

CORRELATION BETWEEN SELF-ESTEEM AND DEPRESSION AMONG POORLY  
PERFORMING STUDENTS OF AFRICA NAZARENE UNIVERSITY, KENYA.

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## **DECLARATION**

I, the undersigned, declare that this thesis is a product of my own work and is not the results of anything done in collaboration. It has not been previously presented to any other institution. All sources have been appropriately cited and acknowledged.

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## **DEDICATION**

This work is dedicated to my beloved parents Regina Afen, and Julius Afen (R.I.P), my siblings: Jennifer, Alice, Maria, Michael, Julius(Jnr), and to my all my friends who have journeyed with me.

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## **ABSTRACT**

Education enhances edification of human knowledge and societal development. Good academic performance becomes very crucial for university students to attain knowledge that can be used for oneself and for the good of the human society. This research investigated the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. The participants of the study were 335 undergraduate male and female students. The study employed Systematic Random sampling, and Rosenberg self-esteem scale and BDI-II for data collection. Data was analyzed using SPSS and presented in summary tables. Pearson's (r) coefficient was used to examine the relationship between self-esteem and depression. Findings showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% were in low self-esteem. Gender revealed females had high self-esteem, and the males had average self-esteem. On depression, 52.8% were in mild mood disturbance (no depression), 10.5% had borderline clinical depression, 15.6% had moderate depression, 8.1% had severe depression, and 13.5% showed extreme depression. Gender revealed that females had borderline clinical depression, and the males had mild mood disturbance (no depression). The study established that there was a significant positive correlation ( $r = .420$ ;  $p = .000$ ) between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya.

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## **ABBREVIATIONS**

ANU:	African Nazarene University.
APA:	American Psychiatrist Association.
GPA:	Grade Point Average.
DSM-5:	Diagnostic and Statistical Manual of Mental Disorders, 5 <sup>th</sup> Edition.
PAP:	Poor Academic Performance
NACOSTI:	National Commission of Science, Technology and Innovation.
USIU:	United States International University.
WHO:	World Health Organization.
SPSS:	Statistical Package for Social Sciences.
SPS:	St. Patrick's Society.
TUC:	Tangaza University College

## OPERATIONAL DEFINITION OF TERMS

<b>Academic Performance</b>	A concept that implies the gaining of skills and knowledge by students and utilization of the knowledge in the various works of life in the human society (Ampofo, 2015). In this study, poor academic performance would mean students who failed. Hence poor academic performance will be determined based on Africa Nazarene University grading system on the scoring between 0-39%; a GPA of 0.0 (ANU students handbook, 2019).
<b>Depression</b>	A mood disorder that could be mild, moderate or severe, and recurrent in a person (APA, 2013). In this study, depression would mean a score between 17 and 40, based on the BDI-II.
<b>Education</b>	The socially organized as well as planned way of consistent transmission of socially significant training and teaching of an individual and group in attaining knowledge and skills for self-improvement as well as building a nation (Hammond, Flook, Havey, Barron & Osher, 2020). In this study, this would mean university education.
<b>High self-esteem</b>	This is positive self-evaluation, characterized by having a self-accepting attitude and life as a whole. In this study, high self-esteem would mean self-satisfaction, assertiveness and self-appreciation.
<b>Low self-esteem</b>	This is a person's negative perception about oneself and life in general (Stavropoulos, et al, 2015). In this study, low self would mean feeling of uselessness, feeling of failure, hate self, and emotional insecurity.

**Self-esteem**

A person's general positive assessment of the self and the worth one gives oneself (Rossouw, 2010).

**University students**

These are learners undertaking various disciplines in an institution of higher learning (Rasanen et al., 2015). In this study, university students refer to undergraduates undertaking academic studies in Africa Nazarene University, Kenya.



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The chapter deals with the background to the study, the problem statement, and the purpose of the research. It articulates the research objectives as well as the research questions. It further gives the significance of the study, scope and delimitations of the study as well as the chapter summary.

#### **1.2 Background to the study**

An educational institution is a vital human learning institution through which knowledge and skills are taught in a formal gathering of students and teachers. The knowledge and skills gained by students through years of studies have contributed immensely in the development of nations and the edification of human knowledge. Self-edification and societal development may be attainable when there is helpful atmosphere, and good support systems (Hammond, Flook, Havey, Barron & Osher, 2020). Etymologically, the term education comes from the two Latin words “educare” meaning, to train, to draw out, to mold, and “educere”, meaning, to teach, to lead out (Randall, 2004). Thus, education can be defined as the socially organized as well as planned way of consistence transmission of socially significant training and teaching of an individual and group in attaining knowledge and skills for self-improvement as well as building a nation (Hammond, Flook, Havey, Barron & Osher, 2020). Dill and Van Vught (2010) affirmed this by holding that University education is not only a serious institution that works towards modernizing and developing the nation but also works in enriching humans with knowledge.

Naziev (2017) argued that in the contemporary time, the progress and development of any nation is dependent on two basic factors: good education and skills development. The other is

poor education; lack of skills development. Good education and skills development enhance high self-esteem, and this motivates good academic performance. Poor education and lack of skills development may enhance low self-esteem, which could lead to depression and thereby affecting students' academic performance.

Bell (2017) made it known that good academic performance was very crucial for university students as it indicates students' grasp of knowledge during the periods of studies. Academic performance has been seen as measure of intellectual ability of students (Bell, 2017). Some of the University students excel academically while the others seem to be poor achievers. Some possible pathologies do interfere with a student's normal cognitive functioning. Academic performance is a concern to many people today such as students, academic institutions, parents, sponsors, teachers, and the government of different nations.

School performance stands to be measured through examinations and continuous assessments. Bhagat (2013) defined academic performance as the outcome of learning made possible by teaching activity carried out by the teacher and produced by the student. This performance is typically shown through the various levels of knowledge displayed in subjects which is assessed using grade point average. Academic performance focuses on attaining educational goals and learning, and plausible application of knowledge in one's life (Lamas, 2015).

In the United States of America, Dill and Van Vught (2010) stated that university education was an important institution that works towards the good of an individual and the society as a whole. Academic performance has been a great concern for the government, parents and sponsors. Despite the remarkable academic achievement by the university students, there are some challenges that are affecting the good performance of students with regards to academics. Ansar and stock (2010) further acknowledged that academic performance in the U.S. was constantly

being compromised by substance abuse, depression, absenteeism, poor negative attitude towards school, poor nutrition, suicidality, violence and sedentary behavior. These factors contributed immensely to poor school performance among students.

In the University of Gujrat, Pakistan, a study was carried out by Shahzadi and Ahmad (2014) to assess students' school performance. It was reported that numerous factors contributed to low academic performance. Such factors included: gender, race, family income, depression, home environment, and poor learning skills. A study was carried out among the students in the University of Nagpur, India, to identify significant factors that influence students' academic performance, the study discovered that pre-schooling background, family background, low self-esteem, individual personality and college environment to be responsible for poor academic performance. It was discovered that low self-esteem was a major factor that influenced school performance (Gajghat, Handa & Himte, 2017).

Osaikhiuwu (2014) argued that academic performance was very crucial for the Nigerian students based on the fact that academic success had enormous positive implications on their personal and professional lives. In the Nigerian education institutions, poor academic performance is a concern for all. Al-Zoub and Younes (2015) identified different factors to be responsible for poor academic performance. These included: lack of clear plans by students, medical and psychological reasons, lack of interest by students, students' involvement in secret cults, pressure on students from the family for higher marks, exams anxiety, lack of educational motivations, poor state of the university and adverse economic hardship. Research was carried out among the students of Quantitative Surveying and Estate Management in the University of Akure, by Olusola, Olatunji, Omoregie, Ayodeji and Olushola (2016), they found out that good parental support and good teaching methods enhanced good academic performance. They also discovered that lack of

reading habit, concentration and depression were some possible reasons of poor academic performance among the students.

Education plays a pivotal role in national development. In Ethiopia, there has been a good concentration by the government on poor academic performance among university students. Yigermal (2017) made it known that there were many factors militating against good school performance of students at Arba Minch University in Ethiopia. Such factors were: addiction to drinking, gender career discrimination, teaching faculty, students' previous academic background, social media, low self-esteem, drug use and abuse, depression and lack of financial support from poor families. The self-esteem of students is affected the moment they fail or perform poorly in exam, and some students who could not withstand the shame of failure dropped out of school. This dropout invariably affects national development, and this pulls the country backward in terms of growth. Until the relevant authority addresses these problems, poor academic performance may continue to thrive.

The quest for higher education in Kenya continues to surge as a result of the enlightenment and growth that come from education. The Kenyan Ministry of Education reported that the total admission in the Kenyan Universities got bigger. In 1970, admission was 3,443, while in 2003, it rose to 72,000. In 2005, the overall enrolment of students rose to 90,000 (Central Bureau of Statistics, 2006). This growth took place over a period of 35 years. This therefore shows that there is an annual growth rates of enrolment to be 71%. Mutula (2002) held that education is a machinery that fosters development, acquisition of knowledge and skills to build a nation. Academic performance has been a great interest to students, families, guardians, teachers, and the government. Unfortunately, some students in the university have not performed satisfactorily in their academic work. Karimi (2008) noted that academic performance in Kenya means the direct

outcome of learning. Good academic performance clearly points out whether learning has taken place or not, and performance is measured in grade point average (GPA). This is a scale that measures students' academic outcome in all subjects taken during the semester. Many factors are said to be responsible for poor academic performance among university students in Kenya. These include: high rate of poverty in families, weak transition from high school to the University, anxiety, stress, health issues, depression, poor study habits, lack of proper time management, fear of lecturers, distraction from peers, alcohol and substance use, divorce and separation in families, and poor teaching methods.

Africa Nazarene University (ANU) is a Christian private University in Kenya. It is an Institution of the international Church of the Nazarene whose mission and vision are enshrined in the Wesleyan-Holiness tradition. Africa Nazarene University was granted its charter (accreditation credentials) in the year 2002 by the Kenyan government (ANU academic handbook, 2019). Africa Nazarene University has a population of 3700 students (Office of the Registrar, 2021). ANU admits students from different parts of Africa from the ages of 18 and above. The university comprises of different departments such as: environmental science, theology, education, law, business management, counselling psychology, criminology, among others. Africa Nazarene University under the authority from The Commission for Higher Education in Kenya offers certificates, diploma, undergraduate and graduate programmes. The grading system in the institution runs from the scale of 0.00 - 4.00. Any student who is running below the GPA 2.00 is seen as a student who has performed poorly academically. The student gets a warning letter to try and improve on the performance to 2.00 points and above. Failure to improve leads to discontinuation of the student. The pass mark for undergraduates is D minus (D-). The only way a student could graduate is to raise his or her grade average point above 1.00 point, and maintain a

minimum cumulative GPA of 2.00. According to the students' academic handbook, students who score from a C minus (C-) and below, show inadequate grasp of materials and minimum requirements not met (ANU academic handbook, 2019).

Report from the office of the school counselor (2020) pointed that academic performance in Africa Nazarene University has not been so good because students have not been performing satisfactorily. Based on statistics, out of 3000 students that took part in the examination in the year 2018, 1093 students failed. Also, out of 3500 students who took part in examination in the year 2019, 1184 students failed. In the year 2020, 360 failed in the first and second semesters. Thus, the total number of students who failed within the period of 2018 - 2020 is 2637. Students who are performing poorly are encouraged to see the school counselors so that they can be helped to improve (ANU academic handbook, 2019). The rise in poor performance gave credence to this study. The researcher and the university needed to know what was responsible for poor academic performances among the students. Poor academic performance in this study would mean scoring between 0-39%. Hence poor academic performance was determined based on Africa Nazarene university grading system focusing on undergraduate students who were considered to have performed poorly. This study assessed the levels of self-esteem and the levels of depression among the poorly performing students to understand whether the students have issues around self-esteem or are depressed.

The interest of psychologists with regards to self-esteem and depression have grown rapidly over the years. The degree of interest by professionals in these domains further depicts their influence in human life (Heine & Lehman, 2004). Self-esteem is the entirety of an individual's thoughts and feelings with reference to oneself as a thing, both positive and negative aspects of a

person (Rosenberg, 1989). Amplifying this, Rossouw (2010) defines self-esteem as a person's general positive assessment of the self and the worth they give themselves.

Kaur (2018) argued that self-esteem is the absolute and the most critical factor in molding students, and people having high self-esteem are powerful and gainful. Self-esteem plays crucial role in students' life such that they accept, respect, and believe in themselves, and this has good impact on students' school performance. Good performing students have bigger self-worth as compared to low achievers. Helping students to believe in themselves can enable them perform better in academics (Carroll & Garavalia, 2004).

A study was undertaken by Afari, Ward and Khine (2012) among 255 Emirati students in Abu Dhabi, 694 students in Hong Kong, 193 students in Singapore, and 194 students in Malaysia Pahang University. It was established that possession of high self-esteem has positive benefits with regards to academic performance of university students as compared to students with low self-esteem. In the educational domain, self-esteem is considered one of the determinants of a student's academic success.

In research conducted by Egwurugwu, Ohamaeme, Dike and Chinko (2017) among 472 Imo State Medical students in Nigeria, it was discovered that self-esteem had great impact on students' academic and future health. The study showed that most of the students were having high self-esteem, and the contributing factors to their high self-esteem included: good learning environment, parental as well as individual's motivations and good family support system. Thus, self-esteem is a fundamental need for students to attain good academic achievement, and lack of self-esteem result to academic under-performance.

Othieno et al. (2014) attempted to study depression among university students in Kenya. The study addressed the impacts of depression on students' academic performance, and on the other hand could not reveal the levels of self-esteem of the students. This research examined the levels of self-esteem among the students. It also investigated the correlation between self-esteem and depression among the poorly performing students of Africa Nazarene University, Kenya.

Demographic factors like gender, age as well as environment have some role to play in a student's self-esteem. A cross sectional and longitudinal study established that males have higher self-esteem than the females (Bleidorn et al., 2016). Further research by Karaday and Erturan (2018) also affirmed the gender discrepancy regarding self-esteem. Previous research by Dillon, et al (2016) affirmed this disparity of self-esteem between the males and females by postulating that in men dominated cultural societies, gender discrimination is one of the factors diminishing the self-esteem of the females. In societies where the females are restricted from expressing themselves, and taking active role in community building, their self-esteem diminishes. In academic setting, this situation can make the female students live in inferiority complex; always feeling defeated in the presence of the male students, and as such perform poorly in academics.

Also, research has demonstrated age to be associated with self-esteem, whether low or high self-esteem. Helwig and Ruprecht (2017) asserted that from childhood development, self-esteem is high. This is because the child has some unrealistic positive outlook of oneself as well as positive social feedback from other people. Self-esteem declines at adolescence as a result of negative feedbacks from peers, figures of authority, and negative life experiences. Orth and Robins (2014) in previous research affirmed this by stating that self-esteem increases at the end of adolescence, and peaking around the ages of fifty to sixty years, deteriorating at old age. Self-esteem is more



firm during adulthood through meaningful human relationships, self-development and career development.

Environment plays some roles in influencing students' self-esteem. This includes the school environment and home environment. Environment can either build an individual's self-esteem or destroys it. Klinger (2015) argued that too much expectation from parents (home environment) and lecturers (school environment) affected students' self-esteem, and possibly lead to depression. This is because there is an excessive pressure from parents and lecturers for students to succeed, and to behave well. Students who are unable to succeed by obtaining a good grade may fall into depression, and this weighs down their self-esteem. Lee (2018) further affirmed that that lack of appreciation and affirmation both at home and in school can weigh down a student's self-esteem. This is because appreciation and affirmation (from parents, lecturers and peers) are key ingredients of self-esteem. Self-esteem and depression are interconnected. Depression can interfere with students' self-esteem (Orth & Robins, 2013; Sowislo & Orth, 2013; & Steiger, 2014). Low self-esteem can pave way for depression. Students in the University who are in state of low self-esteem are liable to suffer from depression (Fanaj, Melonashi & Shkembi, 2015), as compared to students with high self-worth, their performance is above average (Chilca, 2017).

Twinomugisha (2008) carried out a correlation study between self-esteem and academic performance amongst 37 students at United States International University in Kenya (USIU). The finding had it that there was a positive connection between self-esteem and school achievement. In personal encounter with students at African Nazarene University, 25 students admitted that they come from a very poor economic background, and as such they struggle to cope in class as well as personal studies. The question is: Could poor economic background affect these students' self-

esteem, and possibly leading to depression? It is quite difficult to fathom a perfect answer to this inquiry.

Kan'ori and Nyutu (2016) claimed that university students at times were faced with numerous psychological issues, for example, depression and suicidal ideation. Depression has been identified as having inimical effect on students' academic performance, and it propels students to several illnesses like diabetes, HIV infection as well as suicide. The Statistical Manual of Mental Disorders (DSM-5) established by the American Psychiatrist Association (2013), categorized major depressive disorder to make a diagnosis. A depressed person experiences five or more symptoms for a period of 2 weeks. Depression is a mood (affective) disorders which could be mild, moderate or severe, and recurrent in a person. Depressive symptoms include sadness, feelings of guilt or low self-worth, disturbed sleep, no for food, too much eating or none at all, feelings of tiredness, significant weight loss or too much weight gain, restlessness, suicide or suicidal ideation or suicidal attempt and lack of concentration (APA, 2013). Could depression be responsible for poor academic performance among the students of Africa Nazarene University?

Depression has negative impact on students' academic performance and as such plays negative role in students' life. Khalid, Suman, Rasid, Mohamad and Ghazali (2016) carried out a study among 200 undergraduates in the Selangor University, Malaysia. The study examined the relationship between depression and academic performance among the accounting students. The research showed that depression had great influence on students' academic performance. Students who are depressed hardly concentrate on studies, and as such perform poorly. In previous study by Talawar (2011), it was revealed that female students are more depressed. This is because in moments of economic hardship, the female students find it difficult to cope, and as a result fall into depression. This has negative implication on academic performance.

