraged to drink some water so as to get refreshed and active.

5.4 Advice to future researchers

Although quantitative method has been used in this research, future researchers about the same topic are advised to combine both qualitative and quantitative methods so as to get an in-depth theory about the study.

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Appendices

Appendix 1: Consent Form

Student; Kamyra Esrone Ssekitoleko

Rationale of the study

The study was purely academic and will explore the relationship between stress, self-esteem and depression among the selected K.Garden Groove students.

Particular respondent's chosen

Advanced level of education students of K. Garden Groove College Buddo

Broad objective

To examine the relationship between stress, self esteem and depression among the high school students of K. Garden Groove College Buddo.

Specific objectives

- 1.To examine the relationship between stress and self-esteem on perceived students' general wellbeing.
- 2.To analyse the correlation between stress and depression.

Procedure

The participation is highly voluntary and you will be requested to give honest information for the benefit of policy makers. The student will administer questionnaires to respondents. Your role will be to respond correctively to the questions asked about the bio data, stress, self-esteem and depression.

Risks and how to Minimize

There will be no possible risks of taking part in the study. No worries will occur to you when you participate in this study.

Alternatives

Respondents deserve a right to willingly participate in the study and have a right to leave the study or withhold the information where they feel uncomfortable with questions.

Compensation

There will be compensation for your time, effort and any other form of inconvenience, however the participants will be advised about stress, self-esteem and depression. For any inquiries you can inquire from the topic researcher.

Statement of consent

I have been informed about the study to assess the relationship between stress, self-esteem and depression among K.Garden Groove College Buddo. The study has been explained to me and I have understood it therefore I agree to participate.

Name signature.....

Appendix 2: Research Questionnaire

Student; Kanya Esrone Ssekitoleko

Dear respondent, this questionnaire seeks to obtain data on stress, self-esteem and depression among the high school students of K.Garden Groove College Buddo. The study is purely for research purposes and your responses is going to be treated with confidentiality. I kindly request you to spare sometime and respond as honestly as possible.

Instructions

SECTION A: Personal Data

TICK the option and fill the spaces provided.

1.Age group (in years)

1,15-17years

2,17-20 years

3,20-23 years

4,23-25 years

2.Sex of the respondent

1, male

2, female

3.marital status

1. Single

2.Married

Section B; stress

Please indicate the extent to which you strongly agree or disagree with the following statements about your feelings by ticking appropriate scores.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	2	3	4	5

1	I am worried that even if I study hard my grades will not improve	1	2	3	4	5
2	I am worried that there are too many test subjects.	1	2	3	4	5
3	I am having a hard time in school.	1	2	3	4	5
4	I do not have enough money to pay for my basic needs.	1	2	3	4	5
5	I feel nobody cares for me.	1	2	3	4	5
6	My school atmosphere is too rigid	1	2	3	4	5
7	I feel I have too much pressure because of my studies and examinations.	1	2	3	4	5
8	I am afraid of going to class where teachers are overly critical.	1	2	3	4	5
9	I have too much to worry about besides studying my advanced level of education	1	2	3	4	5
10	I am worried about not worrying how to study effectively.	1	2	3	4	5
11	I sometimes feel nervous and stressed	1	2	3	4	5
12	I do not get enough pocket money	1	2	3	4	5

SECTION C; Self esteem

Please indicate the extent to which you strongly agree or disagree with the following statements about your self-esteem by ticking appropriate scores.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	2	3	4	5

1	I feel ok asking the teacher questions in front of the class.	1	2	3	4	5
2	I like participating in games at school.	1	2	3	4	5
3	I feel ok working with new or unfamiliar teachers.	1	2	3	4	5
4	I can move on quickly if the teacher reminds me about my behaviour.	1	2	3	4	5
5	I feel confident giving an explanation in front of the class.	1	2	3	4	5
6	On the whole I am satisfied with myself.	1	2	3	4	5
7	I feel I do not have much to be proud of.	1	2	3	4	5
8	At times I think that I'm not good at all.	1	2	3	4	5
9	I like engaging in activities I have never tried before.	1	2	3	4	5
10	I can get good grades from my subject combination.	1	2	3	4	5
11	All in all I am inclined to feel that I am a failure.	1	2	3	4	5
12	I feel like I am a person of worth, at least the equal of others.	1	2	3	4	5

SECTION D; Depression

For each of the following statements about depression among high school students of K.Garden Groove College Buddo, please indicate by ticking the extent to which you agree, using the following scale.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
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1	I sometimes develop thoughts, plans or actions about suicide or self-harm.	1	2	3	4	5
2	I get feelings of worthiness, hopelessness, let people down and not being a good person.	1	2	3	4	5
3	Feeling nervous, panicky, tense, and anxious and keyed up.	1	2	3	4	5
4	I sometimes Feel tired, fatigued, low in energy, hard to get motivated and have to push things done	1	2	3	4	5
5	I have a Feeling that life is not very much fun, not feeling good when usually would feel good, not getting as much pleasure from the fun things as usual.	1	2	3	4	5
6	My mood gets low, feel sad, down, depressed, just can't be bothered	1	2	3	4	5

Appendix 3: Work Plan

S/N	ACTIVITY	SEP	OCT	NOV	DEC
1	Topic selection and draft of proposal				
2	Complete proposal and design questionnaires				
3	Distribution and collection of questionnaires				
4	Compilation, data analysis and writing dissertation				

Appendix 4: Estimated Budget

Items	Unit cost	Details	Amount (she)
Typing proposal	800 @page	800*36	28800
Printing proposal,	100 @page	100*36	3600
Binding proposal	300 @page	3000*3	9000
Printing questionnaires	100 @page	100*160	8000
Transport, meals and accommodation to meet my target population			75000
Miscellaneous			50000
Total			134400

Appendix 5: Time Schedule

Period	Activity
September 2022	Topic selection and draft of proposal
October 2022	Complete proposal and design questionnaires
November 2022	Distribution and collection of questionnaires
December 2022	Compilation, data analysis and writing dissertation