The American College Health Association (2013) affirmed that mental health issue like depression affected students' academic performance. They revealed that 14% of college students experience depression, and it affected their academic functioning. In a subsequent research, Bisson (2017) conducted a study among the college students of Abilene Christian University in the US, to investigate the effect of anxiety and depression on academic performance. It established that depression was the most common issue that interferes with students' academic success. In order to combat this disorder, universities established counseling department in the campus to address the mental health issues of the students. A study was also conducted by Muhammad et al. (2018) among 150 students from Benue state University, Nigeria, to investigate the relationship between depression and academic performance. Findings indicated significant relationship between depression and students' academic performance, that the female students are more likely to get depressed due to socio-economic factor. No study has been carried out in Africa Nazarene University to assess whether the students who were performing poorly were depressed or not, since academic failures are quite high.

The World Health Organization (WHO, 2017) established that Kenya is the sixth with the highest number of depression cases among Africa countries, and it was also reported that the number of suicides reported in Kenya rose by 58% in 2017 to reach 421. Based on some statistics, it was further revealed that depressive signs are common, thus affected over 40% of students in Kenya universities, and this has drastically affected students' academic performance in some Universities in Kenya (Khasakhala et., 2012). It was made known that severe depression was noted to be 5.6% in 2012 (5.3% in males and 5.1% in females). Additionally, there was a discovery that depressive illness was very significant among the first year students, especially those living off campus. There are some variables that are significantly linked to greater depression levels

beginning from the year of study and academic performance. This hereby shows that university students in Kenya appeared vulnerable to suicide (Khasakhala et al., 2012).

Depression can affect students at any time. There could be many reasons as to why university students experience depression. One of the reasons could be academic failure. Dawood et al. (2017) affirmed this by stating that students, who were always failing, resort to negative judgment about themselves. This negative self-evaluation and judgment about oneself did interfere with the self-esteem and it led to depression. Depression is capable of causing a major effect in the academic success of a university student, and this could lead to alcohol and substance abuse (Dawood et al., 2017). It is quite difficult to fathom a satisfactory answer as to why some students perform poorly in academics in a good educational institution like Africa Nazarene University. Could the students be coming from a home where there is violence and lack of peace in the family? Are the students depressed? Is the school environment not conducive enough for the students to excel academically? No study has been carried out in Africa Nazarene University to unravel the causes of poor academic performance among the students. This study investigated possible causes of poor academic performance among the students of Africa Nazarene University.

### **1.3 Problem Statement**

Government and educational institutions seek to see the best performance from students in the university. Too much high grades expectation from students' sponsors may negatively impact on students' academic performance. Due to high grades expectation, many students strive to achieve the expectation. In so doing, the strain to achieve higher grades becomes stressful, and this may lead to depression. Depression affects students' self-esteem, and this may bring about poor academic performance. Demographic variables such as age, gender and environment exert some influence on students' self-esteem; increasing the possibility of depression thereby interfering with

students' academic performance. Often times, in Africa Nazarene University, students who performed poorly in academics are sent to the school counselors so as to journey with the students to help them improve on their academic performance and possibly accompany them resolve issues they could be going through (ANU students' handbook, 2019).

In Africa Nazarene University, some of the students have not been performing satisfactorily in academics. Reports from the office of the school counselor (2021) revealed that in 2018, out of 3000 students who sat for the January-March first semester examination, 312 students failed. In the second semester examinations of May-August, 2018, 354 students failed, and in the September-December 2018 trimester examinations, 427 students failed. Out of 3000 students who wrote examinations in 2018, 1093 students failed. Similarly, in the year 2019, out of 3500 students who sat for the January-March first semester examinations, 312 students failed. In the second semester of May-August, 313 students failed in the examinations. In the trimester examinations of September-December, 2019, 559 students also failed in the examinations. The total number of students who failed in the year 2019 was 1184. Additionally, In the year 2020, 360 failed in the first and second semesters. Thus, the total number of students who failed within the period of 2018 - 2020 was 2,637. The researcher intended to find out whether self-esteem and depression have any relationship among poorly performing students in Africa Nazarene University, Kajiado County, Kenya. It is hoped that this study may help the school counselors to discover the real cause of poor academic performance.

#### **1.4 Purpose of the Study**

The purpose of this research was to investigate the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. The study

hoped that the outcome may enrich the students that they would acquire deeper understanding of themselves.

### **1.5 Objectives of the Study**

The general objective of this study was to investigate the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya.

The specific objectives were to:

1. Assess the levels of self-esteem among poorly performing students of Africa Nazarene University in Kajiado County, Kenya.
2. Assess the levels of depression among poorly performing students of Africa Nazarene University in Kajiado County, Kenya.
3. Establish the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University in Kajiado County, Kenya.

### **1.6 Research Questions**

1. What are the levels of self-esteem among poorly performing students of Africa Nazarene University?
2. What are the levels of depression among poorly performing students of Africa Nazarene University?
3. Is there correlation between self-esteem and depression among poorly performing students of Africa Nazarene University in Kajiado County, Kenya?

### **1.7 Significance of the Study**

This study may help the students create significant self-awareness on the importance of positive view about oneself, through the accompaniment and psychological impute facilitated by the university counselors. In educational institutions, the findings could help the lecturers learn how to identify some possible signs of low self-esteem and depression in their students. The educators may understand the impact of negative communication and behavior towards their students. The findings could help the parents understand the significance of self-esteem and the danger of depression. The findings could also help the school administration know the levels of self-esteem and depression of students and develop programs to help the students. Other Universities facing similar issue may benefit from the findings as it could help them set up programs to help the students resolve their issues. Policy makers may also gain from the findings. It may help them to pay greater attention to students' mental health. School counselor may formulate intervention programs to help students in the university handle issues of low self-esteem and depression.

### **1.8 Research Scope and Delimitation**

This study was conducted at Africa Nazarene University, Kenya. The study endeavored to investigate whether there was correlation between self-esteem and depression among poorly performing students of Africa Nazarene University. It evaluated the levels of self-esteem and depression among the poorly performing students. This academic institution was specifically chosen due to the rising concerns where some students were performing poorly in academics. Hence the need to understand what could be the reason for poor academic performance among the students. The research was limited to Africa Nazarene University, and the focus of the study was among the male and female undergraduate students between the age of 18 and 29 and above.

## **1.9 Chapter Summary**

The chapter presented the background of the research. It discussed what academic performance entails and factors militating against good academic performance among university students. It also explained some of the variables for the study such as self-esteem and depression. The chapter further presented the statement of the problem. It gives the purpose of the research. It identified the research objectives and the research questions, the significance of the study as well as the scope and delimitations of the study. In the next chapter, the researcher reviews the literature available on the subject of study.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter conceptualizes three variables, namely; self-esteem, depression and academic performance. The theoretical framework suitable for the study is articulated in the chapter. The empirical literature review is done according to the study objectives, followed by the identification of the study gap. In so doing, the conceptual framework guided the study emerged from the reviewed literature. The chapter ends with summary.

#### **2.2 Conceptualization of the Study Variables**

In this section, the researcher conceptualized three variables, which were; self-esteem, depression and academic performance.

##### **2.2.1 Self-esteem**

The notion of self-esteem is a hypothesis that comprises affective, cognitive and behavioral elements which are perceived on individuals. Thus, self-esteem may be defined as a person's general positive assessment of the self and the worth one gives oneself (Abdel-Khalek, 2016; Du, King & Chi, 2017; Rossouw, 2010; Selvam, 2017). The leading proponent of self-esteem, William James (1980) posited that self-perceptions come from explicit and implicit feedbacks from others. Self-esteem enhances one's abilities in navigating life in a very positive, realistic and optimistic view, even amidst negative life events, and this helps an individual especially a university student to flourish in academics (Bhanawat et al., 2017). There are various contributing factors that influence self-esteem such as environment, age, gender, genetics, health and self-comparison. According to Bong-Jel (2017), there are six domain factors of self-esteem: overall ego value (I have no confidence in myself), cognitive domain (it is hard to understand my

friends' situation or perspective), social domain (it is difficult to get along with friends), body domain (I am upset because I cannot play soccer), action domain (it is hard because of lazy life). People with low level of self-esteem are usually more vulnerable, dissatisfied, depressed and anxious, when confronted with problems (Selvam, 2017).

Kang'ori and Nyutu (2016) notably made it known that self-esteem could either be high or low. Low self-esteem is a person's negative perception about oneself and life in general. Some signs of low self-esteem include: feeling of failure, feeling useless, being uptight, emotional insecurity, lack of self-confidence, unrealistic expectation, poor person boundaries, inability to cope with one's poor performance and negative feedbacks. They further added: always depressed, feeling inferior to others, hate self, easily irritated, doubt self-opinion, difficult keeping and trusting relationship, engage in addictive avoidance behavior, struggle to say no, more attention on self-defeating thoughts. High self-esteem is positive self-evaluation, characterized by having a self-accepting attitude and life as a whole. High self-esteem signs are: openness to criticism, accepting mistakes, accepting affirmation, comfortable with one's physical appearance, assertive, positive attitudes towards life, self-satisfied, accepting others the way they are, solve their problems. It also includes: believe in one's abilities, reject manipulative attempts of others, accept challenges, and value the self. It was established in a study, using Arab participants, that self-esteem is considerably related to love of life, satisfaction with one's life, happiness, and being hopeful (Abdel-Khalek, 2001).

Mackinnon (2015) stated that there was a propensity of people with low self-esteem who have bad attitudes concerning life, and that people with high self-esteem have the tendency to be narcissistic. Narcissism is an extremely exaggerated admiration of the self as well as an individual's positive traits and competence. The narcissists perceive themselves to be the center of

the universe. This aspect of a person with extreme high self-esteem personality is always seen talking about one's greatness, worth, and how much one has done to help other people (APA, 2013). University students who are struggling with low self-esteem could be helped to improve and this improvement may have positive influence on their school performance. This study investigated whether self-esteem was linked to depression thereby affecting good academic performance among students. In order to offer a psychological support for a student at Africa Nazarene University who could be struggling with low self-esteem, an assessment of students' level of self-esteem may be helpful. The outcomes of the study may help the institution design intervention programmes aimed at building students' self-esteem.

### **2.2.2 Depression**

The American Psychiatrist Association (APA, 2013) defined depression as a mood (affective) disorder which could be mild, moderate or severe, and recurrent in a person. The concept "depression" connotes a mood state which can be symptomatic in a human person. There is evidence that depression may affect a student's academic life. Okpalaenwe (2014) pointed out the outcome of depression on students' academic life through its effect on mood that could disrupts a student from academic focus, leading to its different symptoms like lack of appetite, loss of weight or weight gain. In the psychological theories of depression, Freud (1917) established that numerous cases of depression were due to intrinsic reasons. Further, he argued that depression could be linked to loss, rejection and neglect by parent(s). The repressed anger at childhood manifest later on in adulthood. According to Freud, actual loss and symbolic loss do bring about depression in a human person. In order to avoid loss turning to depression, Freud tells us that the human person has to be meaningfully engaged in moments of mourning, so as to remember good memories of the lost person. The reason for this is to allow the person separate oneself from the

person. This help reduces the inner anger. Fascinatingly, Freud sees some reactions to losses as non-pathological, but as natural norm. Actual losses can also lead to severe depression when there is lack of proper management skills (Ribeiro et al., 2018).

Depression comes with various symptoms. The DSM-5 shows that a depressed individual experiences five or more symptoms that are abnormal from normal functioning of a human person for period of 2 weeks. Based on the DSM-5 manual, an individual experiences depressed mood most of the day, reduced interest in activities most of the day, significant weight loss or weight gain, restlessness, fatigue, lack of concentration, recurrent thought of death, suicidal ideation or suicidal attempt. The symptoms have to induce clinically distress or impairment based on occupational, social and other areas of life (World Health Organization, 2017). In Africa Nazarene University, there have been cases of poor academic performance among the students. It is quite difficult to fathom satisfactory answer as what could be responsible for poor academic performance among the students. The basic questions were; are the students holding onto loss object such that the impact of the loss object is interfering with their state of mind, and thereby affecting their academic performance? Are the students depressed? Assessing students on depression may help ascertain if the students are depressed or not. Therefore, this research investigated the correlation between self-esteem and depression among poorly performing students of African Nazarene University.

### **2.2.3 Academic Performance**

Academic performance is very crucial for university students, and it depicts a possible attainment of knowledge. According to Ampofo (2015), academic performance refers to the outcome of good scores in continuous test assessments, examinations as well as class presentations during the period of studies. It is a concept that facilitates the gaining of skills and knowledge by

students which further add to the academic achievement and utilization of the knowledge in the various works of life in the human society, and this requires certain amount of intelligence, motivation and balance of emotions. Thus, students' performance is measured in various ways like report cards, grade point averages, and teachers' assessments.

Karimi (2008) further explained that academic performance is the direct outcome of learning, which indicates that learning has taken place. Also, Elger (2007) posited that human beings were capable of astounding accomplishment if the necessities are done; the student's willingness and openness to learn, and the teacher's readiness and joyfulness to teach. Elger (2007) spoke of several crucial foundations that form a structure that can be employed to explicate performance and performance regular improvement. These are: context, the level of knowledge, level of abilities, level of identity, personal as well as fixed factors.

Olufemi, Adekunle and Oyediran (2015) argued that good academic performance was essential for students, especially as they prepare themselves for future opportunities in their career. Students therefore strive to obtain good grades. Despite great efforts for academic excellence by students, different factors continue to prevent some students from achieving their academic goals. These factors include: poor economic background of parents, student's learning skills, peer influences, unconducive environment, poor teaching method from teachers, lack of qualified teachers, poor learning facilities, sickness, and too much expectations from parents/sponsors. The factors militating against good academic performance are not only limited to the aforementioned factors. Karimi (2008) opined that inasmuch as performance is hugely dependent on learnings, low academic achievement is not essentially due to inadequacy in learning. It is highly plausible to learn something and yet perform poorly in it (Bandura, 2001). This is based on the reason that there could be other factors influencing the learner's cognitive ability such as attention, memory

and reasoning. Poor academic performance has been noted to exist among many Africa Nazarene University students. This study investigated whether self-esteem was also affecting students. This was based on the suspicion that low self-esteem and depression could interfere with students' academic performance.

### **2.3 Theoretical Framework**

This section attempted to present theories suitable for the study. The study was guided by Maslow's motivation theory of needs, and Beck's theory of depression.

Grant and Osanloo (2014) opined that a theory is a set of statements that describe and explain phenomena. This study is informed by Maslow's motivation theory of needs and Beck's theory of depression, since the study investigated the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University. Maslow theory of need is chosen for this study because it articulates the importance of esteem need. According to Maslow (1934), esteem need was basic in life because it helps individuals stand for themselves. This need is fundamental in academic arena, where students strive to acquire knowledge for self-edification and societal development. This helped the study to understand whether the students at Africa Nazarene University were struggling with self-esteem issue. Beck's theory of depression attempted to explain the plausible outcome of an individual's dark experience in life. For example, one of the dark experiences in human life is depression, and its possible influence in an individual's endeavors. Beck's theory of depression helped the researcher understand whether depression was interfering with students' academic performance. Pessimistic attitude from awful events in student's life may hinder an individual's normal cognitive functioning and possible influence on academic performance. Focusing so much on negative events in one's life may lead a student into depression. Depression can interfere with students' self-esteem, thereby affecting good academic

performance. Thus, these two variables (self-esteem and depression) may influence students' academic performance.

### **2.3.1 Maslow's Theory of Need**

The theory of need was developed in the year 1935. According to this theory, self-esteem is basic in life so as to attain one's goal in life. The human person has to meet some essential needs. Needs are important and they reflect an internal state of mind of a person and its further external manifestation. When needs are not met, they may generate tensions. Therefore, tension paves way for action, and action could possibly result in the accomplishment of a goal, and thereby bringing about some relief in the life of a person. Maslow opined human needs are not static, and needs are ever changing. He vividly established that unsatisfied needs serve as magnet which pushes a person to meet those needs (Maslow, 1943). Maslow critically hypothesizes that there exists hierarchy of needs within a human person which are: the physiological needs, safety needs, social needs, self-esteem need, and the need for self-actualization.

The physiological needs are the intrinsic biological requirements for the survival of a human being. Physiological need includes: shelter, air, food, drink, sex, clothing, sleep and warmth. For example, if any of these biological needs is not met, a student may not function in an optimal way in realizing one's academic goals. This is because if any of these basic needs are not met, a student's attention may be diverted, like falling asleep during lecture times, the body becomes weak due to lack of energy as a result of starvation. Academic performance may be affected because the body is lacking basic needs to withstand intellectual activity. Hence students who attend classes without proper feeding may struggle academically because the body needs, food to function well. There may also be the possibility of irregular class attendance due to lack of food, as the stomach could speak louder. Attending classes helps students understand lecturer's

content explanations better. Sadly, when a student is regularly absent from lectures, there is a likelihood that such a student may perform poorly in academic (Maslow, 1987). In order to sustain the lifespan of human being, safety need is hereby fundamental. Human beings need to be protected from insecurity, protection from physical and emotional harm. Academic study is an intellectual activity that requires serene and peaceful environment for the mind and body to assimilate learnings to help students blossom to their optimum intellectual capacity. Therefore, a student's academic performance may be negatively affected if there is a feeling of insecurity in the environment. Insecurity can generate fear and neurotic anxiety, which could interfere with the self-esteem and its possible negative outcome on academic performance (Maslow, 1987).

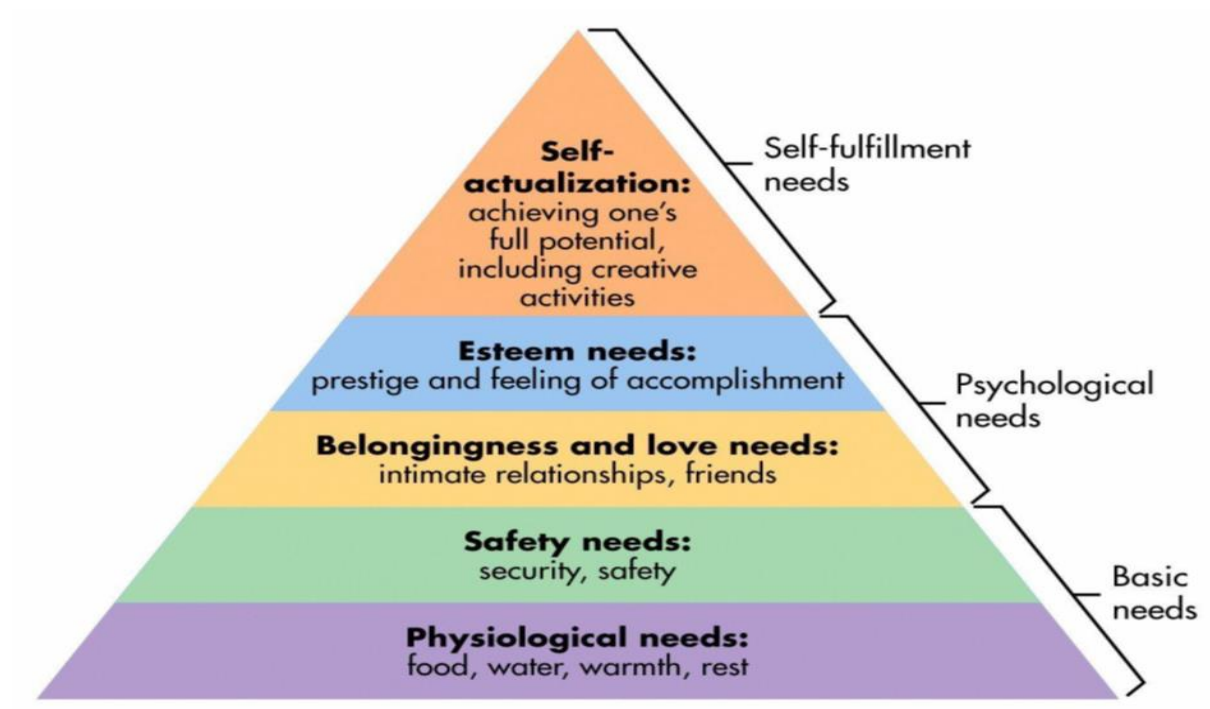
The need for Love and belonging is crucial for social beings. Human beings have an intrinsic need for socialization and interaction with others in the human community. Socialization motivates behavior and reaching out. In a situation of rejection from close friends, social group and family, a student with high self-esteem may stand alone, but a student with low self-esteem may struggle with the psychological impacts of rejection. Study may be affected on the student who lacks the basic skills in coping with rejection from friends, social group and family (Maslow, 1987). Then there is esteem need: This is the need for respect, dignity and independent. Self-esteem is a major contributor to a student's academic success (Maslow, 1987). For example, when students succumb to depression, it is either they are accommodating so much negativity in their life, or they are already in low self-esteem. Depression ravages the self-esteem, if a student is not resilient enough. Esteem need is crucial for students because it helps them stand firmly in moments of adversities.

Self-actualization need is critical too. This need is represented by one's quest to become what a person is capable of becoming in life such as personal improvement. Self-actualization for



students means meeting academic goals at the end of one's period of studies. Self-actualization may become impossible when a student lacks basic motivations and the essential needs in life. Maslow sees self-actualization needs in two distinguishable levels. Level 1, 2 and 3 are called lower order needs level. Level 4 and 5 are seen as higher order needs level (Maslow, 1987).

Figure 1 Maslow hierarchy of needs



Source: Maslow (1962)

The first four levels are seen as deficiency needs (D-needs), while the upper level is known as growth or being needs (B-needs). D-needs emerge because of certain deprivation and this propels human beings in fulfilling these unmet needs. The quest to meet these needs get stronger the longer the more they are not met. For instance, the longer students go without the basic need like food, the more the academic performance is likely to be affected. Hence a student has to fulfill the lower needs so as to meet the higher growth needs. Plausibly, students' academic progress

could be interrupted when those needs are not met. Life experiences, such as losses and trauma could interfere with the levels of need (Maslow, 1987).

According to Maslow (1934), self-esteem is a basic need in life. This need is probably not excluded from the academic arena, where students strive to acquire knowledge and skills for self-edification and societal development. A student with self-esteem issues could float on academic, intellectual, and social activities. The need for self-esteem is very central on academic achievement and social involvement in the university so as to excel. The rates of poor academic performance among the students in Africa Nazarene University prompts the researcher to seek what could possibly be responsible for this? Could the students be struggling with low self-esteem? This present study therefore, measured the levels of self-esteem of students in Africa Nazarene University as one possible explanation of poor performance.

### 2.3.2 Aaron Beck's Theory of Depression

Beck (1967) made it known that when people suffer from depression, there is a high possibility they judge events in a very negative way. He acknowledged three basic approaches to be responsible for depression: The cognitive triad (bad automatic thinking), the negative self-schema and the errors in Logic (i.e. faulty information processing). Depressed students may see themselves as helpless, worthless as well as inadequate. Their interpretations of worldly events are done in an unrealistic negative and defeatist way (Beck, 1967).

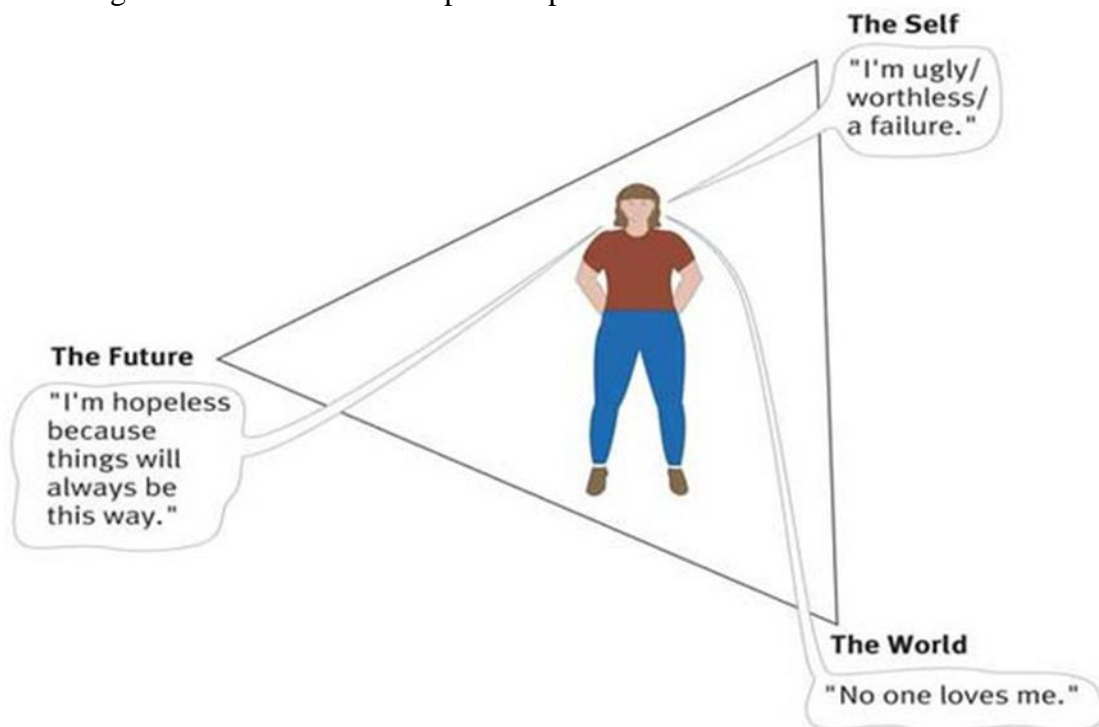
Figure 2. The circle of a depressed individual



*Source (Beck, 1967).*

Figure 2 illustrates the circle of depressed individual according to Beck (1967). During the interaction of these three circle components, they tend to interfere with normal cognitive functioning, and this could pave way for impairment. According to Beck (1967), depression prone students may cultivate a bad self-schema, and such a mindset may hinder their good academic performance.

Figure 3 The negative self-schema of a depressed person



*Source (Beck, 1967)*

Beck (1967) opined those negative schemas may be picked up in childhood due to traumatic events, for example, physical and sexual abuses. Some kinds of stressful life events trigger this negative schema. The moment the negative schemas are activated, certain number of illogical thinking and cognitive biases dominate an individual's thoughts. Students with negative self-schemas are likely to making logical errors in their thinking, focus selectively on certain aspects of an event and simultaneously disregarding information that are very pertinent in class (Beck, 1967). There is a likelihood that the students in Africa Nazarene University who are

performing poorly in academics may be suffering from this negative self-schema. In 2019, about 60 students were sent to see the school counselors, so that they could be helped in therapy to improve on their academic performance. Could the students be suffering from stressful life events? It is hard to establish the reasons behind poor academic performance. Hence the need to investigate the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya.

Furthermore, Beck (1967) for instance gave some explanation about logical errors. Arbitrary inference: this is a negative conclusion in the absence of supporting data. Selective abstraction: concentrating on the worst aspects of any condition. Magnification and minimization: Making problems appear bigger than it is. If they have a solution, they make it smaller. Personalization: negative occurrences of life are interpreted as their fault. Dichotomous thinking: Everything is viewed as black and white. There is no other possibility (Beck, 1967), example, when a student's mind is full of negative thoughts, it affects the mood, and such thoughts will persist even in the face of differing evidence. In this study, the researcher hopes to apply Beck's theory of depressions so as to understand better the population under study. This theory helped this study to find out whether depression could possibly be interfering with students' academic performance since students were performing poorly in academics.

## **2.4 Empirical Literature Review**

In this section, the researcher presented literature related to the objectives of the study. Levels of self-esteem, levels of depression, and correlation between self-esteem and depression were investigated. The researcher felt that the levels of self-esteem and depression were crucial.

### **2.4.1 Levels of Self-esteem Among Students**

Self-esteem is one of the enablers of good academic performance in student as they hope to positively add values in the growth and development of human society (Arshad, 2015; Aryana, 2010). In Pakistan, Arshad et al. (2015) conducted a study on self-esteem and academic performance among university students. It was reported that students' self-esteem was average and high. It is likely that average and high self-esteem may enhance diligence, confidence and also boost intellectual interests among students. According to Afari et al. (2012), positive perception of the self is very critical for students. This is because self-esteem influences various sides of human behavior. This included one's level of aspiration and learning. In the educational sphere, self-esteem is considered as crucial factor that influences success as well as failure in schools. The proponent of esteem need, Maslow (1935) argued that the human person had to meet some essential needs in life so as to thrive in one's activities, and one of these essential needs is "esteem".

Bhanawat (2017) maintained that self-esteem enriched one's abilities so as to navigate life in a very positive, realistic and optimistic view, and this helps an individual to flourish in life. The encouragement of self-regard and the discouragement of low self-regard has been broadly seen as a vital gainful societal objective in the human populace, and this is more essential for university students to excel academically and in other aspects of educational journey. Orth and Robins (2014) in Saudi Arabia, affirm that self-esteem increases at the end of adolescence, peaking around the ages of fifty to sixty years, deteriorating at old age.

Among 194 undergraduate students at Pahang University in Malaysia, Kharsah (2016) in a study noted significant difference in the self-esteem of students. The male students' level of self-esteem was 31.7%, while the female students' self-esteem was 68.3%. This is an indication that the male self-esteem was lower than their opposite sex. The study could not ascertain whether the

male students are depressed or not, since research by Fanaj et al. (2015) pointed out that low self-esteem is a major contributing factor to depression.

In Kenya, Kang'ori and Nyutu (2016) affirmed that low level of self-esteem came with various signs, and behavioral attitudes. Some indications of low self-esteem include: depression, feeling unhappy, feeling useless, feeling of failure, emotional insecurity, stress, shame, unrealistic expectations, feeling inferior to others, usually isolated, and hate self (one is never good enough), easily irritated, doubt self-opinion and decisions, difficult keeping and trusting relationship, engage in addictive avoidance behavior, struggle to say no, more attention to negativity and always occupied with self-defeating thoughts which possibly pave way for depression. On high self-esteem, some students could attempt to give good impression of themselves to be on average or high self-esteem scores, which may not truly reflect their reality. Levels of depression also affect students' performance.

#### **2.4.2 Levels of Depression Among Students**

One of the possible psychological illnesses that interfere with students' self-esteem is depression. Depression is a mood disorder that is capable of disrupting students' academic goals, and as well has enormous influence on students' intellectual pursuits, such that it negatively hampers students' academic progress. The World Health Organization (2017) revealed that the percentage of the worldwide population with depression was projected to be 4.4%. Based on WHO reports, depression appears to be more common among females (5.1%) than their opposite sex (3.6%).

In South Africa, Rousseau and Thomson (2019) carried out a study among university students, which showed that poor academic performance was surging. The findings further showed that 12.82% of students were in moderate depression, while 24.89% had high depression. During

the assessment of levels of depression among 1175 students of medicine from Poland, Portugal as well as Germany, by Seweryn et al. (2015) study revealed that among the genders, the male medical students' level of depression from Poland were 59.26% depressed. The medical students from Germany were 28.71%, and medical students from Portugal were 28.05% depressed; while the female medical students' level of depression from Poland were 54.94% depressed, those from Germany were 36.76% depressed, and those from Portugal were 25.32% depressed (Seweryn et al., 2015). This study hereby indicated the degree of depression among students in the University to be high. The study did not investigate further if the students' self-esteem is affected or not, based on the fact that the prevalence of depression is quite high among the students. The situation of poor academic performance among some of the Africa Nazarene University students may have been propelled by low self-esteem and depression. It was in this assumption this study investigated whether depression could be disrupting students' academic performance.

University students experience depression as a result of high academic expectation, interpersonal and financial stress (Rousseau & Thomson, 2019), and some lack effective social coping strategies in managing their situations (Bantjes, Kagee, McGowan, & Steel, 2016). A study was conducted by Rousseau and Thomson (2019) among 499 undergraduate students in the University of Cape Town, in South Africa. It was reported that one out of six first year students experienced depression. The percentage of poor academic performance was higher with the first-year students as compared to other students at different levels. The female students were twice more likely to be spotted with depression, having a higher tendency of suicidal ideation (Schrieber, 2018). Study also confirmed that at Makerere University, the first year students exhibited higher symptoms of depression as compared to the other students at different levels. The first-year students were at 16.2% rates of depression, and this has significant interference with their academic

performance (Ovuga et al., 2006). Additionally, Olum et al. (2020) carried out a study on the prevalence and factors associated with depression among medical students at Makerere University, Uganda. It was established that the prevalence of depression among the students ages 18-25 were 21.5%, in which 64.1% were discovered to have moderate depression.

Furthermore, the frequency of depression among university students in Kenya has been acknowledged. This is because students have been diagnosed with depression. Othieno et al. (2014) carried out a study among 923 University of Nairobi students; focusing on the impact of depression. Depressive symptoms were noted to be 33.5% in male students, while the female students were 39.0%. The findings also revealed that depression was more prevalent among the first-year students, those living off campus, and students patronizing tobacco were more likely to be depressed. Due to the indication of poor academic performance by some students in Africa Nazarene University, this study assessed the levels of depression among the poorly performing students. A combination of low self-esteem and depression can be disastrous.

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

The relationship between self-esteem and depression is a matter of concern to psychologists. The two variables exert some influence on student's life. Arshad (2015) held that self-esteem is quite crucial for university students to thrive academically so as to actualize their aspirations and further contribute productively in society. Self-esteem has both negative and positive influence on students' academic performance (Aryana, 2010). Khalid et al. (2016) maintained that self-esteem and depression have strong relationship. It was further revealed that students in the university experienced depression as a result of high academic expectation from the school and home. Students felt pressurize due to the high academic expectation and some succumbed to depression. Sadly, depression has been seen as one of the diseases that affected



students' self-esteem. Orth and Robins (2013) made it known that self-esteem and depression are closely related, such that low self-esteem contribute to depression, and depression erodes self-esteem.

In Switzerland, research was carried out by Sowislo (2012) among university students. It was found that there was a strong positive relationship between self-esteem and depression. It was revealed that a decline in self-esteem facilitated an increase in depression and an upsurge in depression enhanced low self-esteem. This was also confirmed by Dhilllo (2016), in a study carried out among the female adolescents in India. It was reported that self-esteem was linked to mental health outcome, for example, depression, and this affected students' academic engagements

In Uganda, Ovuga et al. (2006) embarked on two sample studies to establish the prevalence of mental health problems among the students of Makerere University. The first sample was done with 253 first year students admitted to all faculties. The depression rates were 16.2%. The second sample was done with 101 first year students admitted to the faculty of medicine. The depression rates were 4.0%. The findings further revealed that there was a significant correlation between depression and academic performance. Depression was noted to have impacted negatively on students' self-esteem.

In Kenya, a study was conducted by Oboth (2018) among 319 students of University of Nairobi, to ascertain the relationship between stress level, depression and academic performance. Findings pointed out that stress interfered with students' cognitive, physical as well as emotional states. Students who lack stress management skills fall into depression, and this invariably affected students' academic performance, self-esteem as well as their psychosocial engagements. No study

was found on the correlation between self-esteem and depression among university students in Kenya, hence the need for this study.

## **2.5 Research Gap**

The development and progress of any nation is dependent on a good education system, such that students are equipped with knowledge and skills to contribute meaningfully to societal growth. Good academic performance has been a concern for students, parents, sponsors, educational institutions as well as the government. Good academic performance is an indication of students' grasp of knowledge during the years of studies (Bell, 2017). Studies have been conducted around the world to explore the influence of self-esteem and depression on academic performance among university students.

At Pahang University in Malaysia, research was conducted among 194 undergraduate students by Kharsah (2016) to unravel the level of self-esteem that exist among students. The male students' level of self-esteem was 31.7%, while the female students' level of self-esteem was 68.3%. The study showed the male students' self-esteem was lower than the female self-esteem. The study did not make known whether the male students are depressed or not since research by Fanaj, Melonashi and Shkembi (2015) pointed out low self-esteem as major contributing cause of depression. Orth and Robins (2013) opined that low self-esteem adversely predicts depression, and it led to poor academic performance. Research was done among Imo State University medical students in Nigeria on the assessments of socio- demographic factors and self-esteem. The students with high self-esteem who had low depression rates were reported to be performing well in academic (Egwurugwu, Ohamaeme, Dike & Chinko, 2017).

At the University of Nairobi, Othieno et al. (2014) researched on “depression among university students in Kenya: prevalence and socio-demographic correlates”. As interesting as the study was, it left out something very fundamental: the levels of students’ self-esteem. The current research assessed the levels of self-esteem and depression among students of Africa Nazarene University who were performing poorly academically. Also, studies were not found correlating self-esteem and depression among university students in Kenya. In Africa Nazarene University, no studies have been carried out to investigate the correlation between self-esteem and depression among the poorly performing students. Therefore, this research investigated the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya.

## **2.6 Conceptual Framework**

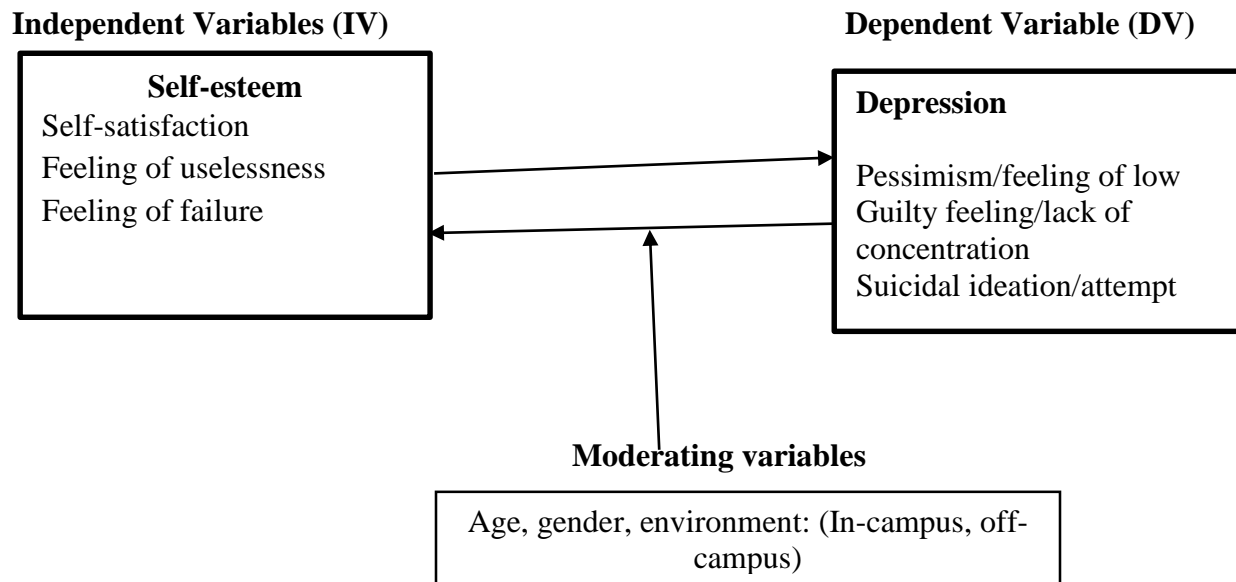
A conceptual framework is a symbolic demonstration of an abstract idea (Selvam, 2017). It utilizes diagrams to describe the interrelationship between variables, independent and dependent variables (Orodho, 2009). The conceptual framework for this study suggested a possible correlation between self-esteem and depression. This section gives a structural description of possible correlations, and the implication of moderating variables.

Self-esteem is a person’s general assessment of the self and the worth one gives oneself (Rossouw, 2010). Self-esteem is further categorized into two: low self-esteem is a person’s negative perception about oneself and life in general. Students with low self-esteem may exhibit the following signs: feeling of uselessness, feeling of failure, inferiority complex, emotional insecurity, usually isolated, and self-hate. Low self-esteem is connected to depression, and less competency in handling difficult realities. Low self-esteem likely contributes to poor academic performance among students (Okpalaenwe, 2014; Stavropoulos, et al. 2015).

Abdel-Khalek (2016) postulated that high self-esteem is a positive self-evaluation, characterized by having a self-accepting attitude concerning oneself and life. Hence students who have high self-esteem may confidence in themselves, self-satisfaction, positive about things. These contribute to good academic performance. Depression is a mood disorder which could be mild, moderate, severe and recurrent in a person. Depression is characterized by some of the components such as pessimism, feeling of guilt, suicidal ideation, hopelessness, decrease or increase appetite. Depression interferes with the cognitive functioning of students as well as their daily life. Mild and moderate depression if not well managed could result to severe depression, and one of the indicators of severe depression is suicidal ideation. The higher the depression among students, the possibility of poor performance. Therefore, depression prevent students from attaining good academic performance (American College Health Association, 2009).

Demographic variables which are age, gender and environment, were taken as the moderating variables. Environment in this study mean on-campus and off-campus students. The moderating variables showed some relationships on self-esteem and depression.

Figure 4. Possible correlation between self-esteem and depression, and the relationship of moderating variables



Source: Researcher (2022).

## 2.7 Chapter Summary

The chapter began with conceptualizing three variables which are: self-esteem, depression and academic performance. It presented the theoretical review suitable for the study. It carried out empirical literature review in link with the research objectives, paving way for the research gap, and the conceptual framework that guided the study was identified. The next chapter articulates the suitable research methodologies used in this study.

## **CHAPTER 3**

### **METHOD**

#### **3.1 Introduction**

The chapter explains the research methodologies that were utilized. It presents the research design, the study location, the study population, data sampling and sampling procedures, research instruments, data collection procedures, data analysis methods, ethical consideration, envisaged impact of the Study, benefits and dissemination as well as the chapter summary.

#### **3.2 Research Design**

Research design refers to the general structure that forms the scope of study. It is a larger framework which a researcher uses a particular method to gather data, example, quantitative method (Selvam, 2017). The study made use of quantitative method of research. A descriptive correlation research design was also used. A descriptive correlation research design allows the researcher to gather information, to measure, and then analyze them statistically. According to Creswell (2014), descriptive research designs present facts about the nature and status of a situation as it exists during the study. Descriptive research presents an accurate account of a particular situation, groups of people based on the frequency the phenomenon has been going on.

#### **3.3 Location of the Study**

The research was carried out in Africa Nazarene University. This was due to the fact that students were not performing satisfactorily in academics, hence the need to investigate what could be responsible for the poor academic performance. Africa Nazarene University is a Christian private tertiary institution in Kenya. It is an institution run by the International Church of the Nazarene whose mission and vision are enshrined in the Wesleyan-Holiness tradition. Africa

Nazarene University was granted its charter (Accreditation credentials) in the year 2002 by the Kenyan government. The University is located within Ongata Rongai; a town in Kajiado County. Kajiado County is one of the 47 Counties in Kenya. It is situated South of Nairobi. The local people are predominantly of the Masaai tribe, estimated to be over 687, 312 persons. Africa Nazarene University adheres to all the requirements that govern university education in Kenya. It admits students from different parts of Africa from the ages of 18 and above. The University comprises of different departments such as: Environmental Science, Theology, Education, Law, Business Management, Counselling Psychology and Criminology, among others. Under the authority from the Commission for University Education in Kenya, Africa Nazarene University offers certificates, diploma, undergraduate and graduate programmes (ANU students' academic handbook, 2019).

### **3.4 Population of the Study**

The study population was focused on students between the ages of 18 to 29 and above. Africa Nazarene University has a population of 3700 of undergraduates (Office of the registrar, 2021). This study focused on the students who were considered to have failed. The total number of students who failed in the year 2018, were 1093. In the year 2019, 1184 students failed, while in the year 2020, 360 students failed. A total of 2,637 students had failed within these given years (office of the school counselor, 2021). The rates of poor performance in the year 2020 reduced because many students dropped out of school due to lack of finances and covid-19 challenges. Poor academic performance in this study would mean students who failed. Hence poor academic performance was determined based on Africa Nazarene university grading system focusing on undergraduate students who were considered to have performed poorly.

### 3.5 Sampling Procedures

This section presents the sampling procedures. It comprises of the sampling technique, sampling size determination and sampling frame.

#### 3.5.1 Sampling Techniques

Sampling is a method of selecting elements from the targeted population in a way that is representative (Selvam, 2017). This study made use of systematic random sampling for equal participation. A computer-based Random Number Generator (Stat Trek, 2012) was used in picking the participants of the study. The computer-Based Random-Number Generator (CBRNG) was commanded to randomly pick and provide the expected certain number of participants of the study. The moment all respective numbers of participant were picked from each stratum, a sum of 335 participants were identified to fill the questionnaire. The CBRNG was quite efficient and easy to use.

#### 3.5.2 Sampling Size Determination

The sample size was determined using Krejcie and Morgan (1970) as follows based on the target population of 2637. The formula applies a 95% confidence interval and an approximate error of 5%.

$$S = \frac{x^2 NP (1 - P)}{d^2 (N - 1) + x^2 P (1 - P)}$$

Where;

S = represents the requisite sample size

$x^2$  = the table value of Chi-square for 1 degree of freedom at the desired confidence level (i.e 3.841)

N = the population size



P= the population proportion (0.50 is used to provide the maximum sample size)

1 – P = estimated percentage of failures

d<sup>2</sup> = square of the utmost allowance for inaccuracy between the true percentage and sample proportion (in the study, it is set at 5%)

Thus, based on the target population of study 2637, and applying a 95% confidence interval with an approximate error of 0.05, the results are processed in the calculation as; -

$$S = \frac{1.96^2 \times 2637 \times 0.5(1-0.5)}{0.05^2 \times 2637 + 1.96^2 \times 0.5(1-0.5)}$$

$$S = \frac{2532.5748}{7.5529}$$

$$S = 335.31157568616$$

$$S = 335$$

Therefore, the sample size for this study was 335 students.

### 3.5.3 Sampling Frame

Sampling frame could be seen as a list of members from which the section of the study is selected (Robergs, 2010). It also refers to the items or people forming a population from which a sample is taken (Kumar, 2014). In this regard, table 1 illustrated the sampling for yearly poor academic performance of undergraduate students

**Table 1 Yearly Poor Academic Performance (PAP)**

<b>Africa Nazarene University</b>	<b>Target population</b>	<b>Sample size</b>	<b>Sampling technique</b>
Undergraduate students (PAP)			Random sampling
2018	1093	143	
2019	1184	149	
2020	360	43	
	2,637	335	

As seen in table 1, in the year 2018, the target population whose academic performance was poor was 1093. In the year 2019, it went to 1184, and the year 2020, the number fell to 360. Accordingly, the sample size from the 3 years; for the year 2018, 143 was sampled, in the year 2019, 149 was sampled, and in the year 2020, 43 was sampled. Therefore, from the total of 2,637 students who were the target population, a sample size of 335 PAP students were chosen.

### **3.6 Research Instruments**

Research instruments are tools a researcher makes use of, to collect the necessary information in a research (Mugenda & Mugenda, 2003). Rosenberg Self-esteem Scale and Beck's Depression Inventory (BDI-II) were used in this research. Rosenberg Self-esteem Scale is a 10-item scale that assesses global self-worth by measuring positive and negative feelings about the oneself. All items are answered using a 4-point Likert scale format, from strongly agree to strongly disagree. The scale had been investigated using Item Response Theory that was developed in the 1950s and 1960s by Frederic Lord and other psychometricians as reported by Carlson and Davier (2013) and was found to be reliable for adult use. Self-esteem Scale is interpreted as follow: Items 1,3,4 and 7 are scored. Give "Strongly Agree" 1 point, "Agree" 2 points, "Disagree" 3 points, and "Strongly Disagree" 4 points. Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Agree" 4 point, "Agree" 3 points, "Disagree" 2 points, and "Strongly Disagree" 1 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores (26-40) show high self-esteem, average

scores (16-25) show average self-esteem, while lower scores (1-15) specify low self-esteem. Beck depression inventory is 21-item scale, further divided into six sub-sections depicting levels of depression. The highest possible score is 63, while the lowest possible score will be 0. Add up the score for each of the twenty-one questions by counting the number to the right of each question you marked. In this study, a score between 17 and above is considered as depression.

**Total Score\_\_\_\_\_Levels of Depression**

1-10\_\_\_\_\_These ups and downs are considered normal

11-16\_\_\_\_\_Mild mood disturbance

17-20\_\_\_\_\_Borderline clinical depression

21-30\_\_\_\_\_Moderate depression

31-40\_\_\_\_\_Severe depression

Over 40\_\_\_\_\_Extreme depression

Poor academic performance was measured based on Africa Nazarene university grading system. Poor academic performance in this study means students who failed. Hence poor academic performance was determined based on Africa Nazarene University grading system focusing on undergraduate students who were considered to be performing poorly. Poor, according to ANU academic scoring entails having between 0-39%; a G.P.A of 0.00, and work is not acceptable for credit (ANU students' handbook, 2019). Using Rosenberg self-esteem scale and Beck's depression inventory (BDI-II), this study assessed this group of students. The researcher sought to find out whether their self-esteem was low, and evaluate whether there was possibility of depression.

### **3.6.1 Piloting**

A finding is as good as the instrument, if the instrument of measure is flawed then the finding is flawed (Selvam, 2017). The research for this study was tested outside its target

population to confirm its reliability and validity. The pilot was carried out at Tangaza University College to ascertain its reliability and test-retest reliability. The piloting was supported by Mugenda and Mugenda (2003) who claimed that 1-10% of the pilot sample was enough for a descriptive study. The researcher selected 10% of the population with similar characteristics as the target population for piloting.

### **3.6.2 Validity of Instruments**

Validity is the assurance that what is shown by the finding corresponds to reality. Validity of instrument means the confidence that this scale will generate results that will match with reality (Selvam, 2017). The researcher in this study ensured that there was no use of ambiguous terms in the questionnaire, and the researcher got guidance from the supervisors.

Therefore, this study employed two types of validation; content validity and construct validity. Content validity is the degree to which the sample of items represents the test content which it is designed to measure (Gay, Mills & Airasian, 2009). The researcher determined the content validity in this study from experts in research and the study supervisors. The instruments were given to two groups of peers; one was requested to assess what concept the instrument is trying to measure while the other was asked to determine whether the set of items accurately represents the concept under study (Glesne, 2006). Construct validity is used to measure the degree to which a research instrument measures a construct (Mugenda & Mugenda, 2003; Sekaran & Bougie, 2011). The construct validity helped to ensure that the results give a reflection of the respondents' view and this was safeguarded through pretesting of the instruments.

### **3.6.3 Reliability**

Reliability is the confidence that the finding could be reproduced based on the same circumstances, using the same means among the same people. Reliability of instrument is the

confidence that when the instrument is administered on a similar population it will still reproduce the same outcome (Selvam, 2017). The reliability of the instrument was tested using the test re-test technique that involved the following ways: Selecting the proper group of subjects, presenting the questionnaire to the participants, keeping all initial conditions constant; administering the sample questionnaire to the same subjects after a couple of times, comparing the scores from both testing periods. This study also applied Cronbach Alpha to measure reliability of the questionnaires. This was done to find out the reliability correlation coefficient. Brigle, Philip and Hudson (2004) tested the Rosenberg self-esteem scale for temporal consistency and it was found to have good internal reliability results. Test-retest correlations were in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. In addition, Makhubela (2016) in his study among students from Limpopo and Pretoria in South African found the BDI-II to be having high levels of internal consistency and reliability (Cronbach's  $\alpha = .84$ ).

### **3.7 Data Collection Procedure**

The researcher got authorization letter from Tangaza University College to enable him go on with data collection. The researcher also got an authorization letter as well as research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This authorization acted as introduction during the data collection proceedings. The researcher and research assistants who were degree holders and trained on data collection, approached the participants after getting permission from their respective lecturers. The researcher introduced the research assistants to the participants. The research assistants were male and female students. They helped the researcher in distributing the instruments. Time was given after the introduction so that participants who were not interested could leave the hall. Forty-five minutes was given to the

participants to respond to the questions, then debriefing was done after collecting the questionnaire from the participants. Two extra questionnaires were added so as to address attrition.

This research was justified by the general objective of the study, which was to investigate the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University. Close-ended questions were used for students. The researcher elaborated the questionnaires which had 3 sections. Section 1 was about the demographic information of the respondents, section 2 was about self-esteem, and section 3 was about depression. The respondents were asked to select the expressions that most closely represents their views following the instructions of ticking or marking an X in the questionnaires.

### **3.8 Data Analysis**

The data from the questionnaire was analyzed using the Statistical Package for the Social Sciences Version 23. The descriptive statistics was helpful in analyzing this data, and the mean, frequency as well as percentages was exploited in this regard. Also, data collected was presented in summary tables. Self-esteem and depression were measured, then analyzed statistically. Pearson Coefficient Correlation was used to analyze research questions 3. Demographic data was analyzed statistically to see the relationship among age, gender and environment on IV and DV.

### **3.9 Ethical Consideration**

The researcher followed research ethics by making sure that all research authorization documents were obtained from the appropriate authorities such as the National Commission for Science, Technology and Innovation (NACOSTI), Tangaza University College, and Africa Nazarene University, before proceeding for data collection. Debriefing took place after data collection. The researcher attached an introductory letter in the questionnaire for self-identification (Creswell 2013). The researcher ensured that anticipated participants in this study

were informed of the voluntary nature of the study and that it was right to either accept or decline to participate. An informed consent form was used. The researcher maintained high sense of confidentiality. The researcher had no intention of doing any harm to any of the participant of this study. The participants could leave the study any time they wanted to. Information gathered as stored in the repository of Tangaza University College so as to make them available to students, lecturers, and academic mentors. Female research assistant was recruited for this study on the basis of gender sensitivity.

### **3.10 Envisaged Impact of the Study, Benefits and Dissemination**

The researcher hopes that the results may have some implications on the students of Africa Nazarene University, Kajiado County. The study could be beneficial to them because it produced some knowledge about them. It unearthed some understanding of the students with regards to self-esteem, and possibly learn various coping skills in the eventuality of depression. The findings could also be used to mentor the young people. They also might help the educators to learn how to identify some possible signs of low self-esteem and depression in their students. It is critical that educators understood the implications of negative communication and behavior towards their students.

### **3.11 Chapter Summary**

In this chapter, the researcher presented the various methodologies that were used in the study. The researcher explained the research design, the study location as well as the study population. The researcher further discussed the sampling techniques and procedures and explained the research instruments applied in the study. The chapter also outlined the data

collection process, data analysis, ethical considerations, envisaged impact of study, and benefits and dissemination of findings. The next chapter presents the findings of this study.



## CHAPTER 4

### FINDINGS

#### 4.1 Introduction

This chapter presents the results of the research. The chapter begins with the response rate of respondents, followed by the demographic details of respondents, and then culminate in line with the objectives of this study.

#### 4.2 Response Rate of Respondents

This section presents the return rate of the questionnaires given to the respondents. Table 2 presents the analysis of the returned questionnaires.

**Table 2 Response Rate**

Sample size	Distributed	Returned	Invalid	Valid	Percent
BA	44	44		44	13.1
B.COM	96	96	1	95	28.4
BSC	43	43		43	12.8
LLB	60	60	1	59	17.6
B.TH	1	1		1	.3
BBIT	19	19		19	5.7
B. ED	74	74		74	22.1

As seen in table 2, the number of questionnaires that were distributed to the University students was 337. Two extra questionnaires were distributed so as to address attrition. All 337 questionnaires were duly filled in and returned. From the 337, 2 were invalid and hence discarded. It was discarded because three statements were ticked on the two questionnaires respectively, hence rendered the two extra questionnaires invalid. The remaining 335 questionnaires were used for data analysis. This research had a 100% response rate as per the sample size.

### 4.3 Demographic Details of Respondents

Data was collected under the following demographics; age, gender, residence, degree programs and year of study. The outcomes are shown in table 3.

**Table 3 Demographic characteristics of respondents**

<b>Age</b>		
Age bracket	Frequency	%
18-23	276	82.4
24-28	58	17.3
29above	1	.3
<b>Gender</b>		
	F	%
Female	172	51.3
Male	163	48.7
<b>Residence</b>		
	F	%
School campus	103	30.7
Outside school campus	232	69.3
<b>Degree Programs</b>		
	F	%
BA	44	13.1
B.COM	95	28.4
B.SC	43	12.8
LLB	59	17.6
B.TH	1	.3
B.BIT	19	5.7
B.ED	74	22.1
<b>Year of Study</b>		
	F	%
Year 1	83	24.8
Year 2	71	21.2
Year 3	106	31.6
Year 4	75	22.4

---

As seen in table 3, 82.4% of participants were under the ages bracket 18-23, and 17.3% were between the ages of 24-28. This is an indication that participants were young University students. According to gender, 51.3% were female, and 48.7% were male. In addition, regarding residence of participants, 69.3% were off campus, while 30.7% were on campus. The highest degree programs of students who took part in the study were the Bachelor degree of Commerce 28.4%, and followed by the students of education 22.1%. The year of study shows that the year 3 students were the highest respondents, being 31.6%, then followed by the year 1 students 24.8%.

#### **4.4 Findings of the Study**

Data were presented according to the objectives of the study and was analyzed and presented in form of tables. The findings are reported according to the objectives: levels of self-esteem, levels of depression, and correlation between self-esteem and depression.

##### **4.4.1 Levels of Self-esteem**

The first objective was to investigate the levels of self-esteem among the poorly performing students of Africa Nazarene University, Kenya. Ten statements were used to measure the levels of self-esteem. Each statement was measured on a Likert scale. Items: 1,3,4 and 7 are scored; Give “Strongly Agree” 1 point, “Agree” 2 points, “Disagree” 3 points, and “Strongly Disagree” 4 points. Items 2, 5, 6, 8, 9 are reverse scored.

The highest score any participant could attain was 40, and the lowest was 1. The levels of self-esteem were then scored as follows; 1-15-low self-esteem, 16-25- average self-esteem, and 26-40 - high self-esteem. Data was converted to composite scores and the levels of self-esteem were analyzed. The findings are presented in table 4.

**Table 4 Levels of self-esteem among the students**

<b>Levels of self-esteem</b>	<b>Frequency</b>	<b>Percent</b>
Low self-esteem	26	7.8%
Average self-esteem	165	49.5%
High self esteem	144	43.2%

As seen in table 4, the findings showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% were in low self-esteem.

#### **4.4.2 Levels of Self-esteem According to the Components of Self-esteem**

Data was scored, and analysed according to the components of self-esteem. The components include; self-satisfaction, feeling of uselessness, and inclination to feel like a failure. Tables 6, 7, and 8 show the outcomes accordingly.

##### **4.4.2.1 Self-satisfaction as a Component of Self-esteem**

Self-satisfaction as a component of self-esteem was measured using 4 statements. Each statement was gauged on a Likert scale, where 1. Strongly Disagree, 2. Disagree, 3 Agree, and 4. Strongly Agree. Since there were 4 statements, the highest score any participant could attain was 16, and the lowest was 1. The levels of self-satisfaction were then scored as follows; 1-5-low self-satisfaction, 6-10- average self-satisfaction, and 11-16 high self-satisfaction. Data was converted to composite scores and the levels of self-satisfaction were analyzed. The findings are presented in **table 5**.

**Table 5 Self-satisfaction as a component of self-esteem**

<b>Levels of self-satisfaction</b>	<b>Frequency</b>	<b>Percent</b>
Low self-satisfaction	182	54.3
Average self-satisfaction	33	9.9
High self-satisfaction	120	35.8

Table 5 showed that 54.3% of the students were within low feeling of self-satisfaction, 35.8% fell under high feeling of self-satisfaction, and 9.9% had average self-satisfaction.

#### **4.4.2.2 Feeling of Uselessness as a Component of Self-esteem**

Feeling of uselessness as component of self-esteem was measured using 4 statements. Each statement was gauge on a Likert scale, where 1. Strongly Disagree, 2. Disagree, 3 Agree, and 4. Strongly Agree. Since there were 4 statements, the highest score any participant could attain was 16, and the lowest was 1. The levels of feeling of uselessness were then scored as follows; 1-5- low feeling of uselessness, 6-10- average feeling of uselessness, and 11 -16 high feeling of uselessness. Data was converted to composite scores and the levels of feeling of uselessness were analyzed. Findings are presented in table 6.

**Table 6 Feeling of uselessness as a component of self-esteem**

<b>Level of feeling of uselessness</b>	<b>Frequency</b>	<b>Percentage</b>
Low feeling of uselessness	115	34.3
Average feeling of uselessness	94	28.1
High feeling of uselessness	126	37.6

Table 6 illustrates that 37.6% of respondents were under the level of high feeling of uselessness, and 34.3% indicated low feeling of uselessness.

#### **4.4.2.3 Feeling of Failure as a Component of Self-esteem**

Feeling of failure as a component of self-esteem was measured using 2 statements. Each statement was measured on a Likert scale, where 1. Strongly Disagree, 2. Disagree, 3 Agree, and 4. Strongly Agree. Since there were 2 statements, the highest score any participant could achieve was 8, and the lowest was 1. The levels of feeling of failure were then scored as follows; 1-3-low feeling of uselessness, 4-5- average feeling of failure, and 6 -8 high feeling of failure. Data was

converted to composite scores and the levels of feeling of failure were analyzed. The findings are presented in table 7.

**Table 7 Feeling of failure as a component of self-esteem**

<b>Levels of feeling of failure</b>	<b>Frequency</b>	<b>Percentage</b>
Low feeling of failure	127	37.9
Average feeling of failure	104	31.9
High feeling of failure	101	30.2

As indicated in table 7, the findings show that 37.9% participants were in low feeling of failure, and 31.9% showed averaged feeling of failure.

#### **4.4.3 Demographics and Self-esteem**

Self-esteem was analyzed from the perspective of demographic component of age, gender, and residence. The outcomes are shown in table 9, 10 and 11. An independent sample t test was carried out to investigate age and the levels of self-esteem among participants. The levels are presented in mean and standard deviation. Findings are shown in table 8.

**Table 8 Age and Self-esteem Among Students**

<b>Age brackets</b>	<b>Freq.</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Levels of self-esteem</b>
18-23	276	24.6522	6.35856	Average self-esteem
24-28	58	25.4655	7.36091	Average self-esteem
29above	1	19.0000		Average self-esteem

Table 8 shows age in comparison to the levels of self-esteem. It reveals that all the age brackets were at the level of average self-esteem. The mean scores as seen in table 7 showed that the age bracket 18-23 had a mean score of ( $M = 24.6522$ ), and standard deviation ( $SD = 6.35856$ ), the age bracket 24-28 had a mean score ( $M = 25.4655$ ), and standard deviation ( $SD = 7.36091$ ).

#### 4.4.3.1 Gender and Self-esteem Among Students

An independent sample t test was carried out to investigate gender and the levels of self-esteem among participants. The levels are presented in mean and standard deviation. Findings are shown in table 9.

**Table 9 Gender and self-esteem among students**

Gender	Frequency	Mean	Standard deviation	Levels of self-esteem
Male	163	21.9080	5.03299	Average self-esteem
Female	172	27.4942	6.64778	High self-esteem

Results in table 9 indicated that males had the mean scores ( $M = 21.9080$ ) and standard deviation ( $SD = 5.03299$ ), falling under average level of self-esteem, while the females ( $M = 27.4942$ ,  $SD = 6.64778$ ), showing a high level of self-esteem.

#### 4.4.3.2 Residence and Self-esteem Among Students

An independent sample t test was carried out to investigate residence and the levels of self-esteem among participants. The levels are presented in mean and standard deviation. The findings are shown in table 10.

**Table 10 Residence and self-esteem among students**

Residence	Frequency	Mean	Standard deviation	Levels of self-esteem
School campus	103	25.1068	5.93579	Average self-esteem
Outside school campus	232	24.6293	6.79385	Average self-esteem

As seen in table 10, the respondents residing in the school campus had a mean score of ( $M = 25.1068$ ), and standard deviation ( $SD = 5.93579$ ), and the respondents residing outside the school campus had a mean score ( $M = 24.6293$ ), and standard deviation ( $SD = 6.79385$ ).

#### **4.5 Levels of Depression Among poorly Performing Students of Africa Nazarene University, Kenya.**

The second objective of this study was to investigate the levels of depression among the poorly students of Africa Nazarene University, Kenya. Data was converted to composite scores and is presented under the 6 levels: 0-10 ups and downs of life, 11-16 mild mood disturbance (0-16 considered as no depression), 17-20 borderline clinical depression, 21-30 moderate depression, 31-40 severe depression, and over 40 extreme depression. Data on the levels of depression was analyzed and the findings are presented in table 11.

**Table 11 Levels of depression among the students**

<b>Levels of depression</b>	<b>Frequency</b>	<b>Percent</b>
No depression	176	52.8%
Borderline clinical depression	35	10.5
Severe depression	27	8.1%

The findings in table 11 show that 52.8% of research participants were in mild mood disturbance (no depression), 10.5% had borderline clinical depression, 15.6% moderate depression, 8.1% had severe depression, and 13.5% showed extreme depression.

##### **4.5.1 Components of Depression**

Data was scored, and analysed according to the components of depression. The components included; pessimism, feeling of guilt and suicidal ideation, and they are presented in table 13, 14 and 15. Pessimism as a component of self-esteem was measured using 4 statements from 0-3. Since there were 4 statements, the highest score any participant could achieve was 6, and the lowest was 0. The levels of feeling of pessimism were then scored as follows; 0-2-low feeling of pessimism, 3-4- average feeling of pessimism, and 5 -6 high feeling of pessimism. Data was converted to composite scores and the levels of feeling of pessimism were analyzed. The findings are presented in table 12.



**Table 12 Pessimism as a component of depression**

<b>Levels of pessimism</b>	<b>Frequency</b>	<b>Percent</b>
Low	112	63.3
Average	88	26.2
High	35	10.5

Table 12 shows that 63.3% of the students were in low level of pessimism, 26.2% indicated average level of pessimism, and 10.5% had high level of pessimism.

#### **4.5.2 Guilt as a Component of Depression.**

Guilt as a component of self-esteem was measured using 4 statements from 0-3. Since there were 4 statements, the highest score any participant could achieve was 6, and the lowest was 0. The levels of feeling of pessimism were then scored as follows; 0-2-low feeling of pessimism, 3-4- average feeling of pessimism, and 5 -6 high feeling of pessimism. Data was converted to composite scores and the levels of feeling of pessimism were analyzed. The findings are presented in table 13.

**Table 13 Guilt as a component of depression**

<b>Levels of guilt</b>	<b>Frequency</b>	<b>Percent</b>
Low feeling of guilt	144	43.0
Average feeling of guilt	148	44.1
High feeling of guilt	43	12.8

The results in table13 illustrates that 43.0% of students fell under the level of low feeling of guilt, 44.1% were in average feeling of guilt, and 12.8% had high feeling of guilt.

#### **4.5.3 Suicidal Ideation as a Component of Depression.**

Suicidal ideation as a component of self-esteem was measured using 4 statements from 0-3. Since there were 4 statements, the highest score any participant could achieve was 6, and the lowest was 0. The levels of feeling of pessimism were then scored as follows; 0-2-low suicidal ideation, 3-4- average suicidal ideation, and 5 -6 high suicidal ideation. Data was converted to

composite scores and the levels of suicidal ideation were analyzed. The findings are presented in table 14.

**Table 14 Suicidal ideation as a component of depression**

<b>Levels of suicidal ideation</b>	<b>Frequency</b>	<b>Percent</b>
Low suicidal ideation	182	54.3
Average suicidal ideation	97	28.9
High suicidal ideation	56	16.7

As seen in table 14, 54.3% of students were within the level of low suicidal ideation, 28.9% under average level of suicidal ideation, and 16.7% in the level of high suicidal ideation. Thus, from average suicidal ideation to high suicidal ideation, there is a worrying concern about suicidal tendencies among the poorly performing students of Africa Nazarene University, Kenya.

#### **4.5.4 Demographics and Depression.**

Depression was analyzed from the perspective of demographic component of age, gender, and residence. The outcomes are shown in tables 15, 16 and 17. An independent sample t test was carried out to investigate age and the levels of depression among participants. The levels are presented in mean and standard deviation. Findings are presented in table 15.

**Table 15 Age and depression among students**

<b>Age brackets</b>	<b>Freq.</b>	<b>Mean scores</b>	<b>Standard deviation</b>	<b>Levels of depression</b>
18-23	276	18.3514	15.00023	Borderline clinical depression
24-28	58	27.1207	17.52600	Moderate depression
29above	1	6.0000		No depression

The findings in table 15 show that students within the age bracket 18-23 had a mean score of (M = 18.3514), and standard deviation (SD = 15.00023), revealing a borderline clinical depression, students within the age bracket 24-28 had a mean score (M =27.1207), and standard deviation (SD =17.52600) pointing out moderate depression.

#### 4.5.4.1 Gender and Depression

An independent sample t test was carried out to investigate gender and the levels of depression among participants. The levels are presented in mean and standard deviation. Findings are presented in table 16.

**Table 16 Gender and depression among students**

<b>Gender</b>	<b>Freq.</b>	<b>Mean scores</b>	<b>Standard deviation</b>	<b>Levels of depression</b>
Males	163	16.4049	13.78523	Mild mood disturbance
Females	172	23.0814	16.88400	Borderline clinical depression

Table 16 indicates that the males had a mean scores (M =16.4049) and standard deviation (SD =13.78523), showing a mild mood disturbance (no depression), while the females had the mean score (M = 23.0814), and standard deviation (SD =16.88400), and this indicates a borderline clinical depression.

#### 4.5.4.2 Residence and Depression Among Students

An independent sample t test was carried out to investigate place of residence and the levels of depression among participants. The levels are presented in mean and standard deviation. Findings are presented in table 17.

**Table 17 Residence and depression among students**

<b>Residence</b>	<b>Freq.</b>	<b>Mean scores</b>	<b>Standard deviation</b>	<b>Levels of depression</b>
School campus	103	21.9126	15.81021	Moderate depression
Outside school campus	232	18.9095	15.72533	Borderline clinical depression

Table 17 shows that the respondents residing in the school campus had a mean score of (M =21.9126), and standard deviation (SD =15.81021), revealing moderate depression, and the respondents residing outside the school campus had a mean score (M =18.9095), and standard deviation (SD = 15.72533) revealing borderline clinical depression.

#### 4.6 Pearson Coefficient Correlation Analysis

Objective three sought to establish the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. Results are shown in table 18.

**Table 18 Correlation between self-esteem and depression**

		Self-esteem	Depression
Self-esteem	Pearson Correlation	1	.420**
	Sig. (2-tailed)		.000
	N	335	335
Depression	Pearson Correlation	.420**	1
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As seen in table 18, there was a significant positive correlation between self-esteem and depression among poorly performing students of African Nazarene University ( $r = .420^{**}$ ;  $p = .000$ ), at 0.01 level of significance.

##### 4.6.1 Correlation Between Self-esteem and Components of Self-esteem

The data were analyzed to find out the relationship between self-esteem and the components of self-esteem. The components included; self-satisfaction, feeling of uselessness and feeling of failure, and are presented in table 19, 20 and 21. The Pearson correlation analysis was conducted between self-esteem and self-satisfaction. The findings are presented in table 19.

**Table 19 Correlation between self-esteem and self-satisfaction**

		Self-esteem	Self-satisfaction
Self-esteem	Pearson	1	.695**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Self-satisfaction	Pearson	.695**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As shown in table 19, there was a positive correlation between self-esteem and self-satisfaction among poorly performing students of Africa Nazarene University, Kenya ( $r = .695^{**}$ ;  $p = .000$ ), at 0.01 level of significance.

#### 4.6.2 Correlation Between Self-esteem and Uselessness

The Pearson correlation analysis was also conducted between self-esteem and uselessness. The analyzed results are presented in table 20.

**Table 20 Correlation between self-esteem and uselessness**

		Self-esteem	Uselessness
Self-esteem	Pearson	1	.614**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Uselessness	Pearson	.614**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Following Pearson coefficient, table 20 shows that there was positive correlation between self-esteem and uselessness as  $r = .614^{**}$ ;  $p = .000$ , at 0.01 level of significance.

#### 4.6.3 Correlation Between Self-esteem and Feeling of Failure

The Pearson correlation analysis was conducted between self-esteem and feeling of failure.

The analyzed results are presented in table 21.

**Table 21 Correlation between self-esteem and feeling of failure**

		Self-esteem	Feeling of failure
Self-esteem	Pearson	1	.618**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Feeling of failure	Pearson	.618**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As seen in table 21, the Pearson coefficient showed that there was positive correlation between self-esteem and feeling of failure among poorly performing students of Africa Nazarene University, Kenya ( $r = .618^{**}$ ;  $p = .000$ ), at 0.01 level of significance

#### 4.6.4 Correlation Between Self-esteem and Demographics

The Data was analyzed to find out the relationship between self-esteem and the demographics such as age, gender, and residence, and are presented in tables 22, 23 and 24. The Pearson correlation analysis was conducted between self-esteem and age. The analyzed results are presented in table 22

**Table 22 Correlation between self-esteem and age**

		Self-esteem	Age
Self-esteem	Pearson	1	-.033
	Correlation		
	Sig. (2-tailed)		.544
	N	335	335
Age	Pearson	-.033	1
	Correlation		
	Sig. (2-tailed)	.544	
	N	335	335

Correlation is significant at the 0.01 level (2-tailed).

As displayed in table 22, the Pearson coefficient showed that there was negative correlation between age and self-esteem as  $r = -.033$ ;  $p = .544$ , at 0.01 level of significance.

#### 4.6.5 Correlation Between Self-esteem and Gender

The Pearson correlation analysis was conducted between self-esteem and gender. The analyzed results are presented in table 23.

**Table 23 Correlation between self-esteem and gender**

		Self-esteem	Gender
Self-esteem	Pearson Correlation	1	-.428**
	Sig. (2-tailed)		.000
	N	335	335
Gender	Pearson Correlation	-.428**	1
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As shown in table 23, the Pearson coefficient shows that there was negative correlation between gender and self-esteem as  $r = -.428^{**}$ ;  $p = .000$ , at 0.01 level of significance.

#### 4.6.6 Correlation Between Self-esteem and Residence

The Pearson correlation analysis was conducted between self-esteem and residence. Results are presented in table 24.

**Table 24 Correlation between self-esteem and residence**

		Self-esteem	Residence
Self-esteem	Pearson Correlation	1	-.034
	Sig. (2-tailed)		.538
	N	335	335
Residence	Pearson Correlation	-.034	1
	Sig. (2-tailed)	.538	
	N	335	335

Correlation is significant at the 0.01 level (2-tailed).

The Pearson coefficient in table 24 shows that there was negative correlation ( $r = -.034$ ;  $p = .538$ ) between residence and self-esteem, at 0.01 level of significance.

#### 4.6.7 Correlation Between Depression and Components of Depression

The Data was analyzed to find out the relationship between depression and the components of depression. The components include; pessimism, guilty feeling and suicidal ideation. The outcomes are presented in table 25, 26, and 27. The Pearson correlation analysis was conducted between depression and pessimism. The analyzed results are presented in table 25.

**Table 25 Correlation between depression and pessimism**

		Depression	Pessimism
Depression	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.000
	N	335	335
Pessimism	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As seen in table 25, the Pearson coefficient showed that there was high positive correlation between pessimism and depression ( $r = .747^{**}$ ;  $p = .000$ ), at 0.01 level of significance.



#### 4.6.8 Correlation Between Depression and Guilty Feeling

The Pearson correlation analysis was conducted between depression and guilty feeling.

The analyzed results are presented in table 26.

**Table 26 Correlation between depression and guilty feeling**

		Depression	Guilty feeling
Depression	Pearson	1	.686**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Guilty feeling	Pearson	.686**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 26 indicates that the Pearson coefficient showed a high positive correlation between guilty feeling and depression ( $r = .686^{**}$ ;  $p = .000$ ), at 0.01 level of significance.

#### 4.6.9 Correlation Between Depression and Suicidal Ideation

The Pearson correlation analysis was conducted between depression and suicidal ideation.

The analyzed results are presented in table 27.

**Table 27 Correlation between depression and suicidal ideation**

		Depression	Suicidal ideation
Depression	Pearson	1	.544**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Suicidal ideation	Pearson	.544**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The Pearson coefficient in table 27 showed that there was high positive correlation between suicidal ideation and depression. The study indicates ( $r = .544^{**}$ ;  $p = .000$ ), at 0.01 level of significance.

#### 4.6.10 Correlation Between Depression and Demographics

The Data was analyzed to find out the relationship between depression and demographics such as age, gender and residence. The findings are presented in tables 28, 29 and 30. The Pearson correlation analysis was conducted between the age and depression. The analyzed results are presented in table 28.

**Table 28 Correlation between depression and age**

		Depression	Age
Depression	Pearson	1	.191 <sup>**</sup>
	Correlation		
	Sig. (2-tailed)		.000
Age	N	335	335
	Pearson	.191 <sup>**</sup>	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

As seen in table 28, the Pearson coefficient showed that there was moderate positive correlation between age and depression ( $r = .191$ ;  $p = .000$ ), at 0.01 level of significance.

#### 4.6.11 Correlation Between Depression and Gender

Pearson correlation analysis was conducted between gender and depression, and results are presented in table 29.

**Table 29 Correlation between depression and gender**

		Depression	Gender
Depression	Pearson	1	-.212**
	Correlation		
	Sig. (2-tailed)		.000
	N	335	335
Gender	Pearson	-.212**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The Pearson coefficient in table 29 showed that there was negative correlation between gender and depression. The study indicates that  $r = -.212^{**}$ ;  $p = .000$ .

#### 4.6.12 Correlation Between Depression and Residence

Pearson correlation analysis was conducted between residence and depression. The analyzed results are reported in table 30.

**Table 30 Correlation between depression and residence**

		Depression	Residence
Depression	Pearson	1	-.088
	Correlation		
	Sig. (2-tailed)		.108
	N	335	335
Residence	Pearson	-.088	1
	Correlation		
	Sig. (2-tailed)	.108	
	N	335	335

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As indicated in table 30, the Pearson coefficient showed that there was negative correlation between depression and residence ( $r = -.088$  and  $p = .108$ ).

#### **4.7 Chapter Summary**

This chapter presented the analysis of the returned questionnaires and the analysis of the demographics. It vividly articulated the findings based on the objectives respectively. In the next chapter, the researcher discusses what the findings tell us in this study.

## **CHAPTER 5**

### **DICUSSION**

#### **5.1 Introduction**

This chapter discusses the findings from the analyzed data. The discussions are conducted according to the objectives of the research, which focused on the levels of self-esteem, levels of depression and to establish the correlation between self-esteem and depression among the poorly performing students of Africa Nazarene University, Kenya. Discussion of findings are confirmed with extant literature.

#### **5.2 Levels of Self-Esteem Among Poorly Performing Students of Africa Nazarene University, Kenya.**

The first objective was to assess the levels of self-esteem among the poorly performing students of Africa Nazarene University, Kenya. The findings of this study showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% had low self-esteem.

Self-esteem is quite crucial for university students to be academically viable in order to actualize their goals. Kang'ori and Nyutu (2016) affirmed that average self-esteem and high self-esteem imply a good sense of self. Average self-esteem is characterized by some degree of instability in thoughts, feeling and behaviors. It presents a high possibility of movement either towards high self-esteem or low self-esteem. High self-esteem is seen as central aspect of personal well-being as well as adjustment in life, and it is characterized by openness to criticism, accepting realities, assertiveness, positive attitudes towards life and accepting others the way they are. Average and high self-esteem do have some effect on students with low academic performance. This is because low performing students may try to give some good impression of themselves of average or high self-esteem scores, which do not truly reflect their reality, and this was confirmed

by Kang'ori and Nyutu (2016). The expected finding was that poorly performing students should fall under the category of low self-esteem. The results, however pointed out average self-esteem and high self-esteem. One possible way of understanding this is that there may be possibilities of academic improvements among the poorly performing students. Positively, the students may have moved from low self-esteem to average and high self-esteem, hoping to attain good performance.

The findings of the study done by Arshad et al. (2015) in Pakistan, is consistent with the current study, pointing out that students' self-esteem fell between average and high self-esteem. It is possible that average and high self-esteem, may have the likelihood of enhancing diligence, confidence and as well boost intellectual interests among students, and this could have enhanced good academic performance but on the contrary. However, Mohammad (2010) confirmed that students with high self-esteem may perform poorly or even fail academically, due to the reason that students with high self-esteem have the tendency to be narcissistic, thereby alienating others, and their superficial lifestyle could lead to poor performance since they are always on the lookout to be noticed, seen and praise by others. A lack of external validation may interfere with their feelings and as well hamper good academic performance. The students with low self-esteem as well as average self-esteem, could be helped to improve to enable them attain their academic goals and intellectual competency, while those with high self-esteem could be helped to remain confident with themselves and as well maintain and sustain their level of high self-esteem.

Regarding self-satisfaction as a component of self-esteem, the findings pointed out that 54.3% of the students were within low feeling of self-satisfaction, 35.8% were in high feeling of self-satisfaction, and 9.9% had average self-satisfaction. Self-satisfaction is the happiness and contentment which are obtained from positive and good feelings about oneself and life in general, and this involves individual's capability to achieve challenging goals that are very meaningful.

This is very crucial in students 'good academic performance (Fave et al., 2011). The outcome of the study indicated that students were probably dissatisfied with themselves, since 54.3% of students fell within low feeling of self-satisfaction. The low feeling of self-satisfaction among the students may possibly be that they could be experiencing other harsh realities of life such as economic poverty, unconducive environments, social comparison, and a lack on some basic needs in life.

The findings of the study conducted by Bavani and Mohan (2015) in Malaysia, found that students had high level of self-dissatisfaction due to their persistent poor academic performance. Students who were self-dissatisfied did not perform well academically. A lack of self-satisfaction may thwart good performance. Students may need constant motivation both in the academic arena and home environments to enable the realisation of self-worth that may pave way for contentment and self-satisfaction. The findings of the current study also indicated that 37.6% of the students were under the level of high feeling of uselessness, 34.3% indicated low feeling of uselessness, and 28.1% came under average feeling of uselessness. According to Gul et al. (2016), feeling of uselessness is an individual's negative perception about one's usefulness to self, family, friends and other human activities. The high feeling of uselessness and average feeling of uselessness in the current study are matters of concerns. Feeling useless may emanate from situations that could generate frustration in students. It is probable that high academic standard expectations from the university may have been negatively perceived by students to be too much work to do, and thus feel frustrated and useless. It may be that the students under the category of high and average feeling of uselessness were unable to meet up with academic standards.

A similar finding by Gul et al. (2016) in China, was that feeling of uselessness interfered with students 'academic performance. This strong feeling demotivated students, and it brought

negative consequences upon students' academic progress. The study further established that high level of feeling of uselessness is closely linked with high academic demands, high parental expectations, lower social engagement and physical engagements. Psychological wellbeing is very paramount such that it accelerates intellectual pursuits in students. Academic life may become more interesting when students have good feeling about themselves. Good feeling may enrich positive self-perception. The high and average feeling of uselessness among the poorly performing students of Africa Nazarene University are concerns that require adequate psychological attention. Therefore, students should be helped with motivational talks and possibly motivational interviewing in therapy sessions to enable the students see their great inner strengths and abilities.

The finding of the current study showed that 37.9% of students were in low feeling of failure, 31.9% were in averaged feeling of failure, and 30.2% had high feeling of failure. The students' scores on average feeling of failure (31.9%) and high feeling of failure (30.2%) are not far from each other. However, the scores may be revealing different possibilities. Feeling of failure may be seen as an emotional response to negative envisaged defeat in one's educational journey. Failure would mean academic underperformance in which one either repeats a course or dropout of school due to inability of meeting institutional academic requirements. A student may envisage failure when course notes are not well grasped, or possibly, not well delivered by a lecturer. There could be the likelihood that a student may envisage failure or dropout of school when school fees have not been catered for, and when there is absence of parental or guardian's holistic supports.

A similar finding by Våxjö (2020) in Sweden, confirmed that students who were reported to be under the level of high feeling of failure experienced more shame upon failure than students with low feeling of failure. The emotional implication of feelings of failure generated some degrees of anxiety in students, and this influenced their moods and feelings and thereby hindered good



academic performance among the students. The University counsellors of Africa Nazarene University may help teach the students some psychological skills such that when feeling of failure creeps in, they could handle the feeling in a more positive and realistic way and continue to push on with their academic pursuit without the feeling of shame even when failure eventually occurs.

Pertaining to demographic; age, gender and residence, and self-esteem, the findings of this study pointed out that students within the ages bracket 18-23, 24- 28, and 29 and above had average level of self-esteem. Average self-esteem among the ages of students of the current study may imply that the students are growing in good sense of self-perception, and may need to grow towards high self-esteem, and that they may grow in self-awareness of not moving towards low level of self-esteem.

The outcome of the study corresponds with the findings of Orth and Robins (2014) in Saudi Arabia, upholding that self-esteem increases at the end of adolescence, and peaking around the ages of fifty to sixty years, deteriorating at old age. Self-esteem is firmer during adulthood which are the ages from 18 -35 years, as a result of engaging in meaningful human relationships, self-development and career development. A study by carried out by Gosling (2016) also affirmed that both men and women exhibit age-related growths in self-esteem from late adolescence to mid-adulthood then decline at old age. The University through the office of the counselors may create and implement programmes that focus on building students' self-esteem to its highest level, which is high self-esteem.

Consideration of gender revealed that males had average level of self-esteem and the females had high level of self-esteem. These findings disclaimed the general assumption that males have higher self-esteem than the females. Hence it is not always the case that appearance may be seen as reality. These findings are in agreement with Kharsah (2016) in Malaysia, who noted

significant difference among self-esteem of students' genders. The male students' level of self-esteem was 31.7%, while the female students' self-esteem was 68.3%. This is an indication that the male self-esteem was lower than their opposite sex. This hereby nullifies the general notion that males have high self-esteem than their counterparts. The University management in consultation with the counseling department could develop intervention strategies in boosting the males' self-esteem, so as to bring a balance of self-esteem levels among the two genders.

The findings of this study further indicated that both the on-campus and off-campus students had average self-esteem. Environment can be impactful either negatively or positively on students. Average score revealed the possibility that the environment where students are residing are conducive to reasonable extents, but still requires some improvement to enable the students move towards high self-esteem. The outcome of the study concurred with the findings carried out by Egwurugwu et al. (2017) in Nigeria, they established that 89.8% of students who resided in the school fell within the average level of self-esteem, and they noted that their environment was conducive, and the students appreciated the environment, while 10.2% of students with low self-esteem viewed their environment as unconducive and, harsh thus affecting their self-esteem. There is a likelihood that good environment enhances self-esteem edification. It is therefore crucial that students should have good and friendly environment that would boost learner's self-realization, skills acquisition, and personal development.

### **5.3 Levels of Depression Among Poorly Performing Students of Africa Nazarene University, Kenya.**

The second objective was to assess the levels of depression among the poorly performing students of Africa Nazarene University, Kenya. The findings showed that 52.8% had mild mood disturbances, which indicated no depression, 15.6% showed moderate depression, 10.5% presents borderline clinical depression, 13.5% indicated extreme depression, while 8.1% showed severe

depression among the students. Depression is a mood (affective) disorder which could be mild, moderate or severe, and recurrent in a person (APA, 2013). Notably, the current study established the presence of depression among the students, ranging from borderline clinical depression to severe depression. Borderline clinical depression is a mental illness which is characterized by dysregulation of emotions, unstable sense of self, challenge in interpersonal relationship often leading to suicidal ideation as well as self-harming tendency. Moderate depression is a mood disorder that is characterized by feelings of sadness, dissatisfaction with life, anger, decreased interest in appetites, and severe depression is an intense mood disorder characterized by symptoms such as suicidal ideation, extreme sadness, pessimism about life and the world (Beatson, et al, 2012). The findings are revealing the possible interference of depression on students' life, thereby hampering good academic performance.

The outcome of this study is consistent with the findings of Rousseau and Thomson (2019) in South Africa, who made it known that poor academic performance was surging among the students. The findings further showed that 12.82% of students were in moderate depression, while 24.89% had high depression. Ahmed et al. (2020) in Ethiopia, noted that depression was one of the obstacles that obstructed students' academic excellence. It was discovered that 31.1% of the students had borderline clinical depression, 40.6% were on normal ups and downs of life (no depression), 14.4% had mild depression, 9.9% had moderate depression, and 4% had severe depression (Schrieber, 2018).

Academic goals and intellectual pursuits are sometimes hindered by depression. Beck (1967) explained that when people succumbed to depression, there was a high possibility that they fitted into three basic realities; negativity of self, negative view of the world and negative view of the future. The various findings of this study vividly demonstrated the danger of depression not

only on students' academic activities, but also on their lives. Therefore, the University may consistently engage the students on awareness outreach about mental health coping skills and various psychological intervention techniques on depression. Components of depression; pessimism, guilty feeling and suicidal ideation were investigated, and findings showed that 63.3% of the students were in low level of pessimism, 26.2% indicate average level of pessimism, and 10.5% revealed high level of pessimism. The study clearly indicated the presence of average and high pessimism among the students. Pessimism may be seen as an absolute hopelessness and discouragement about life endeavors, especially in moments of adversities, economic hardships, sickness, losing a bread winner and personal inadequacies. Perhaps these situations may become an obstacle to students' academic progress. A student may not be holistically present in class due to lack of physiological needs like food, shelter and clothing (Maslow, 1962). Besides, poor lecture delivery and intimidations by some lecturers during classes may likely pave way for pessimism among university students. Students who lack resilience may succumb to pessimism.

A similar study by Ahmad et al. (2013) in Jordan, established that pessimism was a strong contributory factor to poor academic performance among students, and it was stated that 14% of students were in high level of pessimism, 45% fell under moderate pessimism, and 60% were in low level of pessimism. Students who suffered the loss of their sponsors succumbed to pessimism. Yates (2002) in Adelaide, also confirmed that students who were pessimistic risked achieving less academically. The study further revealed that 27% of the females were more pessimistic as compared to the male students who were only 19% pessimistic. Pessimism was found to be one of the contributory factors that hindered good academic performance among students in this study. This requires attention by university counselors to explore the various underlining issues generating pessimism among university students.

With respect to guilt as a component of depression, the study found that 43.0% of students were in low level, 44.1% were in average level, and 12.8% were in high level. Guilt is an emotional response to distressful situation emanating from an awareness of violation of social and religious norms and values, and guilt focuses so much on negativities (Burns, 2021). Guilt among students may come from several situations like breaking a promise and trust, going contrary to one's religious injunctions, betraying a friend, testifying against the innocent person, being a perpetrator of rape and criminality, selling expired products to other students, and others ills. Possibly, self-realization and remorse could make students focus on specific negative evaluation that may manifest in behavior that suggest guilt. It is likely that guilt increases remorse, regrets, and if not well attended to, could cause a deeper emotional pain which could penetrate in one's intellectual grasping ability. Eventually, this may lead to academic underperformance.

A study in Turkey by Kaya et al. (2011) established high level of guilt among the students, which had adverse impact on students' academic performance. It was further revealed that high level of guilt led to psychopathology, and this was observed in some students' behaviour. Burns (2021) also postulated that high levels of guilt interfered with students' life. The same study also revealed that high level of guilt was noted among the females at 6.0% as compared to their male counterparts at 5.88%. Therefore, one may safely suggest that students need both counseling and guidance program to help them handle guilt so as to enable psychological healing in their lives. On suicidal ideation, this study found that 54.3% of students were in low level of suicidal ideation, 28.9% had average level of suicidal ideation, and 16.7% were in high suicidal ideation. Suicidal ideation is a global phenomenon that involves the contemplation and planning of killing oneself or self-injurious behaviors (Nyagwencha, 2021; Ram et al., 2018). This could be seen as an

outcome of severe manifestation of depression. Students at this state of mind hardly concentrate in their educational goals.

The finding in this research is also similar to the findings of Ram et al. (2018) In India, they reported that 9.5% of students were at moderate suicidal ideation, 5.7% had severe suicidal ideation and that the prevalence of suicidal ideation was more in females at 5.3% than in males' students at 1.4%. In England, Mortier et al. (2017) did a similar study and noted that 65% of students were in high suicidal ideation. A similar finding was established by Nyagwencha (2021) in Kenya. She pointed out that suicidal behavior (ideation, plan and attempt) among university students in Kenya was at 60.9%. It was also found that students between the ages 20-22 were at 34.1% suicidal ideation. This study found that average suicidal ideation was at 28.9%, and high suicidal ideation was at 16.7%. the total of the two gives 45.6% of participants manifesting suicidal tendencies. This finding triggers major concern about suicidal tendencies among the students of Africa Nazarene University. A student may hardly perform well due to the interference of this intense feeling in one's academic engagements. A deeper exploration may be carried out by the University counselors so as to unravel the possible factors that could be generating suicidal ideation among the students.

The findings of this research in relation to demographics and depression showed 276 students within the age bracket 18-23 had a borderline clinical depression, 58 students within the age bracket of 24-28 had moderate depression. According to Villarroel and Terlizzi (2019), the most affected age with regards to depression were the young adults between the ages of 18-29 (21%), and lowest among those aged between 30–44 (16.8%). In Uganda, Olum et al. (2020) found that students between the ages of 18-25 (64.1%) had moderate depression. Depression was noted to have affected students in their academic performance. In line with these findings, I am

convinced that Africa Nazarene University could organize intervention strategies and support programs reaching out to the students within the ages of between 18-29.

In this study, the findings according to gender showed that the males had mild mood disturbance (considered as no depression), while the females were on borderline clinical depression. These findings are in agreement with the findings of the study by Seweryn et al. (2015) in Poland, Portugal and Germany. Their study found that the male medical 8students were 59.26% depressed in Poland, 28.71% in Germany, and 28.05% (mild) in Portugal. The female medical students' level of depression from Poland was at 54.94% (moderately depressed), those from Germany were 36.76%, and those from Portugal were 25.32%. In Kenya, similar findings by Othieno et al. (2014) found that depressive symptoms among students were noted to be high; in male students at 33.5%, while the female students were at 39.0%. It should be noted that depression among the female gender tends to be higher than that of the males, and this calls for a concern and requires a quick response. It is expedient that university administrations should work in collaboration with the university counselors to address the underlining issues.

Considering the links between residence and depression, this research found that on-campus students had moderate depression, while the off-campus students were on the borderline clinical depression. My conclusion is that living environment could enhance two possible realities in students namely; good self and goal realization, and negative self and goal realization. Rogers (1959) made it known that for any human to thrive positively, conducive environment is key; A conducive environment of genuiness, non-judgmental and unconditional positive regard may pave way for positive results in students. It is possible that when students are residing in an environment that is not conducive, depression may set in affecting their lives and academic performance.

These outcomes are related to the findings of Othieno et al. (2014) in Kenya. They noted that the students residing in school had moderate depression at 32.4%, and those residing off-campus also shared a close level of depression at 31.9%. There is an urgent concern about depression among the students of Africa Nazarene University. Good mental health is fundamental for university students to attain their dreams. Good intervention programmes such as mental health awareness should be carried out. The university, through the counseling department, could organize regular psychological inputs for the students on various coping skills and self-management techniques as well as peer counseling training.

#### **5.4 Correlation Between Self-Esteem and Depression Among Poorly Performing Students of Africa Nazarene University, Kenya.**

The third objective of this research was to establish the correlation between self-esteem and depression among the poorly performing students of Africa Nazarene University, Kenya. The study established that there was highly significant positive relationship ( $r = .420^{**}$ ;  $p = .000$ ) between self-esteem and depression among poorly performing students of African Nazarene University. The relationship between these two variables (self-esteem and depression) was seen to be very strong such that one has effects on the other. Orth and Robins (2013) made it known that low self-esteem contributed to depression, and depression eroded self-esteem. All the literature in this study seem to suggest that a depressed student may hardly see positive things about life and this may impede the self-esteem. Consequently, University students may hardly attain their academic goals if they are confronted with this psychological illness known as depression.

In Switzerland, a study by Sowislo (2012) found that there was a strong positive relationship between self-esteem and depression. It is indicative that a decrease in self-esteem propels increase in depression and an increase in depression triggers low self-esteem. Thus, self-esteem and depression are twin variables that influence each other (Mittal et al., 2018). Due to the



strong relationship between self-esteem and depression, a good psychological intervention strategy should be implemented in the university to accompany students to have a balanced psychological growth in self-esteem to avoid depression. University counselors in collaboration with students' parents/guardians should be available; and ready to listen to their children.

This study further investigated the correlation between self-esteem and its components- self-satisfaction, feeling of uselessness and feeling of failure. The study found that  $r = .695^{**}$ ,  $p = .000$ ), hence there was statistically significant and high positive correlation between self-esteem and self-satisfaction. The finding is consistent with the study carried out by Abdel-Khalek (2016) in Saudi Arabia. He established that there was significant positive correlation between self-esteem and self-satisfaction. This tended to show that self-satisfaction was a reflection of high self-esteem. Another similar study by Szczesniak et al. (2021) in Poland, confirmed that there was high and positive correlation coefficient between self-esteem and self- satisfaction. The more self-satisfied students are, the better their mental wellbeing. In the end, this may facilitate good academic achievements. Inasmuch as students think about an ideal life, they must come to term with the reality about their lives and be content with themselves, as they continue to work towards self-edification. The researcher recommends seminars for students on psychological topics such as “self-acceptance”, should be organize for the students.

The current study also found that there was a statistically significant and high positive correlation ( $r = .614^{**}$ ;  $p = .000$ ) between self-esteem and feeling of uselessness. A similar finding by Fanaja et al. (2015) in Kosov. They found that there was a significant positive correlation between self-esteem and feeling of uselessness. It was also established that the feeling of uselessness interfered with students' self-esteem such that it led to depressive symptoms among students. The feeling of uselessness is a negative vehicle that decreases self-esteem in students and

this may include other risk factors like pessimism and incessant suicidal ideation. This observation resonates with Gul et al. (2016) who noted that self-perceived uselessness generated more negative energy as well as negative realities such as suicidal tendency, meaninglessness and cognitive impairment.

This study also established that there was statistically significant correlation ( $r=.618^{**}$  and  $p=.000$ ) between self-esteem and feeling of failure. This finding is in agreement with the study of Aydin and Sari (2011) in Turkey. They established that there was significant positive correlation between self-esteem and feeling of failure among students who were performing poorly academically. Mackinnon (2015) also explained that the possibility of this relationship comes from the fact that failure has negative implication on students. Students with low and average self-esteem found it difficult to cope in situation of academic failure. Notably, Abdel-Khalek (2017) argued that average self-esteem students who failed also reported emotional abuse stood the chance of moving towards low self-esteem.

This study further found that there was negative correlation ( $r = -.033$ ;  $p = .544$ ) between age and self-esteem, but that age and self-esteem did not have any relationship. However, a study by Abdel-Khalek (2016) claimed that age and self-esteem were positively correlated. This tends to point out that young adult's autonomy and freedom enhance high self-esteem.

This study also found that there was negative correlation between gender and self-esteem ( $r = -.428^{**}$ ;  $p = .000$ ). This indicated that self-esteem and gender had no relationship. A study by Robert et al. (1992) in the US also established that there were no significant relationships between self-esteem and gender. Inasmuch as self-esteem is an important aspect of the human need, studies have shown that gender does not play much role in enhancing self-esteem acquisition. Jain and

Dixit (2014) in India, also noted that there was no significant difference between male and female self-esteem.

Regarding residence, the Pearson correlation analysis was conducted between self-esteem and residence. The Pearson coefficient showed that there was negative correlation ( $r = -.034$ ;  $p = .538$ ) between residence and self-esteem. A similar finding was made by Yadav and Srivastava (2021) in Uttarakhand. They noted a significant negative correlation between self-esteem and residence among university students. Self-esteem is seen as a person's positive or negative evaluation about the self, and the worth one gives oneself. It may not always be the case that environment enables the building of self-esteem of young adults in school. Kant et al. (2021) further explained that environment at times does not work in enhancing self-esteem development but rather destabilizes the human self-esteem. This is due to several contributory factors such as abusive environment, insecurity, traumatic events and environment that is full of intellectual intimidation in the academic arena.

Correlation analysis was also carried out between the components of depression (pessimism, feeling of guilt, suicidal ideation) and depression. The Pearson coefficient showed high positive correlation ( $r = .747^{**}$ ;  $p = .000$ ) between pessimism and depression. A similar finding in the US was made by Bajaj et al. (2022). They found that pessimism and depression were significantly correlated. Pessimism can be seen as one of the factors that accelerate depression in students. Depression takes place due to negative expectation in one's endeavors and distorted thinking patterns.

Skedel et al. (2022) stated that pessimism occurred as a result of cognitive distortion propelled by negativities that occupy the mind. Students may succumb to pessimism due to major life changes, frustrations, and deep losses. University counselors could journey with students to

help them activate their extrinsic motivational abilities so as to avoid falling into pessimism and depression.

This study also established that there was high positive correlation ( $r = .686^{**}$ ;  $p = .000$ ) between guilty feeling and depression. Several studies cited confirm that feeling of guilt and depression exist among students. Sargin (2010) in Turkey, also found that there was a significant positive relationship between depression and feeling of guilt among university students. It was vividly made known that depression adversely affected students' academic performance. The notable reality about guilt is that it does not only lead to shame, but also generates the need for self-punishment as a result of breaking some values and moral standards. This feeling can be chronic such that it possibly facilitates the experience of depression.

On suicidal ideation as a component of depression, the Pearson coefficient showed a high positive correlation ( $r = .544^{**}$ ;  $p = .000$ ) between depression and suicidal ideation. Mustaffa et al. (2014) brought to light that depression and suicidal ideation had significant and positive relationship. The heightening of depression can consequentially intensify suicidal ideation among students.

This study further carried out a correlational analysis between demographics (age, gender and residence) and depression. According to the study outcome, the Pearson coefficient showed that there was a significant moderate positive correlation between age and depression ( $r = .191$ ;  $p = .000$ ). University students are young adults who are biologically mature. Consequently, depression may occur among the students due to growing maturity and exposure to the reality of life. Beginning from childhood to adolescents' stage, truthful communication from the parents or guardians about some human realities of life may have been hidden the child or the adolescents. At young adulthood, the realities of life are then exposed, and some who are not ready to face the

reality may give in to depression. Mirowsky and Ross (2022) confirmed this by explicating that age was a complex human attribute that comes with different possibilities, and one of the possibilities is depression. Besides, at young adulthood, there are patronization of faults, self-blame for weaknesses and failures, resentments, lack of forgiveness, and more negativities when life events become unfavorable, depression creeps in. A similar finding was made by Street (2004) in the US. He found that there was significant positive relationship between age and depression ( $r = .95, p < .05$ ). The findings further established that depression increases by age, it declines from young adulthood to midlife and then start to rise again with increasing age.

More findings pointed out that the Pearson coefficient showed negative correlation ( $r = -.212^{**}; p = .000$ ) between gender and depression. Street (2004) showed that there was negative significant relationship between gender and depression. The assumption was that there was positive relationship between gender and depression. This assumption has been refuted by the current study. Marlena et al. (2012) also found that gender and depression are negatively correlated. however, especially for the young female, depression could be experienced when environmental rewards appear to be lesser and harsh.

On residence and depression, the Pearson coefficient showed that there was negative correlation ( $r = -.088$  and  $p = .108$ ) between depression and residence among students. The findings showed that probably environment did not necessarily inhibit depression, hence no relationship. However, a study by Kwong et al. (2019) established that environment and depression had positive relationship. The environment where students live has two basic possibilities; positive and negative. It is not always the case that environment influences depression. This is because factors like individual lifestyle and genetic inheritance are some of the likely influences as well. The following chapter presents a summary, recommendations and conclusions.

## **5.5 Chapter Summary**

This chapter discussed the findings of the study with regards to objective one, objective two, and objective three. It further made a discourse on the components of self-esteem and depression, and culminated with self-esteem and depression demographic of age, gender, and residence. The next chapter focuses on the summary of the findings.

## **CHAPTER 6**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presented the summary of the findings as well as conclusions. It further articulated policy recommendations and future research recommendations.

#### **6.2 Summary of findings**

The sample size for this study was 335 students from Africa Nazarene University, Kenya. The students were male and female within the age brackets of between; 18-23, 24-28, and 29above. Questionnaires (335) were distributed to a sampled group of poorly performing students. All the respondents were undergraduate students from year 1 to year 4. Findings from the first objective showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% were in low self-esteem.

Components of self-esteem such as; self-satisfaction, uselessness, and inclination to feel like a failure were also studied. The findings showed that 54.3% of the students were in low feeling of self-satisfaction, 9.9% had average feeling of self-satisfaction, and 35.8% in high feeling of self-satisfaction. On feeling of uselessness, 34.3% of the students indicated low feeling of uselessness, 28.1% pointed out average feeling of uselessness, while 37.6% showed high feeling of uselessness. Findings further showed that 37.9% students were experiencing low feeling of failure, 31.9% showed averaged feeling of failure, and 30.2% indicate high feeling of failure.

Pertaining to demographics such as age, gender, residence and self-esteem. Students from the age brackets 18-23, 24-28, 29 and above were at average level of self-esteem. The females had

high self-esteem while the males were at average self-esteem. Residence showed that both on-campus and off-campus students had average self-esteem.

The second objective of this study established that 52.8% of the students had mild mood disturbance (no depression), 15.6% had moderate depression, 10.5% were at borderline depression, 13.5% were at extreme depression and 8.1% had severe depression.

Regarding components of depression such as; pessimism, feeling of guilt and suicidal ideation the findings showed that 63.3% of the students were in low level of pessimism, 26.2% indicated average level of pessimism, and 10.5% had high level of pessimism. In respects to feeling of guilt, results point out that 43.0% of students fell under the level of low feeling of guilt, 44.1% were in average feeling of guilt, and 12.8% had high feeling of guilt. In relation to suicidal ideation, the findings showed that 54.3% of students were within the level of low suicidal ideation, 28.9% under average level of suicidal ideation, and 16.7% in the level of high suicidal ideation.

The demographics such as age, gender, residence and depression showed that students from the age brackets of between 18-23, had borderline clinical depression, ages 24-28, were at moderate depression, and 29 and above had no depression. Gender pointed out that the female had borderline clinical depression, while the male had mild mood disturbance (considered as no depression). On residence and depression, on-campus students were at moderate depression(average), while the off-campus students were at borderline clinical depression.,

The third objective of this study was to establish whether there was a significant positive correlation between self-esteem and depression. The Pearson correlation analysis was also conducted between self-esteem and self-satisfaction, the study indicated that there was statistically significant and high positive correlation. On uselessness, there was statistically significant and



high positive correlation between self-esteem and uselessness. Also, a positive correlation between self-esteem and feeling of failure were noted.

In addition, the Pearson correlation analysis was carried out to find out whether demographics such as age, gender, and residence had any relationship with self-esteem. The Pearson coefficient showed a negative correlation between age and self-esteem. The findings further revealed that there was negative correlation between gender and self-esteem, and residence indicated that there was negative correlation between residence and self-esteem.

The Pearson correlation analysis was also carried out to ascertain whether depression and its components had any relationship. The Pearson coefficient also showed that there was high positive correlation between pessimism and depression. The Pearson coefficient showed that there was high positive correlation between guilty feeling and depression, and as well, high positive correlation between suicidal ideation and depression were noted.

Pearson correlation analysis was carried out to find out whether demographics have any relationship with depression. It was established that there was moderate positive correlation between age and depression. Also, Pearson coefficient showed that there was negative correlation between gender and depression, and it was also found that there was negative correlation between depression and residence.

### **6.3 Conclusion**

The followings are the conclusions of this study; there was a significant positive correlation between self-esteem and depression among poorly performing students of Africa Nazarene university; there was statistically significant and high positive correlation between self-esteem and self-satisfaction; there was statistically significant and high positive correlation between self-

esteem and uselessness; there was a positive correlation between self-esteem and feeling of failure. With respect to demographics of age, gender and residence, the study concluded that there was no correlation between age, gender, residence and self-esteem.

The study concluded that there was a high positive correlation between pessimism and depression, between guilty feeling and depression, and between suicidal ideation and depression. The study also concluded that there was a moderate positive correlation between age and depression, and a negative correlation between gender and depression, and between residence and depression. In line with the study outcomes, the researcher set to make some practical recommendations.

#### **6.4 Study Recommendations**

This study makes three major policy recommendations.

Firstly, the university leadership and the counseling department should regularly organize psychosocial support programs for the poorly performing students. This may help boost students who fall under the categories of low and average self-esteem. Students could also be helped with motivational talks and possibly motivational interviewing in therapy sessions to enable them see their great inner strengths and abilities. In this way they may avoid the possibilities of self-dissatisfaction, feeling of uselessness and feeling of failure.

Secondly, the university should try to, consistently, engage the students on awareness/outreach about mental health coping skills and various psychological intervention techniques on depression. Additionally, the university counselors may explore the various underlining issues generating pessimism, feeling of guilt and suicidal ideation among the students.

Thirdly, parents/guardians could try to be available, and ready to listen to their children to enhance self-esteem growth and good emotional wellbeing. Seminars on psychological topics

such as self-acceptance, should be organized for the students by counselors to broaden their understanding about their purpose in life. The students could be helped to be content with what life brings, as they keep striving for more improvement. The researcher admits that this research did not cover all facts surrounding the area of study.

### **6.5 Limitation of the Study**

Due to the COVID-19 situation, assembling the respondents to participate in the study was a challenge. However, with the help of the school counselor and the dean of students, COVID-19 safety protocols were put in place. Also, the use of questionnaire was a limiting factor. This is because it prevented the possibility of probing among the male and female undergraduate students who participated in this study.

### **6.6 Possible Areas of Future Research**

The study suggests the following areas for future research;

A similar study be carried out among other private and public universities in Kenya focusing on the correlation between self-esteem and depression among poorly performing students.

A study be conducted to investigate the root causes of low self-esteem and depression among poorly performing students.

A study be done to investigate the role played by self-satisfaction, uselessness, and feelings of failure among poorly performing students.

Research be carried out to investigate/establish the role of pessimism, guilty feelings and suicidal ideation among poorly performing students.

## **6.7 Chapter Summary**

This chapter focused on the summary of the findings on the three objectives of this research. It further presented findings on the component of self-esteem and depression. It also reported on the findings of demographic like age, gender and residence in relation to self-esteem and depression respectively. It additionally presented the conclusion and as well made some study recommendation, identified the limitation of the study and also made recommendation for possible areas of future research.

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## **Appendix 1**

### **Consent Form for Participants**

Title of the Research: Correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. This study is being conducted by Afen Innocent Elum, MA student from Tangaza University College. There are no known risks to participants or any deceptions that are involved in this study. There are a series of questions that require the participant to answer and they will take approximately 20 minutes. All answers will be confidential and the results will be presented in aggregate form to the individuals. Voluntary participation is upheld for this study and the participants will not receive monetary compensation for their participation. An individual will not be penalized in any way for refusing to take part in the study. It is the right of the participants to, at any time, withdraw themselves and their data from the study. Email and telephone number of the researcher: afeninnocentpaul@yahoo.com. Mobile contact: +254705048365.

Signed by researcher ----- Date-----

In case of any questions regarding this study, please contact the MA programme leader at iysma@tangaza.ac.ke

Statement to be signed by the participant:

I confirm that the researcher has clarified fully the nature of the project and the range of questions which I will be asked to answer and that I have received an information sheet. I also confirm that I have been given adequate chances to ask questions about the subject matter. I agree that I am participating voluntarily and that at any time during the project, if I wish to do so, I can withdraw my participation without giving a reason to the researcher. I hereby consent to participate in this study through filling in the questionnaire.

Signed by the participant.....Date.....



## **Appendix 2**

### **Demographic Information**

Dear Student,

My name is Innocent Afen. I am a student at Tangaza University College, Nairobi. I am from the Institute of Youth Studies. This study is undertaken in partial fulfilment of a degree in Masters of Arts in Counselling Psychology. I am conducting a study investigating the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. This questionnaire has three sections namely: A= Demographics of respondents, B= Self-esteem, and C= Depression. The findings of this research will be used strictly for academic purposes only. All the information you share shall be kept strictly confidential. You are free to stop taking part at any time you choose.

Kindly answer all questions provided here.

Please tick the most appropriate response by placing a tick (✓) in the appropriate box.

1. Age:

29-above	<input type="checkbox"/>
24-28	<input type="checkbox"/>
18-23`	<input type="checkbox"/>
  
2. Gender:

A. Male	<input type="checkbox"/>
B. Female	<input type="checkbox"/>
  
3. Residence:

A. School campus	<input type="checkbox"/>
B. Outside school campus	<input type="checkbox"/>
  
4. Degree

a. BA.	<input type="checkbox"/>
b. B. Com	<input type="checkbox"/>
c. B.Sc.	<input type="checkbox"/>
d. LLB	<input type="checkbox"/>
e. B.Th.	<input type="checkbox"/>
f. B. BIT	<input type="checkbox"/>
g. B.Ed.	<input type="checkbox"/>
  
5. Year of study:

- A. Year1 ☐
- B. Year 2 ☐
- C. Year 3 ☐
- D. Year 4 ☐

### Appendix 3

#### Rosenberg Self-Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. Please indicate your degree of agreement with the following statements by rating them on a scale ranging from 1-4, where 1= strongly Agree, 2= Agree, 3= Disagree and 4= strongly Disagree.

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

## Appendix 4

### Beck's Depression Inventory

Please indicate your degree of agreement with the following statements by circling the appropriate answer.

- 16.
- 0 I do not feel sad.
  - 1 I feel sad
  - 2 I am sad all the time and I can't snap out of it.
  - 3 I am so sad and unhappy that I can't stand it.
- 17.
- 0 I am not particularly discouraged about the future.
  - 1 I feel discouraged about the future.
  - 2 I feel I have nothing to look forward to.
  - 3 I feel the future is hopeless and that things cannot improve. ☐
- 18.
- 0 I do not feel like a failure.
  - 1 I feel I have failed more than the average person.
  - 2 As I look back on my life, all I can see is a lot of failures.
  - 3 I feel I am a complete failure as a person.
- 19.
- 0 I get as much satisfaction out of things as I used to.
  - 1 I don't enjoy things the way I used to.
  - 2 I don't get real satisfaction out of anything anymore.
  - 3 I am dissatisfied or bored with everything.
- 20.
- 0 I don't feel particularly guilty
  - 1 I feel guilty a good part of the time.
  - 2 I feel quite guilty most of the time.
  - 3 I feel guilty all of the time.
- 21.
- 0 I don't feel I am being punished.
  - 1 I feel I may be punished.
  - 2 I expect to be punished.
  - 3 I feel I am being punished.
- 22.
- 0 I don't feel disappointed in myself.
  - 1 I am disappointed in myself.
  - 2 I am disgusted with myself.
  - 3 I hate myself.
- 23.
- 0 I don't feel I am any worse than anybody else.
  - 1 I am critical of myself for my weaknesses or mistakes.

- 2 I blame myself all the time for my faults.  
3 I blame myself for everything bad that happens.
24. 0 I don't have any thoughts of killing myself.  
1 I have thoughts of killing myself, but I would not carry them out.  
2 I would like to kill myself.  
3 I would kill myself if I had the chance.
25. 0 I don't cry any more than usual.  
1 I cry more now than I used to.  
2 I cry all the time now.  
3 I used to be able to cry, but now I can't cry even though I want to.
26. 0 I am no more irritated by things than I ever was.  
1 I am slightly more irritated now than usual.  
2 I am quite annoyed or irritated a good deal of the time.  
3 I feel irritated all the time.
27. 0 I have not lost interest in other people.  
1 I am less interested in other people than I used to be.  
2 I have lost most of my interest in other people.  
3 I have lost all of my interest in other people.
28. 0 I make decisions about as well as I ever could.  
1 I put off making decisions more than I used to.  
2 I have greater difficulty in making decisions more than I used to.  
3 I can't make decisions at all anymore
29. 0 I don't feel that I look any worse than I used to.  
1 I am worried that I am looking old or unattractive.  
2 I feel there are permanent changes in my appearance that make me look unattractive  
3 I believe that I look ugly.
30. 0 I can work about as well as before.  
1 It takes an extra effort to get started at doing something.  
2 I have to push myself very hard to do anything.  
3 I can't do any work at all.
31. 0 I can sleep as well as usual.  
1 I don't sleep as well as I used to.  
2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.  
3 I wake up several hours earlier than I used to and cannot get back to sleep.
32. 0 I don't get more tired than usual.  
1 I get tired more easily than I used to.

- 2 I get tired from doing almost anything.
  - 3 I am too tired to do anything.
- 33.
- 0 My appetite is no worse than usual.
  - 1 My appetite is not as good as it used to be.
  - 2 My appetite is much worse now.
  - 3 I have no appetite at all anymore.
- 34.
- 0 I haven't lost much weight, if any, lately.
  - 1 I have lost more than five pounds.
  - 2 I have lost more than ten pounds.
  - 3 I have lost more than fifteen pounds.
- 35.
- 0 I am no more worried about my health than usual.
  - 1 I am worried about physical problems like aches, pains, upset stomach or constipation
  - 2 I am very worried about physical problems and it's hard to think of much else.
  - 3 I am so worried about my physical problems that I cannot think of anything else
- 36.
- 0 I have not noticed any recent change in my interest in sex.
  - 1 I am less interested in sex than I used to be.
  - 2 I have almost no interest in sex.
  - 3 I have lost interest in sex completely.

Thank you for being a participant in this study

## Appendix 5

Map of Ongata Rongai



## Appendix 6

### Ethics Clearance-Tangaza University College



## TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF POST-GRADUATE STUDIES

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Website: [www.tangaza.ac.ke](http://www.tangaza.ac.ke)

OUR Ref: DPGSR/ER/07/2021

Date: 28<sup>th</sup> July 2021

Afen Innocent Elum  
Institute of Youth Studies  
School of Arts and Social Sciences  
Tangaza University College

Dear Afen,

**RE: ETHICS CLEARANCE FOR AFEN INNOCENT ELUM, REG. NO. 18/00379**

Reference is made to your letter dated 15<sup>th</sup> July 2021 requesting for ethical clearance of your research proposal to carry out a study on "*Correlation between self-esteem, depression and poor academic performance among students of African Nazarene University, Kenya*".

I am pleased to inform you that, your research proposal has been reviewed and you can now apply for research permit. You are advised to submit your proposal to the National Commission for Science, Technology and Innovation (NACOSTI) in Kenya for issuance of a research permit and further guidance before commencing the data collection exercise for your study. You are also advised to adhere to the code of ethics of protection of human subjects during the entire process of your study.

This approval is valid for one year from **28<sup>th</sup> July 2021**.

Please, ensure that after the data analysis and final write up, you soft copy of the thesis to the Director of Post-Graduate Studies – Tangaza University College for records purposes.

Yours sincerely,



**DANIEL M. KITONGA (Ph.D.)**  
*Director, Post-Graduate Studies*  
Tangaza University College

CC: Dr. Fr. Hubert Pinto – Programme Leader, MA in Counselling Psychology (IYS)



## Appendix 7

### Letter of Introduction-Tangaza University College



## TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF POST-GRADUATE STUDIES

E-mail: [dir.pgsr@tangaza.ac.ke](mailto:dir.pgsr@tangaza.ac.ke) Website: [www.tangaza.ac.ke](http://www.tangaza.ac.ke)

OUR Ref: DPGS/ER/07/2021

Date: 28<sup>th</sup> July 2021

To The Commission Secretary,  
National Commission for Science, Technology and Innovation  
P.O. Box 30623,  
Nairobi – Kenya.

Dear Sir/Madam,

**Re: Research Permit for Afen Innocent Elum**

This is to confirm that the person named in this letter is a student at Tangaza University College (TUC). He is registered in the Institute of Youth Studies (Reg. No 18/00379) and he is pursuing a degree in Master of Arts in Counselling Psychology.

Afen has met all our provisional academic requirements leading to data collection. However, he cannot proceed to the field before getting a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI). Kindly assist him to process the permit for the data collection for his MA thesis.

Thanking you in advance for your cooperation

Yours sincerely,



**Daniel M. Kitonga (Ph.D.)**  
*Director, Post-Graduate Studies*

CC:

Dr. Fr. Hubert Pinto – Programme Leader, MA in Counselling Psychology (IYS)

## Appendix 8

### NACOSTI research license

 <p><b>REPUBLIC OF KENYA</b> National Commission for Science, Technology and Innovation Ref No: <b>131743</b></p>		 <p><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b> Date of Issue: <b>23/August/2021</b></p>	
<p><b>RESEARCH LICENSE</b></p>			
<p><b>This is to Certify that MR. INNOCENT ELUM AFEN of Tangaza University College, has been licensed to conduct research in Kajiado on the topic: CORRELATION BETWEEN SELF ESTEEM DEPRESSION AND POOR ACADEMIC PERFORMANCE AMONG STUDENTS OF AFRICAN NAZARENE UNIVERSITY KENYA for the period ending : 23/August/2022.</b></p>		<p><b>License No: NACOSTI/P/21/12324</b></p>	
<p><b>Applicant Identification Number</b> <b>13174</b></p>		<p><b>Director General</b> <i>Walter Wambui</i></p>	
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>			

#### THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

#### CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation  
off Waiyaki Way, Upper Kabete,  
P. O. Box 30623, 00100 Nairobi, KENYA  
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077  
Mobile: 0713 788 787 / 0733 404 245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) / [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

## Appendix 9

### Data collection authorization-Africa Nazarene University



30<sup>th</sup> September 2021

Afen Innocent Elum  
Institute of Youth Studies  
School of Arts & Social Sciences  
Tangaza University College  
Nairobi, Kenya

Dear Afen,

**Re: Data Collection Authorization**

We acknowledge with thanks receipt of your email requesting us to grant you permission to collect data for your Thesis *"Correlation between self-esteem, depression, and poor academic performance among students of Africa Nazarene University, Kenya"*.

We are pleased to inform you that your request has been granted with effect from today the 13<sup>th</sup> September, 2021. You will therefore be expected to adhere to the following:

1. Conduct your study within the stipulated period by NACOSTI.
2. Produce this letter to the relevant ANU management/participants to enable you collect data.
3. Collect data in Counseling Psychology department (students, faculty members, HoDs, and Dean of the School).
4. Maintain the privacy, confidentiality and/or anonymity of your respondents in the presentation of your research data and findings.
5. Submit a copy of your report to the office of the Dean of Postgraduate Studies and Director of the Institute of Research after you are through with data collection.
6. Share a brief summary of the major findings with the university.

Please indicate your acceptance of this letter by signing below and return a copy of this letter to the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read "Rodney Reed".

**Prof. Rodney Reed**  
Deputy Vice-Chancellor of Academic and Student Affairs

I accept this letter of approval to collect data at ANU and I will adhere to the conditions provided.

Full Names \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 10

### Plagiarism report

CORRELATION BETWEEN SELF-ESTEEM AND DEPRESSION  
AMONG POORLY PERFORMING STUDENTS OF AFRICA  
NAZARENE UNIVERSITY, KENYA.

#### ORIGINALITY REPORT

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2

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